

## The Influence Of Perception Of Leadership Style And Climate Organization On Teacher Performance

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### Abstract.

The aims and objectives of this research are to answer three research questions: 1). to analyze the influence of leadership style on teacher performance; 2). Analyzing the influence of Organizational Climate on Teacher performance, and 3). analyze the influence of Leadership Style and organizational climate together on Teacher performance. The analytical method used in this research is descriptive analysis, simple linear regression, and multiple linear regression, using simultaneous significance experiments (F-test) and partial experiments (t-test), and the coefficient of certainty ( $R^2$ ), and using the SPSS type application program 21.0 version. The illustrations used in this research were obtained through the Non-Probability Sampling method of collecting images, namely sampling with 100 teachers. After testing the information, it is known that the Leadership Style ( $X_1$ ) has a positive effect on Teacher Ability (Y), with a Regression Coefficient of +0.481; significance level of  $0.000 < 0.05$ ; as a result (t-count)  $5.284 > 1.985$  (t-table), with a regression obtained  $Y = 90.005 + 0.481 X_1 + e$ . After that, it was known that Organizational Climate ( $X_2$ ) had a positive effect on Teacher Ability (Y), with a Regression Coefficient of +0.662; degrees of significance  $0.000 < 0.05$ , as a result (t-count)  $7.499 > 1.985$  (t-table), with a regression obtained  $Y = 71.101 + 0.662 X_2 + e$ . Finally, the Elastic Leadership Style ( $X_1$ ) and the Elastic Group Eve ( $X_2$ ) jointly have a positive effect on Teacher Ability (Y), with an F number of 31,614 and a chart F-number of 3,09. As a result, the F number is more significant than the F chart ( $31.614 > 3.09$ ), with a significance level of  $0.000 < 0.05$ .

**Keywords:** Leadership Style, Organizational Climate, and Teacher Performance.

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## I. INTRODUCTION

In improving education for its citizens, the Government of Indonesia continues to carry out various activities and provide supporting facilities, including enacting Law no. 14 of 2005 concerning teachers and lecturers. Article 1, paragraph 1 of this law states that what is meant by a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education. Formal, primary, and secondary education (Agustiani et al., 2022). Along with the teacher's position above, in Article 31 of the 1945 Constitution of the Republic of Indonesia, it is entrusted that: (1). Every citizen of the powerful State gets an education; (2). Every country's citizen must pursue lower education, and the authorities must finance it; (3). The ruler seeks and organizes a national education system that promotes religion, piety, and noble character in the framework of educating the nation's life, which is regulated by law; (4). The government prioritizes the calculation of education at least 20 percent of the State Revenue and Expenditure Calculations and from the Regional Income and Expenditure Calculations to meet the demand for implementing national education, as well as (5). The government advances science and technology by upholding religious values and national alliances for the development of civilization and the safety of its adherents (Ginting, 2011).

All of the above conditions are aimed at the success of national education goals, namely:

*Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state.* (RI Law No. 20 of 2003 Concerning the National Education System, nd)

It should be understood that education can be viewed from two aspects, namely first from the point of view of society and both from an individual point of view. From the point of view of society, education

means the inheritance of culture from the older generation to the younger generation so that people's lives remain sustainable. From an individual point of view, education means developing latent and hidden potential (Ahmed, 2019). In the educational process, a teacher not only educates his intellect but also must be accompanied by a process of educating character (character), where achievements in behaving with his environment must balance a person who excels in academics. This is where the teacher's role will be seen, whether successful or not, in educating their students (Angelina et al., 2021). Furthermore, related to the teacher's role, the teacher's issue is a significant issue that also determines the progress of a nation. Teachers are one of the dominant factors in creating quality human resources. Therefore, failure in education is often attributed to teachers. Teachers are now seen as active resources compared to other school organizational components such as curriculum and infrastructure. At this time, the fate of teachers is still a cause for concern, while on the other hand, teachers are required to promote the nation's intellectual life (Purwanto & Hasim, 2022).

Furthermore, what is demanded in educating the life of this nation, Among other things, is teacher performance. Teacher performance is the ability individuals possess to carry out a job, so their work achievements can be seen in achieving goals (Surahman et al., 2022). On the other hand, the teacher's ability as a result of practicing guiding is the teacher's power or expertise in creating an atmosphere of educative communication between the teacher and students, which includes affective, cognitive, and psychomotor perspectives as an effort to pursue something based on programming. Up to the assessment stage and further action to achieve the learning mission (Supartha & Sintaasih, 2017). One factor that is used as a benchmark for a teacher's performance is his efforts always to have high sincerity or high enthusiasm and to be consistent in his goals. According to the word of Allah Ta'ala in the letter Ali Imran (3): 159,

فِيمَا رَحِمَهُ مِنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ  
فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ  
اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

