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Evaluation of the Implementation of Academic Supervision Programs in the Learning Process

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ABSTRACT

The aim of the research is to describe the evaluation of the Academic Supervision Program in the Learning Process. The supervision carried out is limited to fulfilling the administrative duties and functions of the principal and not yet improving and developing teacher professionalism. So that teacher motivation to improve performance, make improvements and develop themselves, especially in the learning process, is not yet optimal. This research uses the CSE-UCLA research model focused on four process stages, namely planning, process, formative and summative, suitable for use in evaluating learning programs at Kindergarten Pembina IV, Setu District, South Tangerang City. The results of academic supervision carried out by the Head of Kindergarten Pembina IV in the city of South Tangerang include the following: (a) Understanding the concepts, principles and basic theories of creative, innovative learning (b) Guiding teachers in compiling the syllabus for each area of development (c) Guiding teachers in choosing and using strategies that can develop various student potentials, (d) Guiding teachers in carrying out learning activities (e) Guiding teachers in managing and developing knowledge with ICT. 2) Academic supervision with a mentoring method can provide a solution to the problems faced by teachers so far and is the right strategy to improve the quality of learning. 3) Evaluation of the academic supervision program including: a) Context Evaluation. b). Input Evaluation. c) Process Evaluation. d) Product Evaluation. 4) The impact of academic supervision carried out by the kindergarten head in increasing teacher creativity was obtained by information that: academic supervision planning includes activities in determining goals, objectives, organizing activities and determining time.

Keywords: *Evaluation, Academic Supervision, Learning*

INTRODUCTION

Supervision is one of the management functions required for effective and efficient institutional management and developing the quality of the education unit. Teacher supervision is carried out by a supervisor or educational leader or school principal for teachers and education personnel, as stated in the Minister of Education, Culture, Research and Technology Regulation Number 40 of 2021 concerning the assignment of teachers as school principals which states that the school principal's workload is to carry out the main managerial tasks, develop entrepreneurship, and supervision of teachers and education staff (Warmansyah, 2020).

Supervision is carried out as an improvement and development of the teaching and learning process, improving the quality of knowledge, skills, guidance and coaching, as well as teacher professionalism to improve the quality of education, in accordance with the explanation in Minister of Education and Culture Regulation no. 40 of 2021 states that the workload of school principals in carrying out their main duties and functions aims to: a) develop student-centered learning; b) creating a safe, comfortable and inclusive learning environment; c) building a culture of reflection in the development of Education unit residents and management of Education unit programs; and d) improving the quality of student learning processes and outcomes (Astuti, 2017)

Learning supervision is carried out so that an atmosphere of close partnership is created between the supervisor (school principal) and those being supervised (teachers and education staff) so that the aim of supervision is coaching in helping various difficulties faced can run well (Sastradiharja, 2017). A learning supervisor must focus his attention on all steps to improve and increase the quality of learning that have been decided together. The quality of an educational institution depends on the principal as an educational leader. School principals have a very important role in advancing the institutions they lead, especially in providing good educational services (Murniati, A. R., & Harun, 2015).

To be able to provide good education services, including implementing a good learning process, professional teachers are needed who have an important role in determining the success and quality of learning and education in educational institutions (Nofriyanti & Nurhafizah, 2019). Supervision of the learning process is an effort carried out in the context of coaching teachers so they can improve learning, stimulate growth in work professionalism and personal development (Berliani, 2017).

Realizing the importance of the teacher's role, the professionalism and quality of teachers must continue to be improved in an effort to improve and increase the quality of education, thus the role of the school principal is needed in monitoring and assisting teachers through educational supervision. Becoming a professional teacher should continue to develop and improve their competence and potential to become better and become lifelong learners. Efforts to improve teacher professionalism will show better results if they are carried out based on the teacher's self-awareness to develop and improve their abilities. This will produce quality education.

The quality of an educational institution depends on the principal as an educational leader. School principals have a very important role in advancing the institutions they lead. The school principal carries out supervisory duties and guidance to teachers in carrying out the learning process. Efforts to improve teacher professionalism will show better results if they are carried out based on the teacher's self-awareness to develop and improve their abilities. This will produce quality education.

Quality can be said to exist if a service meets existing specifications. To realize continuous quality improvement, leaders are needed who are not only successful but also effective (Susanti, 2021). Effective leaders in educational organizations are those who exert their influence and other people move towards goals voluntarily and happily without being forced, and continuously to realize the quality of education. The quality of education is very closely related to the professionalism of teachers in dealing with problems that exist in the world of education from now to the future (Istikaroh, 2019)., (Ihsana, 2015).

In the interim observations that the author made, several teachers were able to carry out their role as teachers and develop their potential professionally, but for several other teachers, this potential did not always develop optimally. One of the contributing factors is the lack of involvement of school principals in providing reinforcement and attention to teachers in carrying out the teaching and learning process.

The author's evaluation of the supervision program aims to see the implementation of the supervision program in the Pembina IV Kindergarten school and the role of the school principal in implementing the supervision program, so that the impact or benefits of the supervision program can

be felt to improve the quality of education, especially in the learning process carried out by teachers.

Supervision cannot be carried out as it should be, supervision carried out is limited to fulfilling the administrative duties and functions of the principal and has not resulted in improvement and development of teacher professionalism in implementing an effective learning process. So that teacher motivation to improve performance, make improvements and develop themselves, especially in the learning process, is not yet optimal.

METHOD

The evaluation method and model used is CSE - UCLA, which in this model places more emphasis on qualitative assessment. The CSE-UCLA model focuses on four process stages, namely planning, process, formative and summative, suitable for use in evaluating learning programs. The purpose of this model evaluation is to conduct a careful study of the system and program in question, which includes: 1) How the program is implemented in the field. 2) How implementation is influenced by the situation of the school where the program in question is developed. 3) What are the advantages and disadvantages and how does the program affect students' learning experiences. Using the phenomenological paradigm, a research approach using case studies focuses attention on one particular object which is raised as a case to be studied in depth so as to reveal the reality behind the phenomenon.

FINDINGS AND DISCUSSION

Based on the results of interviews with Informant Yantih, in February 2023, planning needs to be carried out on the academic supervision program as a reference for those who will be supervised in the learning process at TK Negeri Pembina IV. In the planning process, supervisors carry out the stages of planning supervision time, determining targets, determining supervision techniques, preparing supervision instruments, preparing necessary class administration, preparing learning instruments, preparing tools, media and learning equipment.

The principal develops a planning document for academic supervision in the learning process by making observations during class visits, taking notes required during observations, observing the completeness of administration and learning tools, observing tools for implementing learning outcomes assessments, observing the teaching and learning process, carrying out assessments during the learning process.

Learning planning includes setting learning objectives, compiling teaching materials, planning effective learning, determining sources, media according to the material and learning strategies. The preparation of this learning program is intended to assist teachers in developing a curriculum in each kindergarten that is adapted to the situation and conditions of the educational institution. The steps for preparing a Kindergarten learning program are: a. Carrying out context analysis includes: studying and observing kindergarten standards, analyzing existing conditions in kindergarten, namely students, educators and education staff, infrastructure, costs and programs, and analyzing opportunities and challenges that exist in the community and environment around kindergarten, for example the role of the kindergarten committee, natural resources, cultural values relevant to religious and moral values, b. Determine the vision, mission and goals of the institution and develop them into real activity programs in the context of managing and improving the quality of the institution. The vision, mission and objectives of the Kindergarten are formulated together, by teachers, Kindergarten principals, foundations and Kindergarten committees, c. Determining the content of kindergarten learning programs that have superior programs can develop learning programs according to kindergarten capabilities, institutional characteristics and regional characteristics, d. Determining the time allocation for the learning program can determine the learning allocation in accordance with the educational

calendar that has been prepared and the respective conditions, and e. Developing learning activity planning as preparation for the activity process which includes semester planning, weekly activity plans and daily activity plans (Teacher Interview, Peny Aryati, 2023)

In line with the opinion of Pane, A., & Dasopang, M. D. (2017). said that the learning components consist of learning objectives, learning materials, learning methods or strategies, media and evaluation. What differentiates the components proposed by the two is whether there are learning methods in the learning planning components. Learning is carried out in three activities, including: initial activities, namely: lining up, praying, checking the child's presence, asking how the child is doing, chatting and singing children's songs and motivating the child, the core includes: mastering the material, applying strategies, learning resources and media, motivating children, effective learning, fostering children's creativity and using language that children understand, the final activity ends with reflecting on the learning activities that have been carried out, asking how children feel today, conveying tomorrow's learning plans and praying. The assessment is designed with an evaluation tool, the teacher assesses according to the written RPPH and the teacher utilizes various assessment methods and results. Another opinion is Suib, M. (2015) who states that the implementation of learning is an activity that has educational value, educational value colors the interactions that occur between teachers and students. Interaction has educational value because the learning implementation is directed towards achieving certain goals that have been formulated before the learning implementation begins.

Procedures and instruments for assessing the process and outcomes of learning through play in Kindergarten are adapted to indicators of children's development achievements and refer to assessment standards, carried out periodically, intensively, meaningfully, comprehensively and continuously, observations are made while children are carrying out activities throughout the day, The educational team periodically reviews the child's development records and various other information including the child's special needs collected from observation notes, anecdotes, check lists and portfolios, communicates with parents about the child's development, including the child's special needs, carried out systematically, reliable and consistent, monitoring all aspects of children's development achievement levels, prioritizing process, impact, results and learning through playing with concrete objects.

The opinion of the Head of Kindergarten Pembina IV in the city of South Tangerang explained that in general there are three functions of evaluation, namely to: a) measure progress, b) support the preparation of plans, and c) improve or make improvements again. He also added that apart from having a general function, evaluation also has a specific function. The evaluation function specifically in the field of education can be viewed from three aspects, namely; a) psychological aspect, b) didactic aspect, and c) administrative aspect (Elis Handayaningsih, 2023).

One of the duties of the Head of Kindergarten Pembina IV in the city of South Tangerang is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal and technical skills are required. Therefore, every Kindergarten Head must have and master the concept of academic supervision which includes: understanding, objectives and functions, principles and substantive dimensions of academic supervision.

Academic supervision carried out by the Head of Kindergarten Pembina IV in the city of South Tangerang includes the following: (1) Understanding the concepts, principles, basic theories, characteristics and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts, (2) Guiding teachers in preparing the syllabus for each area of development at Kindergarten Pembina IV, South Tangerang city or lesson plans at Kindergarten Pembina IV, South Tangerang city based on content standards, competency standards and basic competencies, and principles of Curriculum development, (3) Guiding teachers in selecting and using learning/guidance strategies/methods/techniques that can develop the various potentials of children or students, (4) Guiding teachers in carrying out learning/guidance activities (in

the classroom, laboratory, and/or in the field) to develop student potential, (5) Guiding teachers in managing, maintaining, developing and using educational media and learning facilities, (6) Motivating teachers to utilize information technology for learning. The core competency of academic supervision is to guide teachers in improving the quality of the learning process (Nurhayati, 2023).

The target of academic supervision is teachers in carrying out the learning process, which consists of the main material in the learning process, preparing the Semester Program, RPPM and RPPH, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing learning processes and outcomes and research class action.

Therefore, it is hoped that this material can provide insight to Principals in improving academic supervision competence which includes: (1) understanding the concept of academic supervision, (2) making an academic supervision program plan, (3) applying academic supervision techniques, (4) implementing clinical supervision, and (5) carrying out follow-up academic supervision. The benefits of planning an academic supervision program are as follows: (1) As a guide for implementation and academic leadership, (2) To equalize the perception of all school members regarding the academic supervision program, (3) Guarantee savings and effective use of school resources (energy, time and costs). The principles for planning an academic supervision program are: (1) objective (data as is), (2) responsible, (3) sustainable, (4) based on National Education Standards, and (5) based on the needs and conditions of the supervisory kindergarten IV South Tangerang city (Nurhayati, 2023).

The main targets of academic supervision are teachers' abilities in planning learning activities, implementing learning activities, assessing learning outcomes, utilizing assessment results to improve learning services, creating a pleasant learning environment, utilizing available learning resources, and developing learning interactions (strategies, methods), technique) is appropriate.

Academic supervision must also be supported by appropriate instruments. The Head of Kindergarten Pembina IV in the city of South Tangerang who will carry out supervision activities must prepare supervision equipment, instruments, in accordance with the goals, objectives, objects, methods, techniques and approaches planned, and appropriate instruments, in the form of supervision formats. One of the principal's duties is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal and technical skills are needed (Rismaida, 2017). Therefore, every school principal must have technical skills in the form of the ability to apply appropriate supervision techniques in carrying out academic supervision. Academic supervision techniques include two types, namely: individual and group. There are two academic supervision techniques, namely: individual and group.

The learning process is the process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring science and knowledge, mastery, skills and habits, as well as the formation of attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. Learning has a similar meaning to teaching, although it has different connotations.

In the educational context, teachers teach so that students can learn and master the content of the lesson until they achieve a specified objective (cognitive aspect), and can also influence changes in attitudes (affective aspect) and skills (psychomotor aspect) of a student. Learning usually occurs in formal situations that are deliberately programmed by teachers in an effort to transform knowledge to students, based on the curriculum and goals to be achieved (Prasetya, 2015).

Through learning, students carry out the learning process in accordance with the programmed teaching plan. Thus, the element of deliberateness through planning by the teacher is the main characteristic of learning. Learning efforts that are rooted in the teacher are carried out systematically, that is, they are carried out in orderly and systematically directed steps. namely as a whole by paying attention to various aspects (Handayani, 2020). So the concept of learning and learning are two activities that proceed in a system. So, it can be concluded that the function of learning in general is to stimulate

and make the learning process successful and to achieve goals. Meanwhile, the function of learning is to be able to make maximum use of learning resources to achieve learning goals, namely the occurrence of changes in students.

Kindergarten head planning as a supervisor in planning academic supervision to improve learning management. Based on the results of interviews with kindergarten heads and teachers, it was found that kindergarten heads prepare academic supervision plans to increase teacher creativity in managing learning. From the results of this research, it is clear that the supervision planning carried out by the kindergarten head involves teachers and teachers in preparing the planning, which clearly states the objectives of supervision to clearly determine the teacher's ability to teach. Supervision targets are prioritized for teachers who will be promoted, but this does not mean that teachers who have not been promoted cannot be supervised. Organizing activities to correct deficiencies in the learning process according to teacher needs. The schedule has been determined, namely twice a year.

Based on the results of interviews with kindergarten heads, senior teachers and teachers, it is clear that kindergarten heads carry out academic supervision to increase teacher creativity in managing learning. From the results of this research, the implementation of academic supervision by the head is assisted by senior teachers, supervision is carried out continuously twice at the beginning and end of the year, supervision is carried out in accordance with the problems faced by teachers in the learning process. Supervision techniques using individual techniques include: class observations or class visits and personal conversations. The group technique is teacher meetings. Based on the information provided by the kindergarten head and teachers, it can be concluded that the kindergarten head carries out individual and group supervision.

Based on the results of interviews with kindergarten heads, senior teachers and teachers, the kindergarten head follows up on the results of academic supervision to increase teacher creativity in managing learning. From the results of this research, in following up on the results of academic supervision, the Kindergarten head first carries out an evaluation analysis. From the results of the evaluation analysis, the Kindergarten head will determine which teachers need to be re-supervised and teachers who do not need to be re-supervised. The teachers who are re-supervised are called by the Kindergarten head to be given guidance through direct and indirect coaching. Teacher creativity in managing learning at Kindergarten Pembina IV, South Tangerang city

Based on the results of interviews with kindergarten heads, senior teachers and teachers, teachers' creativity in managing learning is evident. From the results of this research, it is clear that teachers are creative in managing learning, including: planning learning, implementing learning and evaluating learning. Learning planning includes setting learning objectives, compiling teaching materials, planning effective learning, determining learning sources, media according to the material and learning strategies. Learning is carried out in three activities, including: initial activities, namely: lining up, praying, checking the child's presence, asking how the child is doing, having a conversation, singing children's songs and motivating the child, the core includes: mastering the material, applying strategies, learning resources and media, motivating children, effective learning and using language that children understand, the closing activity ends with journaling, reflection and prayer. The assessment is designed with an evaluation tool, the teacher assesses according to the written RPPH and the teacher utilizes various assessment results.