**Meaning:** *It is out of Allah's mercy that you 'O Prophet' have been lenient with them. Had you been cruel or hard-hearted, they would have indeed abandoned you. So pardon them, ask Allah's forgiveness for them, and consult with them in 'conducting' matters. Once you make a decision, put your trust in Allah. Indeed Allah loves those who trust Him (Surah Ali ' Imran - 159-165 - Quran.Com , nd).*

Teachers with high performance and seriousness will feel confident, strong, and courageous when they try to achieve their goals, armed with fundamental knowledge and competence. So, he can face various challenges that might be scary and be able to view these challenges proportionally. Allah also said in QS. Al-Israa (17): 19,

وَمَنْ أَرَادَ الْآخِرَةَ وَسَعَىٰ لَهَا سَعْيَهَا وَهُوَ مُؤْمِنٌ فَأُولَٰئِكَ كَانَ سَعْيُهُمْ مَشْكُورًا ﴿١٩﴾

**Meaning:** *And whoever wants the afterlife; and strive towards it earnestly while he is a believer, then they are people whose efforts are well rewarded (Surah Al-Isra - 19 - Quran.Com, nd).*

According to Imam al-Baidhawi in his commentary explaining (QS. Surah Al-Israa verse 19, states that a person who wants the reward of the Hereafter must follow the teachings of the religious Shari'a correctly according to the procedure and must stay away from His prohibitions, not based on his desires. His deeds will be accepted by Allah and will get a great reward. Meanwhile, Raghīb al-Asbihani explained that four things must be done to get the reward promised. **First**, one must use a sound mind in understanding religious teachings. For more, To be perfect, it must be based on knowledge. **Second**, one must maintain self-esteem from forbidden things. This will be more perfect if it is based on the nature of wara' (protecting oneself from doubtful things whose law is not yet clear ). **Third**, there is courage in acting, not because of

coercion or the pursuit of human praise. This is more perfect if it is based on a mental attitude (serious in fighting lust). **Fourth**, it must be based on a sense of justice not only for oneself or others. This will be perfect if it is based on accepting the truth from various sources obtained. (Aka99's Blog, 2020). Along with a person's performance in an organization, a phenomenon occurs in an organization that is quite basic and can become a reference in developing the organization. Internal quality from within the organization can be termed organizational climate. The organizational climate in Simple can be interpreted as the perception of a member in an organization that trying to understand the atmosphere felt by him that influences himself at work. An example is the management of human resources, work standards, achievement of targets, openness among members, and recognition of colleagues for ability (Agustiani et al., 2022).

A positive organizational climate offers a uniformity that can be agreed upon by the diversity of individual characteristics within the organization. The benefits of organizational climate positive ones can improve the quality of work, build positive relationships between members, build commitment and motivation to organize, and increase innovative behavior. However, the adverse organizational climate will result in an intention to get out of the organization, action destructive in inappropriate behavior, and even counterproductive behavior in organizing (Haromain, 2020). Then, when we understand organizational climate as one of the factors that significantly influence the perspective, well-being, and attitudes of all members in an organization within it, the organization environment will also impact our understanding of the characteristics of organizational behavior, such as stability, creativity, innovation, communication, and effectiveness. This is illustrated in Gangadhar Rao's statement in his book *Organization Behavior*, as follows:

*Organizational Climate is a significant factor to be considered in studying and analyzing organizations because it profoundly influences the outlook, well-being, and attitudes of organizational members and, thus, their total performance. Organizational Climate provides a valuable platform for understanding the characteristics of organizations, such as stability, creativity, innovation, communication, effectiveness, etc.* (Komaruddin, 2022).

Thus, the organizational climate significantly influences a person's performance through its impact on individual motivation and job satisfaction. This can be seen clearly from several types of one's expectations of the consequences that arise with various diverse activities. Individuals in the organization have certain expectations, and efforts to fulfill these expectations are highly dependent on the individual's perception of the organizational climate by fulfilling their needs. Therefore, the organizational climate will give birth to the type of work environment where individuals feel satisfied or dissatisfied. Because individual satisfaction is very influential in determining the efficiency and effectiveness of one's work, the organizational climate can be said to be directly related to one's performance and overall organizational performance. Furthermore, the best way to a positive organizational climate is to implement transformative, which starts with leadership. According to Stephen P. Robbins, "*Leadership is the ability to influence a group to achieve goals.*" Anoraga defines leadership as a relationship in which one person, the leader, influences other parties to work together voluntarily to carry out related tasks to achieve what the leader wants (Seniwati et al., 2022). Meanwhile, Freeman and Gilbert reported, "leadership is a way of concentrating and influencing activities related to the obligations of group bodies." Leadership is a way of concentrating and influencing the body in various activities that must be carried out. Furthermore, Griffin divides the interpretation of leadership into two designs, namely as a method and a characteristic (Supartha & Sintaasih, 2017).

The performance of a teacher will be optimal if the leader (principal) can organize and guide teachers well so that teachers can carry out their duties with full responsibility, paying attention to the interests and welfare of his subordinates so that there are no complaints in carrying out their duties; show authority in everyday life so that it can be a role model and obeyed by teachers and students; establish and at the same time carry out logical and systematic regulations, so that these regulations can be accepted by all parties involved in improving the performance of teachers. Ultimately, a leader's quality is often considered a factor in an organization's success and failure. When a teacher is in good leadership and organizational climate, it will generate a great will to carry out an activity that is his obligation and does not even hesitate to carry out

tasks outside of his primary duties and functions (Resawati & Larashati, 2016). YW Al Muhajirien Jakapermai, as a foundation, which fosters Al Azhar Islamic Schools in Bekasi City, cannot be separated from various organizational problems, as described above. The issues facing schools are not easy, starting from the declining educational inputs, the educational process that is not yet optimal while continuing to meet quality standards as excellent schools, as well as scholarly outputs and educational outcomes that have not met targets. Therefore, through empirical facts and educational management theories that continue to develop, researchers are interested in conducting research by the title *The Influence of Perceived Leadership Style and Organizational Climate on Teacher Performance ( at Al Azhar Islamic Schools Assisted by YW Al Muhajirien Jakapermai, in Bekasi City)*.

Research with that title is intended to obtain answers about 1). Is there any influence of perceptions of leadership style on teacher performance at Al Azhar Islamic schools under the management of YW Al Muhajirien Jakapermai ?; 2). Is there an influence of organizational climate on teacher performance at Al Azhar Islamic schools under the direction of YW Al Muhajirien Jakapermai ? ; 3). Does perceptions of leadership style and organizational climate influence teacher performance at Al Azhar Islamic schools under the management of YW Al Muhajirien Jakapermai?

### 1. Teacher Performance.

Teachers as a component in education. In certain situations, their duties cannot be represented or replaced by other elements such as technological media, where during the Covid-19 pandemic, technology became the only substitute for the role of a teacher in schools. Existentially, the media (print and electronic) cannot replace the teacher's position as an educator because education is professional. This matter is confirmed in Law No. 14 of 2005 concerning Teachers and Lecturers. Article 1, part (1) says that the teacher is a reliable teacher with the binding obligation to cheer, guide, guide, focus, train, evaluate, and evaluate the teaching participants. Teaching participants in early childhood education go through formal education, lower education, and secondary education (RI Law No. 14 of 2005 concerning Teachers and Lecturers, nd). Meanwhile, Regulation of the Minister of National Education No. 41 of 2007 concerning Basic Method Standards for Lower and Middle Education provides an interpretation that the ability of a teacher is the result of guidance obtained from activities carried out by the teacher on the primary duties and benefits in a concrete way, this is a logical consequence as a reliable force in the educational aspect (BNSP, 2007).

This is also implicitly expressed, in Law Number 14 of 2005 concerning Teachers and Lecturers, that teachers' performance is to carry out the main task of educating and fulfilling the workload, as well as realizing competence in carrying out the educational mandate on their shoulders. This law clearly, in Chapter IV Article 20 (a), states that teacher performance standards in carrying out their professional duties are obliged to plan lessons, carry out quality teaching-learning processes and assess and evaluate learning outcomes. The teacher's main task, which is realized in the teaching and learning activities, is a form of teacher performance (RI Law No. 20 of 2003 concerning the National Education System, nd). Hadari Nawawi emphasized that performance is the ability possessed by an individual to do a job so that his work achievements can be seen in achieving goals (Nawawi, 2012). Meanwhile, Suryo Subroto reported that the teacher's ability in the results of teaching practice is the power or expertise of the teacher in creating an atmosphere of educative communication between teachers and students, which includes affective, cognitive, and psychomotor perspectives, as an effort to pursue something originating in programming up to the assessment stage. and further actions to achieve the learning mission (Suryosubroto, 2012).

The Qur'an provides a concept for humans to work seriously to obtain good performance and obtain balance in their life in this world and the Hereafter, as mentioned in the letter Al Qashash (28): 77, as follows :

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ ۗ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا  
وَأَحْسِنَ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ ۗ وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ ۗ إِنَّ اللَّهَ لَا يُحِبُّ  
الْمُفْسِدِينَ

**It means:** And seek (reward) the land of the Hereafter with what Allah has bestowed upon you, but do not forget your share in this world and do good (to others) as Allah has done good to you, and do not make mischief on earth. Indeed, Allah does not like people who do damage (Surah Al-Qasas - 77 - Quran.Com, nd).

In addition, in the Al Qur'an letter Al Jumu'ah (62): 10, it is stated:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْنِعُوا مِنْ فَضْلِ اللَّهِ وَأَذْكُرُوا  
اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ ﴿١٠﴾

**It means:** When the prayer has been carried out, then scatter you on earth; seek the bounty of Allah and remember Allah a lot so that you will be successful (Surah Al-Jumu'ah - 10 - Quran.Com, nd).