CONCLUSION

Evaluation of academic supervision carried out by the Head of Kindergarten Pembina IV in South Tangerang city includes the following: Context Evaluation. An academic supervision program at Kindergarten Pembina IV, South Tangerang city needs to be held, taking into account the conditions and need for improvement and development of teacher quality. Input Evaluation. Program planning has gone

well according to needs and includes a variety of academic supervision techniques. The teachers are ready to be involved in the academic supervision program at Kindergarten Pembina IV, South Tangerang city. Process Evaluation. Most of the planned activities have been implemented well with adjustments to activities according to conditions and needs. Existing obstacles, whether from or related to individual teachers, school principals, school management, and infrastructure, can be handled well. The readiness and participation of school principals and teachers supports the implementation of the academic supervision program. Complete and more structured documentation of the activities that have been held needs to be further improved. Product Evaluation. The academic supervision program at Kindergarten Pembina IV, South Tangerang city has had a positive impact and achieved the planned goals for developing the quality of teachers, as well as collectively for the image of the school itself. The impact of academic supervision carried out by the kindergarten principal in increasing teacher creativity was obtained by information that: academic supervision planning includes activities in determining goals, targets, organizing activities and determining time.

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THE INFLUENCE OF THE SCHOOL PRINCIPAL'S CHARISMATIC LEADERSHIP, ORGANIZATIONAL CULTURE, AND SELF- EFFICACY ON PERFORMANCE

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ABSTRACT

This research is aim to test empirically the influence of head master charismatic leadership organization culture and self efficacy against junior high school teacher performance in Sukmajaya District, Depok City. This research used quantitative approach with casual survey method and path analysis. The data analysis technique used descriptive statistic and inferential. The result of this research shows that: 1) There is positive effect and significant of head master's charismatic leadership (X1) on teacher performance (X4) as big as $\rho_{41} = 0,579$ dan $r_{14} = 0,920$. 2) There is positive and significant effect of organization culture (X2) on teacher performance (X4) as big as $\rho_{42} = 0,154$ dan $r_{24} = 0,457$. 3) There is effect of head master's charismatic leadership on self efficacy (X3) as bis as $\rho_{31} = 0,742$ dan $r_{13} = 0,469$. 4) There positive and significant effect of organization culture on self efficacy (X3) as big as $\rho_{32} = 0,898$ dan $r_{23} = 0,920$. 5) There's positive and significant effect of head master's charismatic leadership on (X1) on organization culture (X2) as big as $\rho_{21} = 0,471$ dan $r_{12} = 0,471$. 6) There's positive and significant effect of self efficacy (X3) on teachers performance (X4) as big as $\rho_{43} = 0,051$ dan $r_{34} = 0,472$. Thus there is a positive and significant influence of the charismatic principal, organizational culture, self-efficacy on teacher performance.

Keywords: *Head Master's Charismatic Leadership, Organization Culture, Self Efficacy, Teacher Performance*

INTRODUCTION

Education is very important for the future and progress of the nation. With education as a forum for improving human resources. In organizations, human resources are a central and important element in improving organizational performance (Tannady et al., 2017). One of them is teachers as an important element in the education system (Erni et al., 2022). The teacher is a figure who will always

be in the strategic spotlight, because teachers are always related to any component in the education system (Salehudin, 2022).

However, the problem currently faced in the world of education is the decline in human resources (Erni et al., 2022). For example, during the COVID-19 pandemic, the government closed all face-to-face learning activities and changed them to online or online learning. Changes in the teaching and learning process certainly involve many parties, especially teachers who function as educators in educational institutions. Learning materials that are not ready from the teacher are replaced with assignments that students must complete without any prior direction or explanation from the teacher. So many students complain to their teachers because they are too burdened with too many assignments (Rachmat & Krisnadi, 2020; Sari et al., 2020).

The decline in teacher performance is due to changes in patterns in the learning process. One factor is that digital or online-based learning certainly does not always make it easier for educators to convey their knowledge. Sometimes, many teachers still find it difficult to use digital media to support learning (Sari & Makaria, 2022).

Several factors that have an impact on teacher performance are the principal's charismatic leadership, organizational culture, self-efficacy, self-development, career development and work culture. Fullan (2014) emphasized that principals as school leaders generally have a significant impact both directly and indirectly on school effectiveness.

Leaders in schools, namely the principal as the school leader, are very influential in determining the progress of the school, and in carrying out their duties the principal must have administrative skills, have high commitment and be flexible (Rahmah et al., 2021).

Charismatic leadership has an important role in school managerial management and in the educational process. Besides that, the managerial competence of the school principal can influence every component of the institution he leads. The competency in question is related to knowledge and understanding of management, as well as the duties assigned to school principals as managers of school institutions (Mulyasa, 2013). As in achieving good performance, there are several performance factors as follows: 1) Internal factors are factors that are based on the employee, which include: job satisfaction and organizational commitment; and 2) External factors are factors that originate from outside the employee, including: leadership, work safety and security, and organizational culture (Taurisa & Ratnawati, 2012).

The problem with external factors is that teachers do not have good relationships in building social relationships between fellow teachers, teachers and students, and with students' parents and 20% of teachers do not have greetings between teachers and students when they are in the school environment (Faizal et al., 2019). These problems show that all components involved in the school, principals, teachers and students, need a positive organizational culture so that they can improve teacher performance.

Another aspect that influences performance is teacher self-efficacy. The teacher's self-efficacy will be reflected in how the teacher handles all problems in the classroom and outside the classroom and this has a good correlation with the effectiveness of education at school which will then influence the better performance of teachers at school (Angeles, 2012). Teachers who have good self-efficacy will have more seriousness and confidence in educating students even in very difficult conditions (Gibson et al., 2012).

Teachers who have self-efficacy will have sincerity and confidence in educating their students, even in very difficult conditions. This will be seen when teachers can overcome problems in the classroom and outside the classroom.

Based on the literature review, the results of previous research, the aim of this research is to identify, analyze and describe the existence of influences the principal's charismatic leadership,

organizational culture, self-efficacy, on teacher performance in private junior high schools in Depok District.

METHOD

This research uses a quantitative approach with a cross sectional survey design. The research carried out by researchers used quantitative descriptive analysis methods. The constellation of research problem models shows the relationship model between the independent (exogenous) variables, namely: Charismatic Leadership of the School Principal (X1), Organizational Culture (X2), Self-Efficacy (X3) with the dependent variable (endogenous), namely Teacher Performance (X4).

The population in this study came from all private junior high schools in the district. Sukmajaya. The affordable population in the research was where the sample was drawn, consisting of 8 private junior high schools in the district. Sukmajaya, Depok consisting of 198 private junior high school teachers in the district. Sukmajaya. With a research sample of 132 teachers using the Slovin formula.

The data collection technique used to collect data about the influence of the principal's charismatic leadership, organizational culture, self-efficacy on teacher performance is by using an online closed questionnaire.

The instrument uses a Likert scale, and the validity test of the instrument uses Pearson Product, while the moment correlation coefficient formula and the research instrument reliability test use the Alpha Cronbach formula.

The next process after obtaining the data is to analyze the data descriptively and inferentially. Descriptive analysis was carried out using histogram, median, mean, mode, standard deviation and theoretical range for each variable. Testing as a requirement for data analysis is carried out through normality and linearity regression tests. Inferential analysis was carried out using path analysis. Data analysis using the SPSS version of the program 22.5 Calculations used in data analysis are through normality, homogeneity and linearity regression tests.

FINDINGS AND DISCUSSION

The Influence of the Principal's Charismatic Leadership on Teacher Performance

The results of data analysis for testing the first hypothesis are that there is an influence of the school principal's charismatic leadership on teacher performance. The findings of this research are in line with the conclusions of several previous studies by Ansar et al (2016) that a leader with charismatic leadership can more easily influence his employees to follow his directions. Charismatic leaders who direct their employees in a positive direction will improve performance. Furthermore, in the research results of Meslec et al (2020) that "charismatic leadership and performance-based rewards have a direct and positive effect on individual performance."; Charismatic leadership and performance-based rewards have a direct and positive effect on a person's performance. Strengthened by research by DeGroot et al (2000) "Charismatic leadership is positively related to subordinate performance". Which means charismatic leadership is positively related to the performance of subordinates.

In line with Howell & Frost (1989) that "individuals exposed to a charismatic leader had higher quality of performance and generated more courses of action". Explains that charismatic leadership can influence individuals to obtain quality performance and produce more actions. Therefore, charismatic leadership is needed to improve the quality of human resources which can be seen from performance. Charismatic leaders will produce quality human resources. Based on the analysis and results of this research, it can be concluded that there is a positive and significant influence of the school principal's

charismatic leadership on teacher performance.

The Influence of Organizational Culture on Teacher Performance

The results of data analysis for testing the second hypothesis are that there is a positive influence between organizational culture on teacher performance. Strengthened by several research results which state that organizational culture and company performance have a direct relationship (Denison & Mishra, 1995; Irene Hau-Siu Chow, 2007; Kotter & Heskett, 1992). Followed by research by Ashari (2020) "organizational culture has a positive and significant effect on employee performance". Which means that organizational culture has a positive and significant effect on employee performance.

This shows that organizational culture determines the quality of the organization. Organizations that have a positive influence are organizations that have a good organizational culture, and organizations that have a negative influence are organizations that have a bad organizational culture. In addition, low performance indicates a problem within the individual's personality. This will have an impact on organizational culture, both regarding work productivity and relationships with fellow teachers.

Based on this analysis and supported by research results, it can be concluded that there is a positive and significant influence of organizational culture on teacher performance.

The Influence of the Principal's Charismatic Leadership on Self-Efficacy

The results of data analysis for testing the third hypothesis are that there is a positive influence of the school principal's charisma on teacher performance. Supported by research by Nandal and Krishnan (2000) "One of the characteristics of charismatic leaders evident from the literature, is the leader's ability to increase the self-efficacy of followers."; One of the characteristics of charismatic leadership from several literatures is the leader's ability to increase self-efficacy in his followers.

Reinforced by Shamir et al (1993) "that one of the processes by which charismatic leaders have transformative effects on followers is by raising followers' self-efficacy perceptions."; That one of the processes by which charismatic leaders have a transformative effect on their followers is by increasing the perception of confidence in their followers' abilities. Added "according to them, charismatic leaders increase followers' perceptions of self-efficacy by enhancing followers' self-esteem and self-worth" (Shamir et al., 1993). This means that charismatic leaders increase followers' perceptions of self-efficacy, namely by increasing self-esteem. follower.

Based on research by Indra Dermawan (2021), it shows that charismatic leadership does not have a direct and significant effect on self-efficacy. This is due to the leader's lack of sensitivity to the beliefs of his subordinates. This is evidenced by the respondents' answers to the lowest indicator with an average point of 3.64 'I have a complaint that the leader listens to'. Continuing research results (Nandal & Krishnan, 2000) show that self-efficacy is not significantly correlated with any of the five factors of charisma. However, this research shows that the school principal's charismatic leadership has a positive and significant effect on self-efficacy.

The Influence of Organizational Culture on Self-Efficacy

The results of data analysis for testing the fourth hypothesis are that there is a positive influence of organizational culture on teacher performance. This is confirmed by the research results of Yun et al

(2010) that organizational culture which is classified as a sub-dimensional of organizational culture, namely individual culture, group culture, hierarchical culture and rational culture, is classified as having a positive and significant influence on self-efficacy.

This shows that organizational culture in schools can influence teacher self-efficacy. A good school organizational culture will produce good human resources and vice versa. A bad organizational culture will produce poor human resources. Apart from that, a poor school organizational culture indicates that there are problems within the organization. This will have an impact on individual teacher self-efficacy. In this research, relatively little research has been conducted regarding the relationship between organizational culture and self-efficacy. In particular, it is difficult to find research that focuses on organizational culture and self-efficacy.

Based on the analysis and research results, it can be concluded that there is a positive and significant influence of organizational culture on self-efficacy. A good organizational culture means teacher trust and self-confidence also increases.

The Influence of the Principal's Charismatic Leadership on Organizational Culture

The results of data analysis for testing the fifth hypothesis are that there is a positive influence of the school principal's charismatic leadership on organizational culture. Kreitner and Kinicki in (Hanum et al., 2019) put forward a charismatic leadership model, starting from organizational culture, leader behavior, impact on followers and work groups as well as the result. Organizational culture as an indicator of success in charismatic leadership will therefore result in high performance from an adaptive organizational culture. Supported by research by Ansar et al (2016), leaders who have a charismatic spirit can build a successful organization. A successful organization will create a good organizational culture so that it will produce maximum productivity and performance. The findings of previous research by Zahrah and Anitra (2020) show that charismatic leadership has a positive and significant effect on organizational culture. This shows that the school principal's charismatic leadership is working well, the organizational culture produced in the school will be good.

Based on the analysis and results of this research, it can be concluded that there is a positive and significant influence of the school principal's charismatic leadership on organizational culture.

The Influence of Self-Efficacy on Teacher Performance

The results of data analysis for testing the sixth hypothesis are that there is a positive influence between self-efficacy and teacher performance. Bandura (1977) said that individuals with high self-efficacy have good abilities in carrying out their work. On the other hand, individuals with low self-efficacy will find it difficult to complete their work. Therefore, self-efficacy influences performance. Which means that a person's individual role is important in improving teacher performance. Self-efficacy and teacher performance have a positive and significant effect, meaning that a person's belief in their abilities influences teacher performance.

The findings of this research are in line with the conclusions of several previous studies by Song et al (2018). The results of this study show that self-efficacy has a positive influence on teacher performance in the workplace, the presence of teachers in Korean workforce institutions has a high level of persistence or tenacity in completing their work so that Self-efficacy has a positive effect on teacher performance in Korean workforce institutions.

Followed by research results in line with Magistra et al (2021) that changes in self-efficacy have a big influence on changes in "teacher value" because it can be concluded that changes in teacher self-

efficacy have a significant effect. This is followed by research that is in line with Shea and Howell (1999) that there is a significant influence of work that has feedback on performance which will be mediated by self-efficacy.

Based on the analysis and research results, it can be concluded that there is a positive and significant influence of self-efficacy on teacher performance.

CONCLUSION

Based on the results of data analysis through proof of hypothesis testing and discussion of the results of data analysis and theoretical studies, conclusions regarding the influence of the principal's charismatic leadership, organizational culture and self-efficacy on teacher performance in private junior high schools in the district are concluded. Sukmajaya, Depok are as follows:

1. There is a positive and significant influence of the principal's charismatic leadership (X1) on teacher performance (X4)
2. There is a positive and significant influence between organizational culture (X2) on teacher performance (X4).
3. There is a positive and significant influence between self-efficacy (X3) on teacher performance (X4).
4. There is an influence of the school principal's charismatic leadership (X1) on Organizational Culture (X2).
5. There is a positive and significant influence between the school principal's charismatic leadership (X1) on self-efficacy (X3).
6. There is a positive and significant influence between organizational culture (X2) on self-efficacy (X3).