These two verses explain to humans to always be productive and enthusiastic in doing good and to stay away from evil in forms. We are also asked always to pray to be kept from undesirable things. That does not mean we ask and surrender. However, by asking to be held from being lazy, we must work hard to make ends meet. Therefore, worldly prosperity and happiness in the Hereafter. So, performance is a universal concept for all humans. Because Islam is a religion carried out by humans, human performance is a behavior humans in carrying out their roles in life, in fulfilling predetermined standards of conduct, to produce good actions and fruit according to the standards that have been set.

The teacher is an educator whose existence cannot be replaced by anything. Teacher performance is work performance obtained by a teacher from things that have influenced him when carrying out his profession. The teacher's performance is said to be good when he can carry out teacher duties as well as possible, such as carrying out the learning process in the classroom and outside the school (starting from planning, implementing, and evaluating learning) and so on. So high or low teacher performance can be seen from the quality of learning outcomes for their students. This can be seen from several indicators, including a). Mastering the planned material; b). Manage teaching and learning process; c). Manage class ; d). Using media and teaching resources; e). Doing teaching and learning interactions; f). Administration of teaching and learning activities. g). Carry out the assessment.

## 2. The Leadership Style.

Interpretation of assumptions is essentially a cognitive way that everyone feels to master every piece of data about their environment through sight, hearing, imagining, feeling, and smell (Thoha, 2012). Careful assumptions want ways of teaching and learning activities as well as experience. The results of practicing and interacting will provide something of an adventure to compare with the situation. Perception is the process of receiving, discriminating, and giving meaning to the stimulus the sensory organs receives so that they can draw conclusions and interpret the particular object it observes. Thus, the impressions obtained by individuals through their five senses can provide their meaning to be understood (Fathonah & Ramadhani, 2021). Leaders have exceptional skills in carrying out their duties, in which there are characteristics or characteristics of each leader. For example, a school principal in an educational institution is a leader. He has his style, which differs from one school principal to another. Leadership is the ability of a leader to influence and move others to work together to achieve a group goal, as QS. An Nissa (4): 59, that:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولِي الْأَمْرِ مِنْكُمْ فَإِن تَنَزَعْتُمْ فِي  
شَيْءٍ فَرُدُّوهُ إِلَى اللَّهِ وَالرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ذَلِكَ خَيْرٌ  
وَأَحْسَنُ تَأْوِيلًا ﴿٥٩﴾

**It means:** O you who have believed, obey Allāh and obey the Messenger and those in authority among you. And if you disagree over anything, refer it to Allāh and the Messenger, if you should believe in Allāh and the Last Day. That is the best [way] and best in the result. (Surah An-Nisa - 59 - Quran.Com, nd).

Furthermore, in the hadith narrated from Ibn Umar ra, the Prophet SAW . said,  
 كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ فَالْإِمَامُ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ، وَالرَّجُلُ فِي أَهْلِهِ  
 رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ، وَالْمَرْأَةُ فِي بَيْتِ زَوْجِهَا رَاعِيَةٌ وَهِيَ مَسْئُولَةٌ عَنْ رَعِيَّتِهَا،  
 وَالْخَادِمُ فِي مَالِ سَيِّدِهِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ أَلَا فِكُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ  
 رَعِيَّتِهِ.<sup>20</sup>

**Meaning:** “Know that each of you is a leader, and each of you will be held accountable for his leadership. A ruler is a leader who will be held accountable for his leadership. A man/husband is the leader of his family, and he will be held accountable for his leadership.” (Narrated by Bukhari) (Al-Mundziri, 2013) .

The hadith above explains that every human being is a leader, starting from himself, the family, the community, to the state. Every leader is held accountable, whether he has carried out according to the mandate or wasted it and neglected his responsibilities. In Islam, because leadership is closely related to achieving goals, leadership must be in the hands of a believer leader. Leadership style is the way, gestures, and attitudes of leaders with specific skills as an interactive impact of personal and situational factors that influence others by initiating social behavior to carry out certain activities in an institution to achieve goals. So, leadership can be defined as controlling and directing people through obedience, trust, respect, and enthusiastic cooperation in achieving a common goal (Mulyadi., 2010).

As stated above, Hersey and Blanchard suggest that there are four leadership styles, namely:

- a. *Telling*. The leader describes the position required to carry out the work and tells followers what, where, how, and when to do the task.
- b. *selling*. Leaders provide followers with structured instruction as well as support.
- c. *Participate*. Leaders and followers share in decisions about how best to accomplish high-quality work.
- d. *delegating*. Leaders provide slightly specific directions or personal support to followers (Wibowo, 2014).

From the theories, concepts, and descriptions of the leadership style variables above, it can be concluded that leadership style is a description of behavior patterns or strategy implemented by a leader, with unified organizational goals with individual goals al, to achieve the goals or objectives that have become shared commitment. Indicators of leadership style based on theory, conception, and description of leadership style, researchers define several indicators of leadership style according to Yeh, Quey-Jen in Mas'ud (Mas'ud, 2014), i.e., a). *Superiors establish a good relationship with subordinates; b). Leaders give tasks to be done by assistants directly; c). The boss emphasizes the importance of completing tasks according to a specified schedule; d). Superiors emphasize to subordinates to maintain relationships good with partners; e). Chiefs give strict orders and assignments; f). Leaders emphasize the importance of carrying out tasks with optimal.*

### 3. Organizational Climate

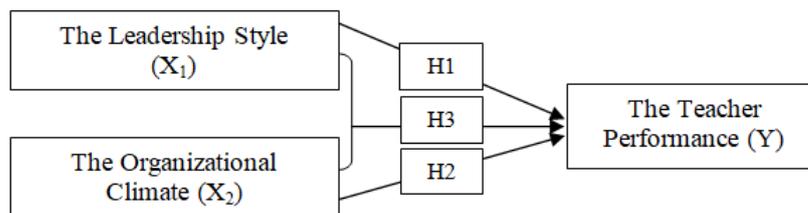
Every teacher must work productively, and a leader must manage teachers productively and create an excellent work atmosphere that is usually called a good work climate. Such an atmosphere will enable teachers to work comfortably and calmly, not in a hurry, and full of familiarity and mutual respect between teachers. Such a school organizational climate is necessary to increase school productivity because it is appropriate to the statement put forward by Schatz stated that the work climate in the school organization always influences the primary conditions and the behavior of the people in it." (Ridwan, 2010). Wallin, there are several criteria for evaluating performance, i.e., setting direction, supervision instructions, organization and management, school culture and climate, and development professional. Another school's organizational culture and environment include a). effective communication with staff, students, parents, and the community; b). express ideas clearly in written form or verbally, listen to and respond to each other; c). push positive interpersonal relationships characterized by trust, openness, and collaboration; d). flexible and fair;

e). show personnel attention to each individual, obtainable and visible; f). define practical problem solving, processes decision making; g). address issues of concern and solve the conflict; h). create an atmosphere that involves participation in making decisions; i). problem solve cooperatively, delegate effectively, and promote opportunity leadership; j). Facilitate the organization of a council of people parents and encourage active parental involvement; as well as; k). guarantee \_ that parents receive regular communications from the school (Hardjana, 2016).

Litwin and Stringer also expressed their opinion regarding dimensions of organizational climate, among others: a). responsibility (*responsibility*): degrees delegation received by employees; b). work standards (*standards*): expectations about the quality of employee work; c). reward (*reward*): recognition and rewards for good work and denial of good performance bad; and D). friendly, group spirit (*friendly team spirit*): shoulder to shoulder, mutual trust (*trust*) (Hardjana, 2016).

Organizational climate dramatically influences a person's performance, where the organizational climate can be a driving force for morale, discipline, and teacher performance, supporting educational goals. So the higher the influence of organizational climate, the higher the teacher performance. Thus, Organizational Climate is a perception of policies, practices, and procedures that are felt and accepted by the individuals in the organization. According to Robert Stringers, researchers also set climate indicators organization: a). *Conformity: teacher's feelings towards many rules, procedures, policies, and practices to be followed*; b). *Responsibility: decision-making in solving problems without asking the boss*; c). *Standard: setting goals by organizations that are binding* ; d). *Reward: reward received for work done well*. e). *Clarity: clear and organized goal setting well*; f). *Team Spirit: trust each other and help each other fellow teachers at school* (Stringer, 2002).

In this research and to realize the direction in analyzing the problems faced, the researchers put forward a framework of thinking as follows:



From the framework above, the researcher determines the research hypothesis as follows:

- H<sub>1</sub>: It is suspected that leadership style influences the teacher performance of Al Azahar Islamic schools managed by YW Al Muhajirien Jakapermai.
- H<sub>2</sub>: It is suspected that organizational climate influences the teacher performance of Al Azahar Islamic schools managed by YW Al Muhajirien Jakapermai.
- H<sub>3</sub>: It is suspected that leadership style and organizational climate have a simultaneous influence on teachers' performance at Al Azahar Islamic schools managed by YW Al Muhajirien Jakapermai.

## II. METHODS

This study was designed using a quantitative approach and a *non-experimental* or *ex post facto design* (Agustiani et al., 2022). This type of research is viewed from the method and level of description using survey research, namely collecting information by quoting illustrations from the population and using a questionnaire to collect the preliminary data that the researcher distributes. Kerlinger believes that survey research, which Sugiyono took, is research carried out in large and small populations. However, the information being monitored is information from samples obtained from the population, as a result of which relative events, distribution, and relationships are found between sociological and intellectual elasticity (Sugiyono, 2020). For Sugiyono, the sample is part of the number and character possessed by that population. Ridwan said that sample is part of the population. This way, the research illustration is part of the population obtained as an information base and can replace the entire population (Ridwan, 2010). In this research, images were obtained using the non-probability sampling method with bored sampling. Researchers used this sampling method because the number of teachers in the 4 (four) Al Azhar Islamic

Middle Schools is 100 teachers. For Riduwan, bored sampling is a sample collection method in which the entire population is used as an illustration and is also called a census.