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THE INFLUENCE OF SCHOOL PRINCIPALS' LEADERSHIP AND WORK CLIMATE ON THE WORK MOTIVATION OF VOCATIONAL SECONDARY SCHOOL TEACHERS IN DKI JAKARTA

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ABSTRACT

The aim of this research is to analyze, test and obtain a clear picture of the influence of school principal leadership and work climate on the work motivation of vocational high school teachers in DKI Jakarta. This research uses a quantitative approach and hypothesis testing uses the path analysis method, while the data collection technique uses questionnaires, with a sample of 150 teachers from a population of 240 PNS and P3K teachers in DKI Jakarta, in this case I took the population of PNS and P3K teachers in North Jakarta and the Thousand Islands. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: (1) There is a direct positive and significant influence of school principal leadership on the work motivation of vocational school teachers in DKI Jakarta. (2) There is a direct positive and significant influence of work climate on teacher work motivation of vocational school teachers in DKI Jakarta. (3) There is a direct positive and significant influence of the principal's leadership on the work climate at vocational schools in DKI Jakarta.

Keywords: *Principal Leadership, Work Climate, Work Motivation.*

INTRODUCTION

The world of education is one part of the effort to produce quality students. The main task of teachers as professional educators is to educate, teach, guide, direct, train, assess and evaluate students. Progress in the quality of education in schools certainly cannot be separated from the role of a teacher.

It is in the hands of the teacher that the learning process can run well, however, to achieve better

learning a school principal can provide support to teachers so that teacher motivation arises within a teacher to make learning even better. A school principal must have managerial functions which include the functions of planning, organizing, actuating, controlling. These managerial functions can be carried out by a school principal in his leadership. If the managerial function runs well, then school management can also run well, especially for teachers in providing support so that teacher motivation can develop well.

Motivation is an encouragement, as a motivational impulse it will provide a good stimulus to someone to fulfill their needs so that the goals they have aspired to can be achieved. Motivation is important, because with this motivation it is hoped that each individual will work hard and be enthusiastic to achieve the desired results.

Green and Baron in Wibowo (2017, p. 322) argue that motivation is a series of processes that arouse, direct and maintain human behavior towards achieving goals. Motivation is a person's own desire or encouragement from external parties to carry out work optimally in achieving work goals (Damayani, Arafat, and Eddy, 2020, p. 48). Teacher work motivation is the encouragement or desire that arises from a teacher to educate, teach (plan, implement and assess), guide, direct and train students as well as possible by directing all their existing potential. (Simarmata, 2020, h . 659). Without work motivation in teachers, of course there will be no enthusiasm for teaching and less responsibility for their duties. There are several factors that influence teacher work motivation.

Work motivation is a serious effort made by teachers in order to shape children, using educational and coaching facilities that are well programmed and implemented seriously and consistently. This work motivation is carried out based on the assumption that work motivation arises because there are intrinsic and extrinsic factors that arise within oneself

Intrinsic factors are teacher work motivation factors that exist within the teacher. The sense of responsibility contained within the teacher is one of the teacher's intrinsic factors. Developing teacher self-competence is also one of the teacher's intrinsic factors. Extrinsic factors are teacher work motivation factors that come from outside. School conditions are one of the extrinsic factors of teacher work motivation. Comfort in the work environment can provide teacher motivation in working. Then the income or compensation received by teachers is also one of the teacher's extrinsic factors. The income received by teachers certainly makes teachers enthusiastic about teaching.

In an organization, leadership is a very important role because the leader is the one who will move and direct the organization in achieving its goals and at the same time it is a task that is not easy, because they have to understand the different characters, attitudes and behavior of their subordinates. A successful principal is a principal who understands the existence of the school as a complex and unique organization, and is able to carry out the duties of the principal, and is able to take responsibility for leading the school.

Leadership is also defined as a process of relationship or interaction between leaders and members in certain situations by providing direction, influencing and motivating members so that they can understand, accept, be willing and able to carry out organizational tasks that are their responsibility to achieve organizational goals. (Suparyadi , 2020, p. 26). Leadership is the ability to influence other people to do what the leader wants. Leadership is an art, strategy and technique of managing other people, willing to work together to achieve targeted goals (Nizar and Hasibuan, 2019, p. 4). Leadership is a science or ability to influence, move, direct, a person or group of people so that they can carry out various activities to achieve organizational goals. (Suryana et al., 2022, p. 7320)

The principal's leadership is a force to move his subordinates. The leader is appointed on the basis of a decision or official appointment to assume the position of principal. The leadership of the school principal in an organization is the main factor in carrying out activities in the school. The pinnacle of leadership of a school organization lies in the leadership of the school principal

There are five competency standards that a school principal must have, namely personality competence, managerial competence, entrepreneurial competence, supervisory competence and social competence. Personality Competency consists of having noble morals, developing culture and traditions of noble morals and providing role models for the community at school. Have a strong desire to develop oneself as a school principal, be open in carrying out duties and functions as a school principal and control in facing problems in the work as a school principal. Meanwhile, managerial competencies include preparing work instruments to carry out the main tasks and functions in the school, compiling reports on the results of supervision to encourage teachers and school principals in developing school principals and education unit administration. Monitor the implementation of national education standards and utilize the results to assist school principals in preparing for accreditation. Supervision competencies include guiding in compiling the syllabus for each subject based on content standards, competency standards and basic competencies, compiling lesson plans, guiding teachers in implementing and maintaining learning media, motivating teachers in utilizing information technology in learning. Social competence can be described as being able to collaborate with various parties in order to improve the quality of carrying out duties and responsibilities as well as being active in educational unit supervisory association activities. (Julaiha, 2019, p. 60)

The work climate or atmosphere of the work environment can also increase teacher motivation in teaching. The friendly and family atmosphere and mutual assistance between one teacher and another makes teachers motivated to teach at school. An individualistic work climate will make teachers feel uncomfortable and will have an impact on the teacher's own motivation. A family and harmonious work climate and mutual assistance between one teacher and another will make teachers comfortable in teaching so that teacher motivation in teaching will grow.

The word climate is usually associated with the atmosphere or air conditions in a particular environment. Koy and Misykel in Efendi et al. (2019, p. 104) say that climate is the quality of the environment that is continuously experienced by staff, influences behavior, and is based on the collective perception of their behavior. Work climate is a reciprocal relationship between personal, social and cultural factors that influence individual and group attitudes in a school or madrasah environment which is reflected in an atmosphere of harmonious and conducive cooperative relations between madrasah principals and teachers, between teachers and others, between teachers with madrasah employees and all components must create relationships with students so that educational and teaching goals are achieved (Amin, 2023, p. 65). Work climate is a form of work environment that can influence employee behavior. The work climate can shape employees' expectations about the consequences that will occur from the various actions they take. (Darmawan, 2020, p. 60)

Work climate is a comfortable and conducive atmosphere that can influence work motivation. School atmosphere, students' relationships with their friends, students' relationships with teachers and school staff, quality of teachers and teaching methods, condition of the building, school community, rules, school facilities and school infrastructure. A comfortable and pleasant working climate will make teachers feel happy to teach and motivated to improve their work performance.

There are several factors that influence the work climate. According to Amin (2023, p.66) explains that factors that influence the work climate are personal, social and cultural factors. A negative climate manifests itself in the form of bad relationships. Competitive, contradictory, jealous, oppositional, indifferent, individualistic and selfish. This negative climate reduces teacher work productivity. On the other hand, a positive work climate shows a close working relationship with one another, in the form of mutual cooperation between them, all problems that arise are resolved together through deliberation. A positive climate also shows that educational activities run harmoniously and in a peaceful, calm atmosphere, thus providing a sense of calm and comfort to personnel in general and teachers in particular.

METHOD

The research carried out by researchers uses quantitative methods of descriptive analysis, namely research into problems in the form of current facts from a population, research aimed at studying large and small populations by selecting and studying samples selected from that population to find the incidence, distribution, and the relative interrelation of variables

The population in this study was ASN teachers consisting of PNS and P3K teachers who taught at State Vocational High Schools in DKI Jakarta, namely in the North Jakarta and Seribu Islands areas, 4 State Vocational Schools with a total of 240 ASN teachers consisting of PNS and P3K teachers. In this study, the research sample used the Slovin formula. From a population of 240 people, a sample size of 150 people was obtained and 30 people were tested who were not included in the sample.

The constellation of research problem models shows a model of the relationship between the independent (exogenous) variables, namely: school principal leadership (X1) and work climate (X2) with the dependent (endogenous) variable, namely teacher work motivation (X3). In the context of this research, survey research is used to determine the relationship between variables.

Based on the theoretical description and thinking framework above, the following research hypothesis can be proposed: (1) There is a positive direct influence of the principal's leadership on teacher work motivation. (2) There is a direct positive influence of work climate on teacher work motivation. (3) There is a positive direct influence of the principal's leadership on teacher work motivation

To capture data, a scale was used for the variables of work discipline, transformational leadership and support for facilities and infrastructure. The scale is designed with a Likert scale. In this scale, the statements submitted are accompanied by five alternative answers. For positive items the answer scores are: Always (SL) score 5, Often (SR) score 4, Sometimes (KD) score 3, Rarely (JR) score 2, Never (TP) score 1

Data obtained from research results were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to determine the minimum score, maximum score, range, mean, median, mode, standard deviation and variance of each variable. Meanwhile, inferential statistical analysis is needed for hypothesis testing and research generalization with path analysis (Path Analysis) using the SPSS application.

FINDINGS AND DISCUSSION

Based on the results of hypothesis testing that has been carried out, it is concluded that the principal's leadership has a direct positive and significant effect on work motivation. These findings provide empirical evidence that increasing principal leadership carried out by vocational school heads in North Jakarta and the Thousand Islands will have an impact on increasing the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. With these results, the results of this research further strengthen the theories which prove that the principal's leadership has a direct positive effect on teacher work motivation, the better the principal's leadership, the greater the work motivation of vocational school teachers in North Jakarta and the Seribu Islands.

Based on the results of hypothesis testing that has been carried out, it is concluded that work climate has a direct positive and significant effect on teacher work motivation. These findings provide empirical evidence that improving the work climate carried out by vocational school heads in North Jakarta and the Thousand Islands will have an impact on increasing the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. With these results, the results of this research further strengthen the theories which prove that the work climate has a direct positive effect on teacher

work motivation, the more conducive the work climate in schools is, the more work motivation of teachers in vocational schools in North Jakarta and the Seribu Islands will increase.

Based on the results of hypothesis testing that has been carried out, it is concluded that the principal's leadership has a direct positive and significant effect on the work climate. These findings provide empirical evidence that increasing principal leadership carried out by North Jakarta and Thousand Islands Vocational School principals will have an impact on the conducive working climate of North Jakarta and Thousand Islands Vocational School teachers. With these results, the results of this research further strengthen the theories which prove that the principal's leadership has a direct positive effect on the work climate, the better the principal's leadership, the more conducive the work climate in North Jakarta and Thousand Islands Vocational Schools will be.

CONCLUSION

Based on the findings and analysis presented in the previous chapters, the following conclusions can be drawn:

There is a positive direct influence of school principal leadership on the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($17.428 > 1.976$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.820 > 0.135$) means that it can be seen that there is a positive direct influence of the principal's leadership on teacher work motivation. And the coefficient of determination is $r_{x1} = 0.672$. This means that 67.2% of work motivation (X3) is influenced by the leadership of the school principal (X1). This means that if the principal's leadership is good, teacher work motivation will increase.

There is a positive and significant direct influence of work climate on the work motivation of vocational school teachers in North Jakarta and the Thousand Islands. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($15.765 > 1.976$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.792 > 0.135$) means that it can be seen that there is a positive and significant direct influence of work climate on teacher work motivation. And the coefficient of determination is $r_{x2} = 0.627$. This means that 62.7% of motivation (X3) is influenced by the work climate (X2). This means that if the work climate is conducive, teacher work motivation will increase.

There is a direct positive and significant influence of the principal's leadership on the work climate at vocational schools in North Jakarta and the Seribu Islands. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($11.992 > 1.976$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.702 > 0.135$) means that it can be seen that there is a positive and significant direct influence of the principal's leadership on the work climate (X2). And the coefficient of determination is $r_{21} = 0.493$. This means that 49.3% of the work climate (X2) is influenced by the leadership of the school principal (X1). This means that if the principal's leadership is good, the work climate in the school will be more conducive.

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THE INFLUENCE OF SITUATIONAL LEADERSHIP AND WORK CLIMATE ON THE QUALITY OF ACADEMIC SERVICES IN KINDERGARTENS

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ABSTRACT

The aim of this research is to analyze, test and obtain a clear picture of the influence of situational leadership and work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. This research uses a quantitative approach and hypothesis testing uses the path analysis method, while the data collection technique uses questionnaires, with a sample of 200 teachers from a population of 250 kindergarten teachers in Larangan District, Tangerang City. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: (1) There is a direct positive influence of situational leadership on the quality of academic services in kindergartens throughout Larangan District, Tangerang City. (2) There is a positive and significant direct influence of work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. (3) There is a direct positive and significant influence of situational leadership on the work climate in kindergartens in Larangan District, Tangerang City.

Keywords: *Situational Leadership, Work Climate, Quality of Academic Services.*

INTRODUCTION

The education sector is an example of a service industry, where offering services is non-physical and does not end with owning something. Service quality must be of high quality, meaning that satisfaction is created between customer expectations regarding service and perceptions of service performance. Especially currently, the development of education in the era of industrial revolution 4.0 has a direct impact on education, namely with several changes in learning methods. Changes in learning methods require educators and education staff to follow these changes. Directly, existing educators and educational staff must be able to demonstrate skills or abilities in their fields. Thus, changes in the 21st century require educational staff to follow these changes.

Quality or the quality of education is the main thing for school administrators to continue to

improve from time to time. So that by improving the quality of education, the school will survive and be able to continue to compete with other schools. Etymologically, quality is the level, good or bad of something, quality, level/degree, intelligence or intelligence. In general, quality is a comprehensive description and characteristics of goods or services that demonstrate the ability to satisfy expected or implied needs (Adisucipto et al., 2022).

Academic quality is a set of knowledge possessed by students which is formed through human educational processes and the tools they use, the curriculum, the quality possessed by instructors, teachers/lecturers, the quality of the learning materials used and the quality of learning outcomes. Services are invisible activities where there are benefits that can be provided by a particular person or institution (Rozak et al., 2021)

The same opinion was also expressed by Kango et al., (2019, p. 324), that "service quality is all forms of activities carried out by institutions to meet consumer expectations". In the Ayuni and Mulyana journals, to date, both the SERVQUAL and SERVPERF dimensions are the main media for measuring service quality from various service marketing literature. However, along with the increasing growth and development of the service industry, these two models are no longer relevant to various existing services (Ayuni & Mulyana, 2019, p. 148). To measure the quality of educational services, 24 indicators were developed which were classified into 4 dimensions, including the dimensions of teaching, administrative services, support services and systems. (Martinez–Arguelles et al., 2013)

In the education sector, the quality of academic services can be influenced by several factors, one of which is situational leadership, where the leader's role in empowering his subordinates is expected to provide an opportunity for the organization to exist and win in every competition. According to Harsono et al., (2021), leadership is very important in determining the direction of success of an organization, where leadership can be defined as "a process of social influence in which leaders seek voluntary participation from subordinates in efforts to achieve organizational goals. According to Hidayat et al., (2020), situational leadership is "a leadership model that integrates directive and supportive dimensions, each of which is applied correctly in appropriate situations". It emphasizes the follower's readiness, willingness, and ability to perform certain tasks.

Principal leadership is the method used by the principal to influence subordinates to voluntarily and responsibly carry out the tasks that must be carried out to achieve organizational goals (Dwiyani & Sarino, 2018, p. 87). School principals have quite heavy duties and responsibilities, and to be able to carry out their functions optimally, school principals need to apply the right leadership style. However, it doesn't just stop at the right leadership style, the leadership style applied must also be effective. Effective leadership depends on the interaction between the situation and the leader's behavior. (Dwiyani & Sarino, 2018)

In improving the principal's situational leadership style, it is as follows: Telling. This is indicated by leader behavior that is high in direction and low in support, this style is characterized by one-way communication. Leaders define the roles of their followers and tell them what, how, when and where to carry out various tasks. The initiative to solve problems and make decisions is carried out solely by the leader. Problem solutions and decisions are announced and their implementation is closely monitored by the leader. Selling (hawking) This is shown by leader behavior that is high in direction and high in support, in using this style the leader still gives a lot of direction and still makes almost the same decisions, but this is followed by increasing two-way communication and supportive behavior, by trying to listen to feelings followers about the decisions made, as well as their ideas and suggestions. Even though support is increased, control over decision making remains with the leader. Participation (involving) This is shown by leader behavior that is high in support and low in direction. Positions of control over problem solving and decision making are held alternately. By using this 3 style, leaders and followers exchange ideas in solving problems and making decisions. Two-way communication is enhanced, and the leader's role is to actively listen. The responsibility for problem solving and decision

making rests largely with the follower. This is natural because followers have the ability to carry out the task. Delegation (delegating) This is shown by leader behavior that is low in support and low in direction. The leader discusses the problem together with the subordinates until an agreement is reached regarding the definition of the problem and then the overall decision-making process is delegated to the subordinates. Now subordinates have control over how to carry out tasks. Leaders provide ample opportunities for subordinates to carry out their own performances because they have the ability and confidence to assume responsibility for directing their own behavior. (Aisyafarda & Sarino, 2019)

Another factor that plays a role in improving the quality of academic services is the work climate. Work climate is an employee's perception of the social climate in the workplace, which is relevant to its policies, practices and procedures. The term climate is like human personality, meaning that each environment has characteristics (personality) that are not the same between one university and other universities, even though the university was built with the same physical and shape or architecture (Damanik, 2019, p. 104). According to Chernyak-Hai & Tziner, (2016, p. 3), organizational climate concerns "employees' perceptions of the social climate in the workplace, as relevant to its policies, practices and procedures". Meanwhile, according to Gaviria-Rivera & López-Zapata, (2019, p. 72), work climate is defined as "the global impression of the organization and the personal impact of the work environment".

According to Litwin and Meyer in Sumantri (2004, p. 137). The dimensions for measuring work climate are as follows: Clarity. Related to employees' feelings that they know what is expected of them regarding their work, role and organizational goals. Standards. Employees' feelings about the condition of the organization where management pays attention to the proper implementation of tasks, predetermined goals and tolerance for mistakes or things that are not appropriate or not good. Responsibility. This relates to employees' feelings regarding the implementation of organizational tasks with a sense of responsibility for the results achieved, because they are involved in the ongoing process. Flexibility conformity. Flexibility and comfort are organizational conditions that provide freedom of action for employees and adapt themselves to the tasks given. This relates to the rules set by the organization, existing policies and procedures. Acceptance of new ideas is a supporting value in developing an organizational climate that is conducive to achieving organizational goals. Rewards. This relates to employees' feelings of appreciation and recognition for good work. Commitment Theme. Relates to employees' feelings regarding their sense of pride in having an organization and willingness to try more when needed.

From the explanation above, it can be synthesized that work climate is the atmosphere that prevails in the workplace, the relationship between school members such as: principal and teacher, teacher and teacher, teacher and parent, teacher and student and other relationships that can influence teaching and learning process at school

METHOD

The research carried out by researchers uses quantitative methods of descriptive analysis, namely research into problems in the form of current facts from a population, research aimed at studying large and small populations by selecting and studying samples selected from that population to find the incidence, distribution, and the relative interrelation of variables

The population in this study were 250 teachers in Kindergartens in Larangan District, Tangerang City. This research determines the research sample using non-probability sampling. The non-probability sampling used is purposive sampling. The determination of this sample was based on the research objectives using the Slovin formula, so the sample for this research was 200 respondents.

The constellation of research problem models shows a model of the relationship between the independent (exogenous) variables, namely: the school principal's situational leadership (X1), and work

climate (X2) with the dependent (endogenous) variable, namely the quality of academic services (X3). In the context of this research, survey research is used to determine the relationship between variables.

Based on the theoretical description and thinking framework above, the following research hypothesis can be proposed: (1) There is a positive direct influence of the principal's situational leadership on the quality of academic services. (2) There is a direct positive influence of work climate on the quality of academic services. (3) There is a positive direct influence of the principal's situational leadership on the work climate

To capture data, a scale was used for the variables of work discipline, transformational leadership and support for facilities and infrastructure. The scale is designed with a Likert scale. In this scale, the statements submitted are accompanied by five alternative answers. For positive items the answer scores are: Always (SL) score 5, Often (SR) score 4, Sometimes (KD) score 3, Rarely (JR) score 2, Never (TP) score 1

Data obtained from research results were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to determine the minimum score, maximum score, range, mean, median, mode, standard deviation and variance of each variable. Meanwhile, inferential statistical analysis is needed for hypothesis testing and research generalization with path analysis (Path Analysis) using the SPSS application.

FINDINGS AND DISCUSSION

Based on the results of hypothesis testing that has been carried out, it is concluded that situational leadership has a direct positive and significant effect on the quality of academic services. These findings provide empirical evidence that increasing situational leadership carried out by school principals in kindergartens in Larangan District, Tangerang City will have an impact on increasing the quality of academic services in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that situational leadership has a direct positive effect on the quality of teachers' academic services, the better the principal's situational leadership, the better the quality of academic services in kindergartens in Larangan District, Tangerang City.

Based on the results of hypothesis testing that has been carried out, it is concluded that work climate has a direct positive and significant effect on the quality of academic services. These findings provide empirical evidence that improving the work climate carried out by school principals in kindergartens in Larangan District, Tangerang City will have an impact on increasing the quality of academic services in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that the work climate has a direct positive effect on the quality of academic services, the more conducive the work climate in schools is, the more the quality of academic services will increase in kindergartens throughout Larangan District, Tangerang City.

Based on the results of hypothesis testing that has been carried out, it is concluded that situational leadership has a direct positive and significant effect on the work climate. These findings provide empirical evidence that increasing situational leadership carried out by kindergarten principals in Larangan District, Tangerang City will have an impact on the conducive working climate in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that situational leadership has a direct positive effect on the work climate, the better the situational leadership, the more conducive the work climate will be in kindergartens throughout Larangan District, Tangerang City.

CONCLUSION

Based on the findings and analysis presented in the previous chapters, the following conclusions can be drawn:

There is a direct positive influence of situational leadership on the quality of academic services in kindergartens in Larangan District, Tangerang City. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($16.547 > 1.972$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.762 > 0.138$) means that it can be seen that there is a positive direct influence of situational leadership on the quality of academic services. And the coefficient of determination is $r_{x1} = 0.580$. This means that 58% of the quality of academic services (X3) is influenced by situational leadership (X1). This means that if situational leadership is good, the quality of academic services will increase.

There is a positive and significant direct influence of work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($18.258 > 1.972$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.792 > 0.138$) means that it can be seen that there is a positive and significant direct influence of work climate on the quality of academic services. And the coefficient of determination is $r_{x2} = 0.627$. This means that 62.7% of the quality of academic services (X3) is influenced by the work climate (X2). This means that if the work climate is conducive, the quality of academic services will increase.

There is a direct positive and significant influence of situational leadership on the work climate in kindergartens in Larangan District, Tangerang City. This can be seen from the results of the t test calculation where $t_{count} > t_{table}$ ($14.255 > 1.972$). And based on the results of the product moment formula calculation at $\alpha = 0.05$, that $r_{count} > r_{table}$ ($0.712 > 0.138$) means that it can be seen that there is a positive and significant direct influence of situational leadership on the work climate (X2). And the coefficient of determination is $r_{21} = 0.506$. This means that 50.6% of the work climate (X2) is influenced by situational leadership (X1). This means that if situational leadership is good, the work climate will be more conducive in kindergartens throughout Larangan District, Tangerang City.

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THE INFLUENCE OF ISLAMIC BOARDING SCHOOL CULTURE AND VISIONARY LEADERSHIP STYLE ON THE QUALITY OF ISLAMIC BOARDING SCHOOL EDUCATION SERVICES IN EAST JAKARTA

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ABSTRACT

The aim of this research is to analyze, test and obtain a clear picture of the influence of situational leadership and work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. This research uses a quantitative approach and hypothesis testing uses the path analysis method, while the data collection technique uses questionnaires, with a sample of 200 teachers from a population of 250 kindergarten teachers in Larangan District, Tangerang City. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: (1) There is a direct positive influence of situational leadership on the quality of academic services in kindergartens throughout Larangan District, Tangerang City. (2) There is a positive and significant direct influence of work climate on the quality of academic services in kindergartens in Larangan District, Tangerang City. (3) There is a direct positive and significant influence of situational leadership on the work climate in kindergartens in Larangan District, Tangerang City.

Keywords: *Quality of Islamic boarding school education services; visionary leadership style; Islamic boarding school culture.*

INTRODUCTION

The quality of educational services, including in the Islamic boarding school world, is a problem and also a serious challenge from time to time. There are at least five problems related to the quality of educational services at Islamic boarding schools in Indonesia.

The first problem is that there is a tendency for Islamic boarding schools to provide services from two educational systems at once, namely Salafiyah Islamic boarding school education services which teach pure religious knowledge on the one hand, and on the other hand Islamic boarding schools also provide formal and modern education services, starting from play-groups, TK/RA, SD/MI, SMP/MTS, SMA/MA to college. In practice, there is a tendency for formal education services to receive more attention than salafiyah boarding school education services or diniyah education, so that day by day the quality of salafiyah education services is experiencing a decline.

The second problem regarding the quality of Islamic boarding school education services is the learning methods at Islamic boarding schools. Salafi Islamic boarding schools generally use the method of giving "fish" (using the sorogan method) to students, rather than the method of giving "hooks" (a method of teaching students to be able to read books independently). The implication is that Islamic boarding schools tend to fail to produce qualified ulama, because using the "sorogan" method it takes a very long time to produce a qualified ulama.

The third problem regarding the quality of educational services at Islamic boarding schools is that, in Indonesia, most of the books used in Islamic boarding schools are old books that are centuries old. In fact, in Arab countries themselves, as the "mecca" of Islamic knowledge, every year thousands of new books are published which have been adapted to current developments. These new books cannot be accessed by Islamic boarding schools in Indonesia, so the students have to be satisfied with flipping through books that were published several centuries ago, which as a result is not easy to make relevant to current conditions.

The fourth problem regarding the quality of Islamic boarding school education services is that it is still difficult to find Islamic boarding schools that master Islamic knowledge completely, completely and systematically. As a result, many students who gain knowledge from Islamic boarding schools tend to piece it together like a puzzle. It is rare for Islamic boarding schools to be able to dissect the tree of Islamic knowledge in its entirety, and be able to provide it to the students, so that Islamic boarding school graduates can bring complete Islamic knowledge. This is a scientific crisis in the world of Islamic boarding schools.

The fifth problem regarding the quality of Islamic boarding school educational services is, as more and more great scholars die who were previously the founders of Islamic boarding schools; Then there was a problem with the regeneration of ulama, namely that the scientific quality of their successors decreased day by day. The authority of the replacement ulama is not as high as that of the ulama who founded the Islamic boarding school. Some young ulama are even more interested in entering the world of politics, rather than continuing to deepen their knowledge. It is not an exaggeration to say that currently there is a crisis in the number of qualified ulama in Islamic boarding schools in Indonesia.

These five problems show that the quality of Islamic boarding school education services is facing challenges that are not easy, and there are no major signs of major or strategic steps from the government or Islamic boarding schools to overcome the five problems with the quality of Islamic boarding school education services mentioned above.

In connection with the problem of the quality of Islamic boarding school education services, researchers conducted a pre-study on 30 respondents. The results of the pre-study concluded that the quality of Islamic boarding school education services in East Jakarta is not bad, but has not yet reached good or very good. More details about this pre-study are presented in.

This study does not pretend to provide a solution to the major problems of educational service quality currently being faced by Islamic boarding schools. This study is only a preliminary study related to the major challenges to the quality of Islamic boarding school education services. The study only wants to test the influence of two independent variables which are assumed to influence the Quality of

Islamic Boarding School Education Services, namely Islamic Boarding School Culture and Visionary Leadership Style.

Previous studies used the independent variables of organizational culture and leadership style to influence teacher performance, and not the quality of Islamic boarding school education services. For example, Harijanto's research (2010) examined the influence of organizational culture and leadership style on the performance of school principals. Research by Manik & Bustomi (2011) examined the influence of Organizational Culture and Leadership Style on Teacher Performance.

The independent variables used are Visionary Leadership Style and Organizational Culture, considering that these two variables also show problems, so it is also important to test them descriptively and verifiably in this research.

Verifiably, it is not yet known how Islamic boarding school culture influences the quality of Islamic boarding school education services. This is because no research has been found that has tested the influence of Islamic Boarding School Culture on the Quality of Islamic Boarding School Education Services.

In terms of descriptive variables, Islamic boarding school culture is expected to be able to preserve, teach and spread Islamic teachings and train students to be ready and able to be independent (Heriyono et al, 2021); Nowadays we face challenges that are not easy. Today's Islamic boarding school culture is in the era of globalization of digital technology. Islamic boarding schools and their stakeholders are challenged to be able to adapt the implementation of Islamic boarding school culture to changing world conditions. It is not easy for kyai and santri to remain consistent (*istiqomah*) in maintaining and implementing Islamic boarding school culture in changing macro conditions. It is not easy for kyai and santri to maintain Islamic boarding school culture from various external influences, some of which have a negative effect on the implementation of Islamic boarding school culture which upholds morals.

Then related to the Visionary Leadership Style variable, it is not yet known how the Visionary Leadership Style influences the Quality of Islamic Boarding School Education Services. This is because no research has been found that has tested the influence of the Visionary Leadership Style on the Quality of Islamic Boarding School Education Services. Descriptively, the Visionary Leadership Style variable also experiences challenges in its implementation. One of the characteristics of the Visionary Leadership Style is the ability to make adjustments according to the demands of time and place (Astuti et al, 2020). There are many Islamic boarding schools, including in East Jakarta. However, to what extent do the leaders in these Islamic boarding schools have a visionary leadership style, because it is not easy to become a visionary leader in an Islamic boarding school, because the leader must be able to set a future direction, guide Islamic boarding school stakeholders including teachers and students so that their steps remain consistent. towards the designated boarding school direction.

In connection with the theme of this research, there is previous research that used the three variables used in the research. However, previous research shows that there is a research gap, because there has been no study of the influence of Organizational Culture and Leadership Style on the Quality of Education Services, especially with research locations in Islamic Boarding Schools. Therefore, this research aims to fill this research gap. This research aims to examine the influence of Islamic Boarding School Culture and Visionary Leadership Style on the Quality of Islamic Boarding School Education Services. This research will be carried out in East Jakarta City, with the research subjects being teachers at these Islamic boarding schools.

METHOD

This research approach is quantitative (Cooper & Schindler, 2014). (The place or location of this

research are Islamic boarding schools located in the East Jakarta City area, DKI Jakarta Province, totaling 23 Islamic boarding schools. Judging from the time horizon, this research was carried out at one time (cross section) (Supranto, 2008), namely during a period of six months, starting with preliminary research in March 2023 to August 2023. This type of research is survey type (Sekaran & Bougie, 2016). East, DKI Jakarta Province. Exclusive criteria, the teachers in question do not include teachers in Islamic boarding schools but only teach in formal schools. The population of this study is 445 teachers.

The sample size calculation in this study used the sample size calculation formula from Tabachnick & Fidell (2013) which takes into account the number of independent variables, so that the minimum sample size was 106 respondents.