The research instrument is arranged based on the grid that the researcher has made. The instrument items that will be used in collecting data for this study are a questionnaire with measurements of the data type on an interval scale, namely a scale that shows the exact distance between data and another. This instrument's items are non-test and designed according to a Likert scale with alternative answers given a score of 1, 2, 3, 4, and 5. The test instruments used are validity and reliability tests using SPSS version 21.0. The research data were subjected to research prerequisite tests in the form of a normality test, multicollinearity test, and heteroscedasticity test. Testing the research hypothesis using a simple/multiple regression test, t-test (partial), F-test (simultaneous), regression equation test, influence test using a significance test (hypothesis test whether or not there is influence), and test the magnitude of the effect through *the summary model*. Testing was carried out using SPSS version 21.0.

### III. RESULT AND DISCUSSION

#### 1. The Effect of Perceived Leadership Style on Teacher Performance.

Significant or not an influence of the variable Perceived Leadership Style ( $X_1$ ) partially on the Teacher Performance Variable (Y), then the t-test is used, where  $df = nk - 1 = 100 - 2 - 1 = 97$ . From  $df$  97 and  $\alpha = 5\%$ ,  $t_{(table)}$  is 1.985.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	90,005	10.475		8,592	,000
Perception of Leadership Style	,481	,091	,471	5,284	,000

a. Dependent Variable: Teacher Performance

The table above shows that the Perceived Leadership Style ( $X_1$ ) significantly influences the Teacher Performance (Y) because of  $sig. 0.000 < 0.05$ , and  $(t_{count}) 5.284 > 1.985 (t_{table})$ . With the resulting regression equation  $Y = 90.005 + 0.481 X_1 + e$ . Meanwhile, the resulting *Coefficient beta* (B) is +0.481, which means that the influence direction is positive or unidirectional. If variable  $X_1$  increases by 1, then variable Y will also increase by 0.481 plus Constanta, and vice versa.

The phenomenon of the results of the simple regression calculation above is by the theory of Gibson, Ivancevich, and Donnelly, which states that an individual's performance is influenced by three groups of variables, namely individual variables, organizational variables, and variables psychology (Gibson et al., 2006). Furthermore, related to Gibson, Ivancevich, and Donnelly's research, what is meant by Individual Variables, include among other things: physical and mental abilities and skills (in this case, abilities and skills in understanding the curriculum), background (family, level social and experience), demographic (age, ethnicity, and gender). While Variable Organization, i.e., includes: resources, leadership, reward structure, and job design. Lastly, Psychological Variables are perception, attitude, personality, learning, motivation, satisfaction, and work climate (Gibson et al., 2006).

**Summary Model<sup>b</sup>**

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.471 <sup>a</sup>	,222	,214	9,378

a. Predictors: (Constant), Perceptions of Leadership Style

b. Dependent Variable: Teacher Performance

The coefficient of determination ( $R^2$ ) determines how much influence the independent variables have on the dependent variable. The coefficient of determination for the two independent variables is used *R Square*. The results of the SPSS calculation above show that the *R Square* is 0.222 or 22.2 %. This data means that the ability or contribution of the Perception of Leadership Style ( $X_1$ ) in explaining the Y variable is 22 %, meaning that 78 % of other independent variables (X) can influence the Y variable.

The phenomenon is related to the presence of 78% of other independent variables (besides perceptions of leadership style) that affect teacher performance. It can be seen from the theory of Gibson, Ivancevich, and Donnelly above, where the leadership style variable is included in the organizational variables: resources, leadership, reward structure, and job design. Suppose this phenomenon is related to the conditions in the Al Azhar Islamic schools under YW Al Muhajirien Jakapermai. In that case, it will be seen that it is very likely that the factors that influence teacher performance, apart from perceptions of leadership style, include: adequate school facilities, sound financial and non-financial rewards, and job design that meets teacher job satisfaction.

## 2. The Effect of Organizational Climate on Teacher Performance

Based on the results of the data processing done using SPSS Version 21 for windows, it is known that the influence of the Organizational Climate ( $X_2$ ) on Teacher Performance (Y) in full can be presented in the table below.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	71.101	9,909		7,176	,000
Organizational Climate	,662	.088	,604	7,499	,000

a. Dependent Variable: Teacher Performance

Organizational Climate ( $X_2$ ) significantly influences Teacher Performance Variable (Y) because of sig.  $0.000 < 0.05$ , and ( $t_{\text{count}} 7.499 > 1.985 (t_{\text{table}})$ ). With the resulting regression equation,  $Y = 71.101 + 0.662 X_1 + e$ . Meanwhile, the resulting Coefficient beta (B) is  $+0.662$ , which means that the influence direction is positive or unidirectional. If variable  $X_2$  increases by 1, then variable Y will also increase by 0.662 plus *Constanta*, and so does the contrary.

The simple linear regression calculation above proves that the organizational climate in all Al Azhar Islamic Middle Schools under the management of YW Al Muhajirien Jakapermai has a positive and tangible effect on the teachers' performance. This is to the theory of Gibson, Ivancevich, and Donnelly above, where one of the teacher performance variables is included in the category of psychological variables, including perception, attitude, personality, learning, motivation, satisfaction, and work climate or organizational climate.

**Summary models**

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.604 <sup>a</sup>	,365	,358	8,473

a. Predictors: (Constant), Organizational Climate

b. Dependent Variable: Teacher Performance.

The coefficient of determination ( $R^2$ ) determines how much influence the independent variables have on the dependent variable. The coefficient of determination for the two independent variables is used *R Square*. The SPSS calculation results above show that the *R Square* is 0.365 or 36.5 %. This data means that the Organizational Climate ( $X_2$ ) to explain the Y variable is 36.5 %, meaning that 63.5 % of other independent variables (X) can influence the Y variable.

This phenomenon relates to other independent variables (besides organizational climate) affecting teacher performance. It can be seen from the theory of Gibson, Ivancevich, and Donnelly above, where organizational climate variables fall into the category of psychological variables: perception, attitude, personality, learning, motivation, satisfaction, and work climate or organizational climate. Suppose this phenomenon is related to actual conditions at Al Azhar Islamic Middle School under the management of YW Al Muhajirien Jakapermai. In that case, it will be seen that it is very likely that the factors that influence teacher performance, apart from the organizational climate, include: teacher perceptions and attitudes towards appreciation for his performance have been well managed, the teacher's personality and learning abilities continue to develop, the teacher's work motivation continues to increase, and the job satisfaction he already has.

### 3. The Influence of Work Motivation and School Culture Together on Teacher Performance.

Multiple regression analysis using the F-test (*Fisher*) was used to test the significance of the regression model. Namely to find out whether there is an influence of all dimensions, which include: Leadership Style ( $X_1$ ), Organizational Climate ( $X_2$ ) together on Teacher Performance ( $Y$ ). The regression model can be statistically significant if the significance value is less than 0,05 ( $p < 0,05$ ). To find  $F_{(table)}$ , researchers do it as follows:  $df_1 = k-1$ ;  $df_2 = n-k$ , where ( $k$ ) is the number of variables (independent + dependent), ( $n$ ) is the number of respondents/samples forming the regression, and  $df$  (*Degree of Freedom*) is the degree of freedom. From this formula, it is obtained:  $df_1 = 3 - 1 = 2$ ;  $df_2 = 100 - 3 = 97$ . From  $df_1$  and  $df_2$ , the value of  $F_{(table)} = 3.09$  is obtained.

**ANOVA <sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4369692	2	2184,846	<b>31,614</b>	<b>.000<sup>b</sup></b>
residual	6703618	97	69,109		
Total	11073.310	99			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Organizational Climate, Perceived Leadership Style

In this table, it can be interpreted that the value  $F_{(count)}$  is 31.614, while the value  $F_{(table)}$  is 3.09. So the calculated  $F_{(count)}$  is more significant than the  $F_{(table)}$  ( $31.614 > 3.09$ ), with a significance level of  $0.000 < 0.05$ . Therefore, the variables Perceived Leadership Style ( $X_1$ ) and Organizational Climate ( $X_2$ ) together have a significant effect on Teacher Performance ( $Y$ ).

The multiple linear regression calculation above collaborates the two independent variables ( $X_1$  and  $X_2$ ) to predict the effect on the dependent variable ( $Y$ ). This is intended so that the relationship or influence is better. When an independent variable is included in more than one linear equation ( $X_1, X_2, \dots, X_n$ ), these variables are the actual manifestations that occur in the real world. Therefore, most of the influences between variables in the social sciences are statistical relationships, meaning that changes in the  $Y$  value are not only influenced by one particular  $X$  value but are influenced by many  $X$  values.

**Summary models**

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.628 <sup>a</sup>	<b>,395</b>	,382	8.313

a. Predictors: (Constant), Organizational Climate, Perceived Leadership Style

The coefficient of determination ( $R^2$ ) above indicates how much influence the independent variables have on the dependent variable. The SPSS calculation results above show that the *R Square* is 0.395 or 39.5 %. This data means that the ability of Leadership Style ( $X_1$ ) and Organizational Climate ( $X_2$ ) variables to explain the  $Y$  variable is 39.5 %, meaning that there are still 60.5 % of other independent variables ( $X$ ) that can affect the  $Y$  variable. The phenomenon of the results of multiple regression calculations that have been carried out and related to the perception that changes in the  $Y$  value is not only influenced by one particular  $X$  value but are influenced by many  $X$  values, and the more independent variables, the more pronounced the effect. So, according to the theory of Gibson, Ivancevich, and Donnelly, who stated that an individual's performance is influenced by three groups of variables: individual variables, organizational variables, and variables psychology. So, it is increasingly evident that leadership style, organizational climate, and many other factors influence teacher performance. So, it is reasonable that the Leadership Style and Organizational Climate ability to calculate the coefficient of determination ( $R^2$ ) above only contributes 39.5 %.