The sampling technique applied is non-probability sampling, in this case incidental sampling, namely the technique of determining samples based on incidentality, that is, anyone who incidentally meets the researcher and matches the population criteria can be used as a respondent (Sugiyono, 2013). The technique for distributing questionnaires to respondents is carried out online, namely using Google Forms (docs.google.com),

In connection with this survey technique, this research instrument uses a questionnaire with closed questions (Cooper & Schindler, 2014). The survey questionnaire was measured using an ordinal scale, in this case a 1-5 Likert Scale (1=Strongly Disagree, 5=Strongly Agree).

The Islamic Boarding School Education Service Quality variable consists of three dimensions (input quality; output quality; outcome quality) and 11 indicators. The Visionary Leadership Style variable consists of four dimensions (creating a vision; agent of change; determining direction; and knowledge capacity, professionalism and experience) with ten indicators. The Islamic Boarding School Culture variable consists of six dimensions (spirit of sincerity; spirit of simplicity; spirit of ukhuwah/brotherhood; spirit of ta'awun/mutual help; and spirit of freedom) with 20 indicators.

Data analysis techniques consist of descriptive analysis techniques, and inferential data analysis techniques using the Partial Least Square (PLS) analysis technique - Structural Equation Modeling (SEM) or abbreviated to PLS-SEM, which is followed by hypothesis testing.

FINDINGS AND DISCUSSION

Instrument Test Results

The results of the validity test using confirmatory factor analysis (CFA) show that the Measure of Sampling Adequacy (MSA) value of the Islamic Boarding School Education Service Quality variable indicator already has a number above 0.50, so these indicators are declared appropriate. The same thing for the Islamic Boarding School Culture and Visionary Leadership Style variables. Likewise, the results of the reliability test with Cronbach's alpha show that the variables and indicators all show a Cronbach's alpha value > 0.70 , so they pass the reliability test. The results of the validity and reliability tests are presented in full in Appendix 6.

Respondent Demographics

The respondents for this research were 144 teachers using the data collection method via a Google Forms questionnaire. Details of the respondent profiles are presented in Appendix 7. In terms of gender, 80 respondents (55.6%) were men, while 64 respondents (44.4%) were women. In the current age category, the majority of respondents are in the 36-40 year age range with 67 respondents (46.5%), followed by the 31-35 year age group with 27 respondents (18.8%). In terms of formal education level, the majority of respondents had graduated from the Bachelor Degree Program (S-1) with a total of 107 respondents (74.3%). Then, 33 respondents (22.9%) were graduates of the Diploma Program (D1 to

D4), 3 respondents (2.1%) were graduates of the Strata 2 (S-2) Bachelor Program, and 1 respondent (0.7%) was a graduate Bachelor Degree (S-3).

Regarding the length of education in Islamic boarding schools, 73 respondents (50.7%) spent 3-5 years, 61 respondents (42.4%) spent 6-8 years, and 10 respondents (6.9%) spent more than 9 years. When asked about obtaining teaching certification, 116 respondents (80.6%) had obtained a certificate, while 28 respondents (19.4%) had not yet obtained a certificate. Finally, in the years of teaching category, 76 respondents (52.8%) had taught for 6-8 years, followed by the group who had taught for 3-5 years with 28 respondents (19.4%). The number of respondents who taught for more than 9 years was 9 respondents (6.3%), and 8 respondents (5.6%) had taught for more than 5 hours.

Discussion of Hypothesis 1

Hypothesis 1 reads: There is a positive influence of Islamic Boarding School Culture on the Quality of Islamic Boarding School Education Services.

The research results show that Islamic boarding school culture has a positive and significant effect on the quality of Islamic boarding school education services. This means that hypothesis 1 is supported by data (supported) or proven.

Why the influence of Islamic Boarding School Culture is significant on the Quality of Islamic Boarding School Education Services, this can be traced, among other things, to the cross-loading value of Islamic Boarding School Culture on the Quality of Islamic Boarding School Education Services. The Islamic boarding school cultural values that need to be improved are those that have the lowest cross-loading value on the Quality of Islamic Boarding School Education Services, namely (a) the BP-10 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.504. The BP-10 indicator reads: "Willing to teach/train colleagues/underclassmen related to education." (b) The BP-8 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.512. The BP-8 indicator reads: "Maintaining the brotherhood of fellow Muslims". (c) The BP-9 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.529. The BP-9 indicator reads: "Having togetherness among fellow Muslims". The BP-8 and BP-9 indicators are under the *ukhuwah* (brotherhood) indicator, while the BP-10 indicator is under the *ta'awun* (mutual help) dimension.

Discussion of Hypothesis 2:

Hypothesis 2 reads: There is a positive influence of Islamic Boarding School Culture on Visionary Leadership Style.

The research results show that Islamic boarding school culture has a positive and significant effect on the Visionary Leadership Style. This means that hypothesis 2 is supported by data (supported) or not proven.

Why the influence of Islamic Boarding School Culture is positive and significant on the Visionary Leadership Style, this can be traced, among other things, to the highest cross-loading value of Islamic Boarding School Culture on the Visionary Leadership Style. The following are the cross-loading values with the highest values, namely: (a) BP-1 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.728. The BP-1 indicator reads: Do good without expecting anything in return. (b) The BP-2 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.665. The BP-2 indicator reads: Carrying out various activities just for the sake of worship. Both BP-1 and BP-2 indicators fall under the dimension of sincerity.

Discussion of Hypothesis 3:

Hypothesis 3 reads: There is a positive influence of Visionary Leadership Style on the Quality of Islamic Boarding School Education Services. Meanwhile, the research results show that the Visionary Leadership Style influences the Quality of Islamic Boarding School Education Services. This means that hypothesis 3 is supported by data or not proven.

Why the influence of the Visionary Leadership Style is positive and significant on the Quality of Islamic Boarding School Education Services, this can be traced, among other things, to the highest cross-loading value of Islamic Boarding School Leadership Style on the Quality of Islamic Boarding School Education Services. The following are the cross-loading values with the highest scores, namely: (a) (a) GKV 7 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.869. The GKV7 indicator reads: "Ability to lead subordinates in the outlined direction" . (b) GKV 8 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.839. The GKV8 indicator reads "Has broad and in-depth knowledge in the field in which he/she is involved". The GKV7 indicator falls under the Direction Determining dimension. Meanwhile, the GKV8 indicator is under the dimensions of knowledge capacity, professionalism and experience.

Research limitations

The process and results of this research have a number of limitations, including:

- a. This research approach is not a combination method (mixed-methods), but a quantitative approach. Therefore, the results of this research have limitations in terms of the depth of the discussion
- b. Judging from the research location, this research only obtained official permission from five Islamic boarding schools; so it does not reflect respondents from other Islamic boarding schools in East Jakarta, totaling 23 Islamic boarding schools.
- c. Judging from the number of independent variables tested for their influence on the Quality of Islamic Boarding School Education Services, only two independent variables were used, namely Islamic Boarding School Culture and Visionary Leadership Style. Other variables that are thought to influence the quality of Islamic boarding school education services were not used in this research.
- d. The number of respondents obtained was 144 respondents or 32.35% of the total 445 Islamic boarding school teachers in East Jakarta City. This number includes a sufficient proportion of the sample size relative to the population. However, judging from the sampling technique using non-probability sampling, in this case using incidental sampling, this is part of the limitations of this research, because the level of representation of the population of 27 Islamic boarding schools is still relatively low.
- e. If we look at the primary data collection technique, this research only uses survey data collection techniques, so the results of the primary data collected are only limited to survey data.

Research implications

The results of this research have managerial implications for Islamic boarding school management as a research location, as follows:

1. Islamic boarding school culture does not have a significant influence on the quality of Islamic boarding school education services. Therefore, Islamic boarding school management must

increase efforts so that the values in Islamic boarding school culture are better reflected and applied again in the quality of Islamic boarding school education services. The Islamic boarding school cultural values that need to be improved are those that have the lowest cross-loading value on the Quality of Islamic Boarding School Education Services, namely (a) the BP-10 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.504. The BP-10 indicator reads: "Willing to teach/train colleagues/underclassmen related to education." (b) The BP-8 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.512. The BP-8 indicator reads: "Maintaining the brotherhood of fellow Muslims". (c) The BP-9 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.529. The BP-9 indicator reads: "Having togetherness among fellow Muslims". The BP-8 and BP-9 indicators are under the ukhuwah (brotherhood) indicator, while the BP-10 indicator is under the ta'awun (mutual help) dimension.

2. Islamic boarding school culture has a positive and significant influence on the Visionary Leadership Style. Therefore, Islamic boarding school management must maintain and improve Islamic Boarding School Culture indicators which have the highest cross-loading value for Visionary Leadership Style, namely: (a) BP-1 indicator (cross-loading value for Quality of Islamic Boarding School Education Services) is 0.728 . The BP-1 indicator reads: Do good without expecting anything in return. (b) The BP-2 indicator (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.665. The BP-2 indicator reads: Carrying out various activities just for the sake of worship. Both BP-1 and BP-2 indicators fall under the dimension of sincerity.
3. Visionary Leadership Style has a positive and significant effect on the Quality of Islamic Boarding School Education Services. Therefore, Islamic boarding school management must maintain and improve the Visionary Leadership Style indicators which have the highest cross-loading value on the Quality of Islamic Boarding School Education Services, namely: (a) GKV 7 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.869. The GKV7 indicator reads: "Ability to lead subordinates in the outlined direction" . (b) GKV 8 (cross-loading value on the Quality of Islamic Boarding School Education Services) is 0.839. The GKV8 indicator reads "Has broad and in-depth knowledge in the field in which he/she is involved". The GKV7 indicator falls under the Direction Determining dimension. Meanwhile, the GKV8 indicator is under the dimensions of knowledge capacity, professionalism and experience.

CONCLUSION

Based on the research results, it can be concluded that:

1. Islamic boarding school culture has a positive, but significant effect on the quality of Islamic boarding school education services. This means that hypothesis 1 is supported by data (supported) or proven.
2. Islamic boarding school culture has a positive and significant influence on the Visionary Leadership Style. This means that hypothesis 2 is supported by data (supported) or proven.
3. Visionary Leadership Style has a positive and significant effect on the Quality of Islamic Boarding School Education Services. This means that hypothesis 3 is supported by data (supported) or proven.

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THE INFLUENCE OF SCHOOL PRINCIPALS' MANAGERIAL COMPETENCE AND TRANSFORMATIONAL LEADERSHIP ON THE PERFORMANCE OF STATE PRIMARY SCHOOL TEACHERS

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ABSTRACT

The aim of this research is to analyze: 1) The direct influence of the principal's managerial competence on the performance of public elementary school teachers in Larangan District, Tangerang City. 2) The direct influence of transformational leadership on the performance of public elementary school teachers in Larangan District, Tangerang City. 3) The direct influence of the principal's managerial competence on the transformational leadership of the Larangan District Public Elementary School, Tangerang City. The method used in this research is a causal survey research method with path analysis techniques. The population in this study were all ASN teachers at public elementary schools in Larangan District, Tangerang City, totaling 135 ASN teachers with a sample of 100 ASN teachers taken at random (proportional random sampling). Based on the results of the analysis, it is proven that: 1) There is a positive and significant direct influence of the principal's managerial competence on the performance of state elementary school teachers in Larangan District, Tangerang City. 2) There is a direct positive and significant influence of the transformational leadership on the performance of public elementary school teachers in Larangan District, Tangerang City. 3) There is a direct positive and significant influence of the principal's managerial competence on the transformational leadership of state elementary school teachers in Larangan District, Tangerang City.

Keywords: Principal Managerial Competence, Transformational Leadership, Teacher Performance.

INTRODUCTION

The managerial competence of school principals plays a crucial role in managing human resources, school budgets and learning environments effectively. This competency includes abilities in planning, organizing, monitoring and evaluating, as well as the ability to overcome challenges that may arise in the school environment. As an education manager, the principal has a big responsibility in

determining the efficiency and effectiveness of the entire learning process. This includes not only administration but also the ability to motivate, lead change, and create a conducive learning environment for students and teachers.

However, various observations show that some school principals have not carried out their role as effective managers. For example, some school principals still use previous year's plans or delegate managerial tasks to senior teachers and administrative staff without updating the school management paradigm. The monitoring and evaluation that is carried out is often just a formality without new standards that reflect the creativity and innovation of school principals.

Research by Diding Nurdin (2015) concluded that the managerial competence of school principals has a significant effect on teacher job satisfaction. The better the managerial competence, the higher the teacher's job satisfaction. In addition, school principals who apply transformational leadership can create a climate that motivates teachers to innovate and collaborate in the educational process. This leadership emphasizes a shared vision, builds trust, and creates a progressive organizational culture, which is so necessary in the ever-evolving world of education.

However, based on observations, there are still many school principals who apply conventional leadership styles, relying more on past experiences without paying attention to new paradigms in the world of education. One-way leadership and a lack of communication and discussion with staff are things that often occur. Changes and new dynamics in education require leaders who can adapt and apply transformational leadership to achieve quality education goals.

The importance of teacher performance in education cannot be ignored. Teachers who perform well are able to plan, implement and evaluate learning well. However, many teachers still teach without systematic planning, or use planning that is merely an administrative formality without being adapted to students' actual needs. This has an impact on the quality of learning and student learning outcomes.

This study aims to analyze the extent to which school principals' managerial competence and their transformational leadership influence teacher performance in elementary schools. Thus, it is hoped that this research can make a significant contribution to the development of management and leadership strategies at the elementary school level in order to improve the quality of education.

Identify the problem as follows: First the teacher needs to make a learning plan and carry out learning and assessment according to the plan. Second, some teachers only make learning plans to complete administration, without implementing them in the classroom. Third, many teachers are stagnant in professional development due to lack of motivation from leaders. Fourth, several school principals have not implemented learning management effectively. Fifth, the low managerial competence of school principals causes the implementation of learning to be less systematic. The six transformational leadership have not been implemented widely, so teachers are less inspired and motivated to be more creative and professional.

The problem limitations are as follows: First, teacher performance as the dependent variable. Second, the principal's managerial competence is an independent variable. The three transformational leadership as independent variables.

The problem formulation is as follows: First, is there a positive direct influence of the principal's managerial competence on teacher performance? Second, is there a positive direct influence of transformational leadership on teacher performance? Third, is there a positive direct influence of the principal's managerial competence on transformational leadership?

The research objectives are as follows: First, analyze the influence of the principal's managerial competence on teacher performance. Second, analyze the influence of transformational leadership on teacher performance. Third, analyze the influence of the principal's managerial competence on transformational leadership.

Purpose The research provides a theoretical contribution to the study of educational management

and transformational leadership. The research results can be used by school principals and educators as a reference in improving managerial competence and implementing transformational leadership, as well as improving teacher performance.

METHOD

This research uses a quantitative approach with a correlational design to determine the relationship between the variables studied. This research measures the influence of the principal's managerial competence (X1) on teacher performance (X3), the influence of transformational leadership (X2) on teacher performance (X3), and the influence of the principal's managerial competence (X1) on transformational leadership (X2). The method used is a causal survey with path analysis techniques.

This quantitative research is scientific and systematic regarding existing phenomena and relationships, with the aim of developing and using mathematical models, theories or hypotheses related to natural phenomena.

The research population was all State Elementary School ASN (PNS) teachers who served in Larangan District, Tangerang City, with a total of 135 teachers.

The sample was determined using a probability random sampling technique with the Slovin formula, resulting in a sample of 100 teachers and 30 teachers for the trial who were not included in the main sample.

Data was collected using a questionnaire method which was distributed to all PNS and PPPK teachers in the Larangan District Korwil. This questionnaire is designed to obtain factual data, attitudes and opinions of respondents regarding research variables. Secondary data is also collected from relevant publications or journals.

FINDINGS AND DISCUSSION

Data was collected using questionnaire techniques from State Elementary School teachers in Larangan District, Tangerang City.

Descriptive quantitative data was used with descriptive statistical analysis using percentages. A Likert scale with a score range of 1-5 was used. The research results include data descriptions, analysis requirements testing, hypothesis testing, and discussion regarding the influence of school principal managerial competence and transformational leadership style on teacher performance.

First Hypothesis: The Influence of School Principal Managerial Competence on Teacher Performance

Based on the results of the analysis using SPSS version 29, the following information was obtained:

Coefficients Regresi Variabel X₁ terhadap X₃

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	101.505	11.303		8.980	<,001

KOMPETENSI MANAJERIAL KEPALA SEKOLAH	.260	.083	.302	3.136	.002
a. Dependent Variable: KINERJA GURU					

From the results of the analysis table in table 4.16 above, information is obtained that the intercept value of the regression line (a) is 101.505, while the slope value or regression coefficient (b) is 0.260, resulting in a simple regression line equation as follows:

$$X_3 = a + bX_1 = 101,505 + 0,260 X_1$$

From the regression line equation above, it can be explained that the constant is 101.505; This means that if the principal's managerial competency value is 0, then the teacher's performance value is positive at 101.505. The regression coefficient for the principal's managerial competency variable is 0.260; This means that if the principal's managerial competence increases by one unit, then teacher performance will increase by 0.260. The coefficient is positive, meaning that the influence of the principal's managerial competence on teacher performance is positive, meaning that the better the principal's managerial competence, the more teacher performance will improve.

Based on the t test analysis in table 4.16 above, it shows that the t value is 3.136. This tcount value is then compared with the ttable value at the 95% significance level with $df(100-2) = 98$, resulting in a value of 1.98447. After comparing, it turns out that the tcount value is greater than ttable ($3.136 > 1.975$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.002. This means that the Sig value $< \alpha$ value ($0.002 < 0.05$), so it can be concluded that H_0 is rejected and H_1 is accepted. So it can be concluded that the managerial competence of school principals has a significant effect on teacher performance.

Second Hypothesis: The Effect of Transformational Leadership on Teacher Performance

Based on the results of the analysis using SPSS version 29, the following information was obtained:

Coefficients Regresi Variabel X_2 terhadap X_3

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	108.743	11.304		9.620	.000
	KEPEMIMPINAN TRANSFORMASIONAL	.206	.083	.244	2.494	.014
a. Dependent Variable: KINERJA GURU						

From the results of the analysis table in table 4.18 above, information is obtained that the intercept value of the regression line (a) is 108.743, while the slope value or regression coefficient (b) is 0.206, resulting in a simple regression line equation as follows:

$$X_3 = a + bX_2 = 108,743 + 0,206 X_2$$

From the regression line equation above, it can be explained that the constant is 108.743; This means that if the transformational leadership value is 0, the teacher's performance value is positive at 108.743. The regression coefficient for the transformational leadership variable is 0.206; This means that if transformational leadership increases by one unit, teacher performance will increase by 0.206. The coefficient is positive, meaning that the influence of transformational leadership on teacher performance is positive, meaning that the better the transformational leadership, the more teacher performance will improve.

Based on the t test analysis in table 4.18 above, it shows that the t value is 2.494. This tcount value is then compared with the ttable value at the 95% significance level with $df(100-2) = 98$, resulting

in a value of 1.98447. After comparing, it turns out that the tcount value is greater than ttable (2.494 > 1.975). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.014. This means that the Sig value < α value (0.014 < 0.05), so it can be concluded that H0 is rejected and H1 is accepted. So it can be concluded that transformational leadership has a significant effect on teacher performance.

Third Hypothesis: The Influence of Principal Managerial Competence on Transformational Leadership

Based on the results of the analysis using SPSS version 29, the following information was obtained:

Tabel 4.20
Coefficients Regresi Variabel X₁ terhadap X₂

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106.618	13.718		7.772	.000
	KOMPETENSI MANAJERIAL KEPALA SEKOLAH	.220	.101	.215	2.184	.031

a. Dependent Variable: KEPEMIMPINAN TRANSFORMASIONAL

From the results of the analysis table in table 4.20 above, information is obtained that the intercept value of the regression line (a) is 106.618, while the slope value or regression coefficient (b) is 0.220, resulting in a simple regression line equation as follows:

$$X_2 = a + bX_1 = 106,618 + 0,220 X_1$$

From the regression line equation above, it can be explained that the constant is 106.618; This means that if the principal's managerial competency value is 0 then the teacher's performance value is positive at 106.618. The regression coefficient for the principal's managerial competency variable is 0.220; This means that if the principal's managerial competency increases by one unit, then transformational leadership will increase by 0.220. The coefficient is positive, meaning that the influence of the principal's managerial competence on transformational leadership is positive, meaning that the better the principal's managerial competence, the greater the transformational leadership.

Based on the t test analysis in table 4.20 above, it shows that the t value is 2.184. This tcount value is then compared with the ttable value at the 95% significance level with df (100-2) = 98, resulting in a value of 1.984. After comparing, it turns out that the tcount value is greater than ttable (2.184 > 1.984). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.031. This means that the Sig value < α value (0.031 < 0.05), so it can be concluded that H0 is rejected and H1 is accepted. So it can be concluded that the managerial competence of the school principal has a significant effect on the transformational leadership style.

CONCLUSION

Based on the results of research and discussion, several important things can be concluded as follows:

1. The Influence of Principal Managerial Competence on Teacher Performance

There is a positive and significant direct influence between the principal's managerial competence on teacher performance at the Larangan District Public Elementary School, Tangerang City. This means that increasing the managerial competence of school principals will improve teacher

performance. Therefore, increasing the managerial competence of school principals must be a priority for educational institutions that hope to improve teacher performance.

2. The Influence of Transformational Leadership on Teacher Performance

There is a positive and significant direct influence between the transformational leadership style on teacher performance at the Larangan District Public Elementary School, Tangerang City. An increase in transformational leadership by school principals will improve teacher performance. Educational institutions that hope to improve teacher performance need to ensure that school principals apply the principles of transformational leadership in carrying out their duties.

3. The Influence of Principal Managerial Competence on Transformational Leadership

There is a positive and significant direct influence between the principal's managerial competence on the transformational leadership style at the Larangan District Public Elementary School, Tangerang City. This shows that increasing the managerial competence of school principals will increase the implementation of transformational leadership. Educational institutions that hope to implement effective transformational leadership need to focus on improving the managerial competence of school principals.

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EVALUATION OF CHARACTER EDUCATION PROGRAMS IN STATE VOCATIONAL HIGH SCHOOLS IN SOUTH TANGERANG USING THE DESCREPANCY MODEL

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ABSTRACT

Character education for vocational schools has significant benefits, including making students more independent, responsible as well as a tough personality, never giving up, with a good moral mentality will make students have a good personality and strong resistance to adaptation in the world of work. The purpose of this study is to a) evaluate at the design stage of the character education program, b) evaluate the application (installation) of carrying capacity, c). the implementation process whether it is in accordance with the achievement of program objectives, d).The final result (product) or the main target of the program that has been achieved in the implementation of the program, the cost of the character education program in the Field Work Practice (PKL) program at Vocational High Schools in South Tangerang City, South Tangerang is in accordance with the standards set conduct evaluations on, related to character education using the Descrepancy Evaluation Model (DEM) model according to the stages of Design, Installation, Process, Product and Cost. The research method used is qualitative research by conducting questionnaires, interviews with school management, teachers, students, industry, the business world, the world of work and alumni, as well as field observations in the field, namely schools and their environment. The results of this study show that the design aspect is close to 90% achievement, the installation aspect has 80%-90% achievement, the process aspect has 88% achievement, product 83.82% and cost more than 90%, thus there are gaps at each stage so that comprehensive improvement is needed by exploring and overcoming each criterion that has significant gaps.

Keywords: Character Education, Descrepancy, Evaluation Model, Field Work Practice, Gaps, Vocational School

INTRODUCTION

Evaluation is an activity to measure something or a situation so as to present information in the

form of value as an alternative in making decisions (Arikunto & Jabar, 2018), whereas according to (Stockmann, 2011) defines evaluation as identification, clarification and application of criteria that can be maintained for determine the value of the evaluation object (value or service) in relation to these criteria. Meanwhile, according to (Alkin & Wingard, 1972) evaluation is concerned with the process of collecting information about programs that can be identified and the expected benefits from the program. Meanwhile, evaluation contains the meaning of value and benefits. Value refers to the quality of the program and its implementation. Meanwhile, benefits relate to the positive influence caused by the program and its implementation (Musringudin et al., 2022).

Meanwhile, program evaluation can be interpreted as a process of searching for information, finding information and determining information that is presented systematically about planning, values, goals, benefits, effectiveness and suitability of something to the criteria and objectives that have been set (Munthe, 2015).

Program evaluation includes discussion of the five pillars of management, namely planning, organizing, monitoring, evaluation and controlling (Sukardi, 2014).

Vocational school revitalization comes through Presidential Instruction Number 9 of 2016 regarding vocational school revitalization. In the vocational high school education area there are evaluation objects which are components of special character formation, including; IDUKA-based teacher upskilling and reskilling, curriculum emphasizing soft skills, Business Center, Industry Class, Teacher Internship, Field Work Practice (PKL), Teaching Factory Learning Model, Field Introduction Orientation (OPL) and Curriculum Alignment.

The emergence of character education was motivated by the increasingly eroding character of the Indonesian nation as well as efforts to build and maintain Indonesian people with noble morals (Tsauri, 2015). In other research (El Khuluqo, 2017) it is stated that the weak character formation process in the education system in Indonesia results in high unemployment rates and a low development index in Indonesia. Meanwhile, according to (Suraiya et al., 2020) explains character from a psychological perspective that character is an aspect of personality that is formed by habits, which consists of three elements in character formation, namely beliefs, feelings and actions. Meanwhile (Goleman, 2016) measures five key characters which include: first is self-awareness relating to awareness of one's own feelings, not lying to oneself, second is self-regulation relating to emotional control and calm when in unfavorable situations, third is Motivation is related to personal pleasure, curiosity about something or the satisfaction of doing something, fourth is empathy, namely emotional feelings that can be given to other people, and lastly is social ability/socialization, related to similarities in perception, needs and interests with other people.

In Indonesia, the figure Ki Hajar Dewantara stated that character or character as a soul based on spiritual law, can feel the scale when interacting with its environment. The formation of student character at school can be carried out through activities at school and the role of teachers. Activities at school can be carried out through various routine and spontaneous activities to shape children into positive or good behavioral values. Meanwhile, the role of the teacher can be carried out through learning activities and example (Nantara, 2022). Other research results as stated by (Rusdi et al., 2017) state that the implementation of character education in schools can be carried out through 1) Character education in each subject carried out by each teacher before starting the subject material with a duration of around 5 (five) minutes; 2) Making character formation one of the learning achievement targets which is positioned as supporting work competency, namely work knowledge and skills; 3) Making attitude assessment an absolute requirement for students to advance to class; 4) Building a culture of character in the school environment, which is realized through the 3S (Smile, Greeting and Greeting) program and a clean environmental culture; and, 5) Requiring students to take part in scout activities, which are recognized nationally as extracurricular activities that contain character education. According to (Mufidah et al., 2020) In Islam character education can be seen in the example of the Prophet

Muhammad as follows; Character values must be based on knowledge, character values must be developed gradually, character values must care about children

20% of a person's success is determined by hard skills, and 80% by soft skills, meaning that the competencies possessed by students in all majors who have been studied both cognitively and psychomotorically have lower success achievements compared to their attitude and personality or affective. This theory is strengthened by (Nisa & Alinurdin, 2023) research stating that a person's career success in the world of work is determined by soft skills by 75% and hard skills by 25%, which shows that soft skills play a more important role in career advancement compared to hard skills. Meanwhile, soft skills are skills and life skills as the development of the concept of emotional intelligence related to the personality character, communication and social interaction curriculum which are important for students to master after graduating, (Suardipa et al., 2021) Soft skills are very important to support career success because every profession/work requires interaction and involvement with other parties so it requires the ability to adapt to work relationships, manage work stress, and the ability to work together in a team (Sandroto, 2021).

Among the soft skill aspects that students must master are interpersonal skills, leadership skills, performance management skills, cultural skills, communication/persuasion skills, and self-management skills (Jamaluddin et al., 2019). Soft skills can also be linked to the work culture values required by the industrial world, including aspects of discipline, honesty, commitment, responsibility, self-confidence, ethics, manners, cooperation, creativity, communication and leadership, (Darwanto & Sari, 2020).

According to (Sutjipto, 2019) in research on vocational school work culture with IDUKA, it was stated that the design of the vocational school curriculum must include, among other things, work culture values including hard work, work ethic, discipline, responsibility, creativity, cooperation, morality, ethics and aesthetics.

Meanwhile (Husnita & Suparno, 2020) concluded that character education and Industrial Work Practices (PRAKERIN) contribute to students' readiness to enter the world of work. (Sandroto, 2021) in his research concluded that it is necessary to revitalize vocational education by adding Factory teaching, rebranding through direct studies to industry and comparative studies to more advanced educational institutions both at home and abroad, as well as adding character to students.

In his view (Harmoko, 2019) character education that needs to be implemented in vocational schools includes high discipline, being present on time and working according to Standard Operating Procedures (SOP), hard work, requiring certain targets. Honesty, responsibility, and entrepreneurial spirit. Several expert opinions regarding entrepreneurial character, as mentioned by (Ramdani & Ghina, 2016), state that there are eight entrepreneurial characters, including: Desire for Responsibility, Preference for Moderate Risk, Confidence in Their Ability to Succeed, Desire for Immediate Feedback, High Level of Energy, Future Orientation, Skill of Organizing, Value of Achievement over Money. In other research (Perkasa, 2022) it is stated that entrepreneurs have instrumental, prestigious, sociable, hard working, self-confident characters, dare to take risks, and can control themselves.

Previous relevant research (Widiaty, 2017) stated that the creative industry in the fashion sector from a quality aspect requires the competency of graduates who have aspects of hard skills and soft skills based on creativity, whereas according to (Mariah & Sugandi, 2013) stated that to achieve an industry-based work character it must be paying attention to the application of time study with habituation, imitation and demonstration. In other research (Hidayati et al., 2021), (Indriaturrahmi & Sudiyatno, 2016), (Rusdi et al., 2017) agree that the suitability of vocational school graduates' competencies must be in accordance with the needs industrial world, while in research (Nantara, 2022), (Abbas & Marhamah, 2021), (Ilmianah, 2017), and (Abbas, 2020) mention the role of educators in implementing strengthening character education in schools. However, no one has explained in detail the special characteristics of vocational schools compared to other general secondary schools, especially for engineering majors, such as research carried out in the Department of Building Modeling

and Information Design (DPIB).

The aim of this research is to evaluate the design, installation, process, results and costs of the character education program at one of the State Vocational Schools in South Tangerang in accordance with established standards.

METHOD

Research is essentially a vehicle for determining the truth or for further confirming the truth. Efforts to pursue truth can be carried out by philosophers, researchers, and practitioners through certain models. This model is usually known as a paradigm. Furthermore (Bogdan & Sari, 1982) stated that a research paradigm is a loose collection of a number of shared assumptions, concepts or propositions that direct the way of thinking in research. The choice of paradigm in research has implications for the choice of methodology and methods of data collection and analysis. Paradigms in qualitative research (Creswell, 2003) consist of Postpositivism, Constructivism–Interpretivism and Critical–Ideological. It can be concluded that a research paradigm is a set of beliefs based on certain assumptions called axioms (Moleong, 2016).

This research uses a postpositivism paradigm with the characteristics of using various levels of data analysis for accuracy and thoroughness, using various computer programs to support analysis, encouraging qualitative validity approaches.

According to (Nazir, 2013), the types of research design are controlled research design, descriptive-analytical research design, field research design or not, research design in relation to time, design with evaluative aims or not, evaluative research design or not in relation to decisions. administration regarding the application of research results and research design with primary/secondary data. The research design used in this research is an evaluative qualitative research design to examine how far the program is discrepancy with the ideal criteria set in special character education programs at State Vocational Schools in South Tangerang City.

The research method used is a qualitative method with the aim of quantitative research being to understand social phenomena or symptoms by focusing more on a complete picture of the phenomenon being studied rather than breaking it down into interrelated variables (Iqbal et al., 2022). The type of research used is a case study.

The evaluation research model used is the Discrepancy Evaluation Model, often abbreviated to DEM, developed by Malcolm M. Provus. This evaluation model emphasizes the view that there are gaps in program implementation, where the evaluator measures the size of the gaps in each component. This model is applied through five evaluation stages, namely (1) Design, (2) Installation, (3) Process, (4) Product, and (5) Cost. At each stage, reality is compared with the standard, and if it shows a difference, it is called a "discrepancy".

Meanwhile, intervals and groups use division according to (Dantes, 2012) which divides the discrepancy criteria based on differences and standard references as follows:

- D = 0% No discrepancy
- $0% < D \leq 20%$ Very Small
- $20% < D \leq 40%$ Small
- $40% < D \leq 60%$ Quite Large
- $60% < D \leq 80%$ Large
- $80% < D \leq 100%$ Very Large

According to (Sugiyono, 2012) Data collection can be done from various sources such as primary and secondary sources, while data collection methods or techniques can be done by interviews, questionnaires, observations and relationships between the three (triangulation).

Data analysis techniques as stated by (Miles & Huberman, 2007) qualitative data analysis is a process consisting of three activity flows that occur simultaneously, namely data reduction, data presentation and drawing conclusions. The data that has been obtained through the process of observation, interviews, document study and questionnaires is then processed in several stages, namely data reduction, data presentation, and conclusion/drawing conclusions.

FINDINGS AND DISCUSSION

Based on the results of hypothesis testing that has been carried out, it is concluded that situational leadership has a direct positive and significant effect on the quality of academic services. These findings provide empirical evidence that increasing situational leadership carried out by school principals in kindergartens in Larangan District, Tangerang City will have an impact on increasing the quality of academic services in kindergartens in Larangan District, Tangerang City. With these results, the results of this research further strengthen the theories which prove that situational leadership has a direct positive effect on the quality of teachers' academic services, the better the principal's situational leadership, the better the quality of academic services in kindergartens in Larangan District, Tangerang City.

The school uses the Independent Curriculum, which has changed and the 2013 curriculum, has expertise programs, namely Animation, Visual Communication Design, Building Modeling and Information Design, and Health Services. This school has also implemented the Environmental Care and Culture Movement in Schools (PBLHS) program which is a conscious, voluntary, networked and sustainable collective action carried out by the school in implementing environmentally friendly behavior.

Value of Design Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
1	Soft Skills Goals				
	Productive	D1	100%	92,7%	7,3%
	Persistent	D2	100%	98,9%	9,1%
	Able to adapt	D3	100%	96,4%	3,6%
	Self-confident	D4	100%	81,1%	18,9%
	Think logically	D5	100%	87,30%	12,7%
	Innovative	D6	100%	92,80%	7,2%
	Communicative	D7	100%	89,1%	10,9%
	Commitment	D8	100%	90,7%	9,3%
	Dare to take risks	D9	100%	85,50%	14,5%
	Visionary	D10	100%	84,50%	15,5%
	Hard work	D11	100%	92,7%	7,3%
	Hard Skills (SKL) Objectives	D12	100%	94,5%	5,5%
	Competency development	D13	100%	94,5%	5,5%
	Independence	D14	100%	80,0%	20,0%

Understanding the Guidelines	D15	100%	77,3%	22,7%
Implementation schedule	D16	100%	89,9%	10,1%
Personnel involved	D17	100%	89,1%	10,9%
Facilities and infrastructure	D18	100%	87,2%	12,8%
Funds required	D19	100%	76,40%	23,6%
MoU with the industrial world	D20	100%	89,0%	11%
FINAL SCORE		100%	88,48%	11,92%

From the table of values resulting from the evaluation of design aspects, it was found that the highest gap was in the criteria for funds needed for street vendors' activities of 23.6%. This was confirmed by the results of an interview with the head of the DPIB department of study program, Mrs. Isna, who stated that the funds needed for street vendors activities only came from from Educational Operational Assistance (BOS) funds, which are very limited.

Meanwhile, the smallest gap is in the criteria of being able to adapt, where students are introduced from the start to team work activities such as house renovation programs and other project-based learning such as making mock-ups and large working drawing assignments.

Value of Evaluation Results of Installation Aspects

No	Criteria	Code	Expetation	Response	Gap
2	Student assessment instrument	I1	100%	91%	9%
	Supervisor assessment instrument	I2	100%	81,80%	18%
	Student mapping list	I3	100%	86,80%	13%
	Assessment method	I4	100%	89,10%	11%
	Completeness	I5	100%	83,70%	16%
	Used procedure/Sop	I6	100%	89,10%	11%
	Socialization of rules and regulations	I7	100%	89,10%	11%
	Implementation of a reporting system	I8	100%	89,10%	11%
	FINAL SCORE		100%	87%	13%

From the table of evaluation results for the installation aspect, the highest gap in the supervisor's assessment criteria was 18%. Based on the results of interviews with productive teachers, Mrs. Kartika stated that teacher assessment instruments are rarely used because the committee focuses on students. The deputy head should be the one who evaluates the teacher's instruments. school curriculum areas and this is often overlooked.

Value of Process Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
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3	Program outreach	P1	100%	90,9%	9,1%
	Provision	P2	100%	94,5%	5,5%
	Implementation	P3	100%	96,3%	3,7%
	Human resources required	P4	100%	89,1%	10,9%
	Technology utilizers	P5	100%	81,8%	18,2%
	Regular monitoring	P6	100%	78,2%	21,8%
	Back To School	P7	100%	87,2%	12,8%
	FINAL SCORE		100%	88%	12%

From the table of evaluation results for the installation aspect, the highest gap results are in the periodic monitoring criteria of 21.8%. Based on the results of interviews with productive teachers, Mrs. Ety stated that regular monitoring has been carried out according to the schedule, but for street vendors who are far away or outside the city. South Tangerang is an obstacle in itself considering the limited supervisory staff, several places use monitoring using cellphones as a means of communication.

Value of Product Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
4	Committee performance	H1	100%	83,6	16,40%
	Productive	H2	100%	81,8	18,20%
	Persistent	H3	100%	81,8	18,20%
	Able to adapt	H4	100%	87,2	12,80%
	Self-confident	H5	100%	81,9	18,10%
	Think logically	H6	100%	81,4	18,60%
	Innovative	H7	100%	76,4	23,60%
	Communicative	H8	100%	85,4	14,60%
	Commitment	H9	100%	81,8	18,20%
	Dare to take risks	H10	100%	80,1	19,90%
	Visionary	H11	100%	81,8	18,20%
	Hard work	H12	100%	83,6	16,40%
	Hard Skills Achievement (SKL)	H13	100%	87,3	12,70%
	Competency achievement	H14	100%	87,3	12,70%
	Achievement of independence	H15	100%	85,5	14,50%
	Student performance	H16	100%	87,3	12,70%
	Level of participant satisfaction	H17	100%	83,6	16,40%
	Steikholder satisfaction level	H18	100%	90,9	9,10%
	FINAL SCORE		100%	83,82%	16,18%

From the table of product aspect evaluation results, the highest gap result is in the innovative

character criteria of 23.6%. Based on the results of interviews with productive teachers, Mr. Purwanto stated that innovative character is the most difficult thing to obtain, there must be a long-term training program from class 10 so that This character is well formed as he is active in various innovative work competitions as a stimulant in achieving this character.

Value of Cost Aspect Evaluation Results

No	Criteria	Code	Expetation	Response	Gap
5	Policy impact	A1	100%	94,50%	5,50%
	Program Impact	A2	100%	96,40%	3,60%
	Continuity	A3	100%	89,10%	10,90%
	Cost	A4	100%	80%	20,00%
	FINAL SCORE		100%	90,00%	10,00%

From the table of evaluation results for the cost aspect, the highest gap results were found in the criteria for using costs of 20%. Based on the results of the interview with the deputy principal, Mr. enough, some companies where street vendors do charge fees for instructors or assistants in the industry and on Saturdays when providing guidance outside of working days.

Overall Program Evaluation Results Value

No	Criteria	Code	Expetation	Response	Gap
1	Design	D	100%	88,48	11,92
2	Application	I	100%	87,0	13,0
3	Process	P	100%	88,0	12,0
4	Results	H	100%	83,82	16,18
5	Cost	A	100%	90,0	10,0
	TOTAL VALUE		100%	87,46	12,62

From the table of overall result values, the highest gap results are found in the yield or product criteria of 20% and the total gap is 12.62%, so it can be interpreted that the PKL program has a fairly small gap, namely <20%. However, this gap can be reduced even further if we can map it like the following table:

The gap between character education programs and IDUKA needs

Program	Learning process	Kesenjangan	Kebutuhan Karakter pada IDUKA
Provision TEFA Business Center Operates Large Task Mockup Projects PKL	Learning is carried out in classrooms, labs, fields, industrial classes and teaching factories and street vendors All of which are in a mutually supportive learning process. Lots of individual practice and	A longer and more structured industrial internship is needed, so that graduates really understand the character needs at IDUKA	The characteristics of construction projects are unique and different for each stage Has limited time, quality and costs

Back To School	lack of team communication As well as weak mentoring by teachers		Calculations are carried out before implementation Measurable volume of work.
	Provision TEFA Business Center Operates Large Task Mockup Projects only as an incubator for the production process without producing real production in the industrial world	Dare to take risks. Work hard Visionary Innovative Persistent	Planning and design process Requires visionary, innovative and high commitment, dare to take risks
	PKL <i>Back To School</i>	Able to adapt Communicative Confident Commitment Tenacious Productive logical thinking	The structure implementation stage requires the character of hard work, persistent, tenacious, communicative, able to adapt
			At the finishing stage Requires logical, committed, productive, hardworking and self-confident character

Developing work character at Vocational High Schools requires an approach that is in line with the demands of the industrial world in order to produce quality graduates who are absorbed massively and efficiently. The character development carried out at one of the Vocational Schools in South Tangerang City has gone very well, but there are still gaps in the implementation of the program. It is hoped that improvements can be made to several criteria that have large gaps. In this way, learning leads to the five pillars of UNESCO's education development strategy, namely: learning to know, learning to do, learning to be, and learning to live together.

CONCLUSION

The program design aspect is close to 90% of the expected value, but there are several aspects that are far from the desired value. These aspects require special attention and more intensive improvement efforts to meet the desired targets. Following this evaluation, corrective steps and corrective action plans must be taken to increase the value of aspects that have significant gaps.

The program installation aspect states that most of the criteria are close to 80-90% of the expected value, the gap between expectations and evaluation results is greater for certain criteria. However, overall, improvement efforts are still needed to approach or achieve the expected targets, especially in criteria that have significant gaps. Improvement measures should be considered to increase the value of these aspects.

Overall program process aspect, the final evaluation value of the process aspect was 88%, indicating a gap of 12% between expectations (100%) and the evaluation results obtained. This requires corrective steps or adjustments in the use of technology and more effective monitoring planning.

The program outcome aspect has a final score of 83.82%, showing a gap of 16.18% between expectations (100%) with the conclusion that most of the criteria in evaluating product aspects are still far from the desired expectations (with a significant gap). Some criteria need special attention and greater improvement efforts to approach or achieve the expected targets.

The program cost aspect concluded that most of the criteria in the cost aspect evaluation appeared to be close to expectations, except for the cost criteria aspect which showed a significant gap. Even though the final score reached 90%, there is still room for improvement, especially in terms of cost management and control. Focus on cost aspects needs to be considered to increase efficiency and better cost control in the evaluation process.

Recommendations for the local Education Department and school principals are 1) There is a need for comprehensive improvements from the design stage to the financing of the PKL program, this is related to the growing demands of the world of work, in this case the world of construction, related to the continuing development of science and technology. 2) Several programs that have been implemented in schools can be continued with improvements and anticipation of the ever-increasing demands of the world of work, the learning methods used should have the same characteristics as the existing world of construction, the mentoring and coaching processes used must be truly born from practitioners in the world of work. 3) The duration of PKL implementation needs to follow government directions in accordance with Minister of Education and Culture Regulation Number 50 of 2020. The duration of PKL is 6 months or 792 hours. 4) Sharpening character education at vocational high schools can be carried out through industrial internships as a follow-up to PKL activities so that students are expected to be ready to work and ready to train both soft skills and hard skills and is a completion of regular PKL activities.

Recommendations for Heads of Study Programs and Teachers include: a) Criteria for independence in soft skills objectives with gaps that can be improved with long-term provision through teaching factory activities that have production targets. b) Gaps in self-confident character are overcome by increasing children's involvement in school programs. c) The gap in determining the location of street vendors can be mapped based on residential zones or areas of interest such as drafters, field supervisors or working drawings. d) The gap in technology use can be overcome by mapping children's interests, for example children who are interested in building supervision only need simple equipment. e) The highest gap in the product aspect is that the innovative character is overcome by providing a concept for solving a case or project. Students are familiarized with competition and competing with products that already exist but have different values so that they can have more value to offer. f) This gap must receive serious attention from stakeholders in improving quality but also efficiency. Resolving budget shortfalls can be achieved independently using committee funds to collaborate with industry.

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THE EFFECT OF SCHOOL PRINCIPAL SUPERVISION AND ORGANIZATIONAL CLIMATE ON PRIMARY SCHOOL TEACHER PERFORMANCE

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ABSTRACT

This research aims to investigate the influence of: 1) principal supervision on teacher performance, 2) organizational climate on teacher performance, 3) principal supervision on organizational climate. This research is quantitative research with a correlational design which aims to describe or describe whether there is an influence between two or more variables, where the influence between subjects and other subjects is examined without manipulation. The variables studied were principal supervision (X1), organizational climate (X2), and teacher performance (X3). The population of this study was 182 teachers with a sample size of 125 teachers determined using the Slovin formula with a trial sample size of 30 teachers. Data was collected using an instrument in the form of a questionnaire via Google Form Likert scale model and analyzed with descriptive statistics. To test the hypothesis, a multiple linear regression test was used which was calculated using SPSS version 22 software. The research results show that: First, there is a positive and significant direct influence of principal supervision (X1) on teacher performance (X3). The significance value for the influence of X1 on X3 is $0.000 < 0.05$ and t count is $6.542 > t$ table 1.97960. The coefficient of determination value is 21.07%. Second, there is a positive and significant direct influence of organizational climate (X2) on teacher performance (X3). The significance value for the influence of X2 on (X3) is $0.000 < 0.05$ and t count is $62.005 > t$ table 1.97960. The coefficient of determination value is 41.99%. Third, there is a positive and significant direct influence of principal supervision (X1) on organizational climate (X2). The significance value for the influence of X1 on X2 is $0.000 < 0.05$ and the correlation coefficient is 0.653 with a coefficient of determination of 42.64%.

Keywords: *Principal Supervision, Organizational Climate, Teacher Performance*

INTRODUCTION

Teacher performance is carried out in carrying out duties and responsibilities as an educator at

school. Teacher performance is an important element in education. Apart from that, it is also a determinant of high and low quality (quality of education). Therefore, every teacher must understand the goals of national education, so that every attitude and action in teaching students is directed towards the national education goals that have been formulated.

The role of teachers as educators is the main pillar in achieving national education goals. Furthermore, Education System Law Number 20 of 2003 states that the position of teacher as an educator is a professional position that has a central and strategic role in realizing national education goals.

Teacher performance is one of the factors that measures school success. Performance is achievement, work results or performance. The teacher's performance in question is the result of the teacher's work which is reflected in planning, implementing and assessing the process of teaching and learning activities whose intensity is based on the work ethic and professional discipline of the teacher in the learning process. The work results shown must also be high.

Teacher performance that was not optimal was also found in the cluster 2 area of Ciledug sub-district, Tangerang City. On this occasion the researcher carried out initial observations with direct interviews with teachers in the cluster 2 area of Ciledug sub-district, Tangerang City. From this activity the researcher got enough information to make Teacher Performance the focus of his research. The less than optimal performance of teachers in the cluster 2 area of Ciledug sub-district, Tangerang City in particular and Indonesia in general, as stated in research conducted by (Cahyo et al., 2022) with the title "Teacher Performance and Factors that Influence It" which was published in the Rokania Education Journal Volume 7 number 1 March 2022, with the following results: in general teacher performance is influenced by two factors, namely internal factors and external factors. Internal factors that influence teacher performance include motivation, positive emotions, negative emotions, responsibility for tasks, discipline in completing tasks, concern for students and job satisfaction. Meanwhile, external factors include leadership style, work environment, evaluation and supervision mechanisms, information and communication technology facilities, as well as other facilities at the school such as the availability of clean water, sanitation, electricity and the condition of the school building.

Apart from that, other research related to teacher performance was also conducted by (Muljono, 2023) entitled "Evaluation of the school principals situational leadership in improving teacher performance". This research was published in the International Journal of Educational Management and Technology and the results of this research are that school principals have succeeded in motivating teachers, developing them and improving the quality of learning, with good human resource management and infrastructure improvements contributing to improved teacher performance.

Based on data from the Central Statistics Agency (BPS) that researchers obtained in an effort to improve the performance of teachers and school principals, the Ministry of Education, Culture, Research and Technology (Kemendikbudristen) on December 19 2023 in Jakarta continues to commit to realizing educational transformation, one of which is in terms of management teacher and principal performance. This is part of the transformation of ASN management launched by President Joko Widodo, the Ministry of Empowerment of State Civil Apparatus Bureaucratic Reform (KemenPAN-RB) is carrying out a transformation of performance management which is regulated through PermenPAN-RB Number 6 of 2022 concerning Management of Performance of State Civil Apparatus Employees and PermenPANRB Number 1 of 2023 concerning Functional Positions.

The Ministry of Education and Culture together with the State Civil Service Agency (BKN) are integrating the Independent Teaching Platform (PMM) and BKN e-Kinerja. This policy is contained in a Joint Circular Letter from the Head of the State Civil Service Agency and the Minister of Education, Culture, Research and Technology Number 17 of 2023 and Number 9 of 2023 concerning Information Systems for Managing the Performance of State Civil Apparatus Teachers. Starting January 2024, teacher and principal performance management will be more practical and relevant through the

Merdeka Mengajar Platform which is integrated with BKN e-Kinerja.

Based on the results of a World Bank survey conducted in 2020, the quality of teachers in Indonesia is categorized as still low. The low quality of teachers is not only based on competency and teaching ability, but also on socio-emotional skills. Indonesian teachers' socio-emotional values, which are important when adapting to new technology, only received a medium score, namely 3.52 out of 5.

The low ability of teachers apparently does not change significantly from year to year. Data from the Ministry of Education and Culture shows that the results of the Teacher Competency Test (UKG) are not satisfactory. UKG in 2015-2017 had an average figure of less than 70 for all levels of education. The average UKG scores in 2015 nationally for kindergarten to high school teachers were respectively 43.74 points, 40.14 points, 44.14 points, 45.38 points. This achievement is still below the Minimum Competency Standard (SKM) which is 55.

In reality, the quality of Indonesian teachers is still worrying. From the teacher competency test of around 1.6 million teachers, the results were not encouraging because most of the scores were below 50 from the highest score of 100. In fact, there were almost 130,000 teachers whose scores were between 0 and 30. Meanwhile, there were only around 200,000 teachers whose competency test results were above 60. . Director General of Teachers and Education Personnel (Dirjen GTK) Sumana Surapranata said that the UKG results were a real portrait of teacher quality. In reality, the conditions for teachers are still difficult. Therefore, UKG results are an important basis for designing appropriate teacher education and training for each teacher (Chapter 1, n.d.).

The personality competencies that teachers must have according to the Al-Qur'an surah at-Takwir verses 19-21 are (1) Teachers must have noble character because teachers are role models for students. (2) A teacher must have a strong and stable personality in order to be able to make teaching and learning activities effective and efficient. (3) The teacher must have authority and be able to maintain his authority, so that students happily carry out his orders and stay away from his prohibitions. (4) Teachers must have the character of trust (can be trusted), because the teacher's job is not an easy task so the nature of trust will help him carry out his duties sincerely.

Another factor that influences teacher performance is the level of discipline possessed by a teacher. A teacher's discipline is an attitude of complete willingness to comply with all existing rules and norms in carrying out their duties. A teacher/educational workforce is a mirror for their students in terms of attitude or role model, and the teacher's disciplined attitude will provide better educational results.

A poor organizational climate and work environment can be influenced by the school's location near a main road, causing noise which can disrupt the course of teaching and learning activities because it will disturb the teacher's concentration when teaching and also the relationship between colleagues is not good.

Systematic performance assessment is considered less objective and requires detailed assessment by looking at performance in the field. This requires attention from the parties involved to improve discipline and organizational climate so that performance increases. Without good cooperation between teachers, school principals, school committees and the government, improvements in teacher performance will not be achieved. Increasing teacher performance will influence the improvement of the quality of education.

METHOD

The research method used in this research is a causal survey method with path analysis techniques. Meanwhile, data and information in the field were collected with the help of questionnaires. This research is quantitative in nature, so data processing and analysis uses statistics which plays a role

in compiling theoretical models, formulating hypotheses, developing data tools, preparing research designs, data analysis and data processing. The data analysis used is path analysis with two independent (exogenous) variables, namely: 1) Principal Supervision and 2) Organizational Climate. And one dependent variable (endogenous) is teacher performance.

The population studied were all State Elementary School teachers in Cluster 2, Ciledug District, Tangerang City for the 2023/2024 academic year, both permanent teachers (Civil Servants and P3K) and non-permanent teachers (Honorary Teachers), totaling 182 teachers. The population in this study were all state elementary school teachers in Cluster 2, Ciledug District, Tangerang City.

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The data collection technique taken from this instrument is by using a questionnaire. Data collection was carried out by providing questionnaires which were filled in directly by respondents regarding the principal's supervision, organizational climate and teacher performance which is referred to as primary data. The instrument used in this research is in the form of a questionnaire using a Likert Model Scale which has five answer choices (options) with a rating scale of 5 to 1 for positive questions and a rating scale of 1 to 5 for negative questions.

FINDINGS AND DISCUSSION

The research entitled "The Influence of Principal Supervision and Organizational Climate on the Performance of State Elementary School Teachers in Cluster 2, Ciledug District, Tangerang City", was collected by collecting data by distributing questionnaires in the form of a Google form containing 33 questions for variable X1, namely Principal Supervision. , 32 questions for variable X2, namely Organizational Climate and 30 questions for variable X3, namely Teacher Performance. This research was conducted on 125 public elementary school teacher respondents in the cluster 2 area of Ciledug sub-district, Tangerang City, with a participant participation rate of 100%.

This research was conducted by using two independent variables, namely School Principal Supervision (X1) and Organizational Climate

Based on the results of hypothesis testing, it can be seen that the first hypothesis, second hypothesis, and third hypothesis are acceptable, meaning: a) there is a direct positive influence of principal supervision on teacher performance, b) there is a positive direct influence of principal supervision on teacher performance, and c) there is a positive direct influence of principal supervision on teacher performance, and c) There is a direct positive influence of principal supervision on organizational climate.

Effect of Principal Supervision (X1) on Teacher Performance (X3)

Based on the results of hypothesis testing, it is known that the three hypotheses proposed in this research are significantly acceptable. The first test (H1) can be concluded that there is a positive and significant influence between Principal Supervision on Teacher Performance in cluster 2 of Ciledug sub-district, Tangerang City. In the hypothesis test carried out in this research, data was obtained by calculating the t test, namely: it is known that the significance value for the influence of X1 on

The direct influence of the principal's supervision on teacher performance is $KD = \rho^2 \times 100\% = 0.459 \times 0.459 \times 100\% = 21.07\%$, the remaining 78.93% is influenced by other factors outside the principal's supervision.

Based on the results of the calculations above, the research results are appropriate and in line with the proposed research hypothesis which states that there is a direct positive influence of principal supervision on teacher performance.

The results of this research prove that there is an influence between Principal Supervision and Teacher Performance. This is in line with the concept conveyed by (El Khuluqo MPd, n.d.) that a school principal, namely a leader, will be admired by his subordinates if he has high competence in understanding the desires and needs of his subordinates. This is also similar to research conducted by (Hindun Negeri Nalumsari, n.d.-a), where the results of the research stated that the principal's academic supervision had a positive and significant effect on teacher performance, both partially and simultaneously. Ideal and effective principal supervision will encourage teachers to be more productive and improve the expected performance in realizing the school goals to be achieved.

Influence of Organizational Climate (X2) on Teacher Performance (X3)

Testing the second hypothesis, it can be concluded that there is a positive and significant influence between Organizational Climate (X2) and the Teacher Performance variable (X3) in State Elementary Schools in cluster 2 of Ciledug District, Tangerang City. In the hypothesis test carried out in this research, data was obtained by calculating the t test, namely the significance for the influence of X2 on

The magnitude of the direct influence of organizational climate on teacher performance is $KD = \rho^2 \times 100\% = 0.648 \times 0.648 \times 100\% = 41.99\%$, the remaining 58.01% is influenced by other factors outside the organizational climate.

Based on the results of the calculations above, the research results are appropriate and in line with the proposed research hypothesis which states that there is a direct positive influence of organizational climate on teacher performance.

These results are in line with the concept presented by (Seniwati et al., 2022) that Organizational Climate is the perception of organizational members (individually or in groups) and those who are in constant contact with the organization regarding what exists or happens in the organization's internal environment on a regular basis. which influences organizational attitudes and behavior and the performance of organizational members which then determines organizational performance (Wirawan, 2015, p. 122).

This is also similar to previous research conducted (Seniwati et al., 2022) entitled "The influence of leadership, organizational climate, motivation and job satisfaction on the performance of teachers at Gugus IV Tampan Pekanbaru Elementary School". The results of the research show that organizational climate has a positive and significant effect on work performance. The higher the Organizational Climate score of a school, the more it will support the teacher's performance policies.

Effect of Principal Supervision (X1) on Organizational Climate (X2)

The results of the T Test and Sig Test calculations show that between the Principal Supervision variable and the Organizational Climate variable there is a direct and significant positive influence at the real level $\alpha = 0.05$. The findings in this research indicate that there is a significant correlation between Principal Supervision and organizational climate. This is shown by the correlation coefficient figure of 0.653 and sig, $0.000 < 0.05$.

There is a direct and significant influence of principal supervision on organizational climate, this is shown by the path coefficient value of 0.653 (greater than 0.05).

A positive correlation value states that the better the principal's supervision, the more positive the influence on the organizational climate. On the other hand, the less good the principal's supervision can reduce the school's organizational climate. The principal's supervision contributes to improving the organizational climate. So teachers are expected to be able to create a conducive organizational climate in the teaching and learning process, namely a learning environment that fosters an organizational climate.

The direct positive influence of the principal's supervision on the organizational climate is $KD = \rho_{212} \times 100\% = 0.653 \times 0.653 \times 100\% = 42.64\%$, the remaining 57.36% is influenced by other factors outside the principal's supervision.

Based on the findings above, the principal's supervision contributes to improving the organizational climate. So teachers are expected to be able to create a conducive organizational climate in the teaching and learning process, namely a learning environment that fosters an organizational climate.

This relationship is in line with the theory presented by (Cahyo et al., 2022) that teacher performance is influenced by many factors. In this research, only two factors were studied, namely School Principal Supervision and Organizational Climate. This is based on the argument that factors that influence performance include Principal Supervision and Organizational Climate. These results are also similar to previous research by (Hindun Negeri Nalumsari, n.d.-b) entitled "The Influence of Principal Academic Supervision and Work Environment on Teacher Performance at SDN Dabin 2, Nalumsari Jepara District". Which states that there is a positive and significant influence between the Principal's Academic Supervision and the Work Environment on Teacher Performance. With the supervision of the school principal and the organizational climate/work environment, teacher performance will increase.

CONCLUSION

Based on the results of the analysis of research data, researchers can conclude that the performance of a teacher at SD Negeri Gugus 2, Ciledug District, Tangerang City can be improved through identifying and developing several indicators and the strength of influence between variables as follows:

1. There is a positive and significant direct influence of the Principal Supervision variable (X1) on the Teacher Performance variable (X3) at SD Negeri Gugus 2, Ciledug District, Tangerang City. Thus, the high and low performance of teachers can be explained by the supervision of the school principal. The path coefficient for principal supervision (X1) on teacher performance (X3) is $\rho_{31} = 0.459$. And the magnitude of the direct positive influence of principal supervision on teacher performance is $KD = \rho_{312} \times 100\% = 0.459 \times 0.459 \times 100\% = 21.07\%$, the remaining 78.93% is influenced by other factors.

Based on the results of the t-test and significance test, a value was obtained ($t_{count} 6.542 > t_{table} 1.97960$) at a significance level of 0.05 or ($\alpha = 0.05 > Sig. = 0.000$). Ho's decision is rejected and H1 is accepted, meaning that Principal Supervision (X1) has a direct and significant positive effect on Teacher Performance (X3).

Based on the findings of this research, it can be concluded that "School Principal supervision has a direct and significant positive effect on Teacher Performance" is acceptable.

2. There is a positive and significant direct influence of the Organizational Climate variable (X2) on the Teacher Performance variable (X3) at SD Negeri Gugus 2, Ciledug District, Tangerang City.

The path coefficient for principal supervision (X1) on teacher performance (X3) is $\rho_{31} = 0.648$. And the magnitude of the direct positive influence of principal supervision on teacher performance is

$KD = \rho_{322} \times 100\% = 0.648 \times 0.648 \times 100\% = 41.99\%$, the remaining 58.01% is influenced by other factors.

Based on the results of the t-test and significance test, a value was obtained ($t_{count} 62.005 > t_{table} 1.97960$) at a significance level of 0.05 or ($\alpha = 0.05 > Sig. = 0.000$). Ho's decision is rejected and H1 is accepted, meaning that Organizational Climate (X2) has a direct and significant positive effect on Teacher Performance (X3).

Based on the findings of this research, it can be concluded that "Organizational Climate has a direct and significant positive effect on Teacher Performance" is acceptable.

3. There is a positive and significant direct influence between the Principal Supervision variable (X1) on the Organizational Climate (X2) at SD Negeri Gugus 2, Ciledug District, Tangerang City

The path coefficient of principal supervision (X1) on organizational climate (X2) is $\rho_{21} = 0.653$. And the magnitude of the direct positive influence of principal supervision on teacher performance is $KD = \rho_{212} \times 100\% = 0.653 \times 0.653 \times 100\% = 42.64\%$, the remaining 57.36% is influenced by other factors.

Based on the results of the t-test and significance test, a value was obtained ($t_{count} 9.559 > t_{table} 1.97960$) at a significance level of 0.05 or ($\alpha = 0.05 > Sig. = 0.000$). Ho's decision is rejected and H1 is accepted, meaning that the principal's supervision (X1) has a direct and significant positive effect on the organizational climate (X2).

Based on the findings of this research, it can be concluded that "School Principal Supervision has a direct and significant positive effect on Organizational Climate" is acceptable.

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