The thoughts and research of Gibson, Ivancevich, and Donnelly, stated that individual variables that affect a teacher's achievement include, among other things: physical and mental abilities and skills (*knowledge and skills in understanding the curriculum and teaching-learning process*), background (*family, level social and experience*), demographic (*age, ethnicity, and gender*). The conclusion obtained from the results of the multiple linear regression calculations above is that apart from the Al Azhar Islamic Middle

School teachers under the management of YW Al Muhajirien Jakapermai, the factors that support their performance are fulfilled. Individually, the teachers already have the ability and skills, a high level of good socio-economic, and a very productive age.

#### IV. CONCLUSION

Based on the hypotheses in this study, which have been tested partially and simultaneously on the variable perceptions of leadership style, organizational climate, and teacher performance, then at the following points, the researcher concludes the answers to the previously defined problem formulations, namely as follows :

1. There is a significant influence between Leadership Style on Teacher Performance in schools managed by YW Al Muhajirien Jakapermai.
2. There is a significant influence between Organizational Climate and Teacher Performance in schools managed by YW Al Muhajirien Jakapermai.
3. There is a significant influence between Leadership Style and Organizational Climate on Teacher Performance in schools managed by YW Al Muhajirien Jakapermai.

#### V. IMPLICATION

The teacher's ability is the teacher's success in delivering good teaching and learning activities through skills and expertise so that the educational mission can be efficient and effective. The ability of teachers in schools is shown by the ability to understand planned modules, the ability to organize how to teach, the ability to manage categories, the ability to use learning tools and bases, the ability to carry out guiding and practicing interactions, the ability to organize teaching and conducting learning activities. Therefore, efforts to improve teachers' performance at the Al Azhar Islamic school under the management of YW Al Muhajirien Jakapermai can be implemented through the leadership style of school leaders towards teachers using various approaches. A leader's leadership style in school organizations is significant because it can guide teachers in their daily duties. Improvisation related to the leadership style of this school leader will bring a positive attitude to the teachers to carry out their responsibilities because they feel comfortable and there is no element of compulsion in carrying out their duties. Moreover, vice versa, the leadership style of a school leader who is not good will foster an anti-pathy attitude for teachers toward their leaders. This can result in a decrease in the morale of the teachers, which will ultimately affect their performance in carrying out their duties. Meanwhile, the perception of the leadership style of school leaders is the behavior shown by school leaders in their efforts to influence, encourage, guide, direct and move teachers by taking an approach according to certain situations and conditions, as well as the level of maturity (maturity) of the teachers they lead. With the perception of a good leadership style from the leadership of this school, the teacher's expectations will be met, and his satisfaction and awareness in improving performance.

Thus, the perceived factor of the school leadership's leadership style can be shown by the existence of a good relationship with subordinates, the presence of tasks that must be carried out by assistants directly, pushing for charges to be completed accordingly with a predetermined schedule, encourage associates to maintain relationships well with its work partners, the existence of clear and precise orders and tasks, and providing awareness of the importance of carrying out tasks with optimal. Meanwhile, organizational climate is the internal atmosphere of the school organization created by the prevailing patterns of interpersonal relationships. Organizational climate affects the performance of teachers and other school members. A conducive organizational climate can develop the self-potential of teachers so that they will be active at work, especially with a wise leadership style. This will significantly improve teacher performance, which is ultimately expected to improve the overall quality of education. An excellent organizational climate can be seen from familiarity, harmony, and mutual assistance among members. In school organizations, if teachers feel calm, safe, and satisfied in carrying out teaching and learning assignments, then teachers will be happy to carry out these tasks so that in the learning process, teaching has a positive impact on student achievement. This pattern of interpersonal relationships can be shown through the teacher's feelings toward the many rules, procedures, policies, and practices that must be followed ( *Conformity* ). *Some leaders* can be

responsible for making decisions ( *Responsibility* ), you set goals by organizations that are binding ( *Standard* ), the rewards received for the work done well ( *Reward* ), setting goals clearly and organized well ( *Clarity* ), there is mutual trust and mutual assistance among teachers at school ( *Team Spirit* ).

## VI. SUGGESTION

Based on the conclusions above, the following suggestions can be given:

1. What has been attempted by the Al Azhar Islamic schools under the management of YW Al Muhajirien Jakapermai, especially Al Azhar Islamic Middle School 6 Jakapermai, Al Azhar Islamic Middle School 8 Kemang Pratama, Al Azhar Islamic Middle School 9 Kemang Pratama, and Al Azhar Islamic Middle School 44 Grand Wisata, especially the modification of leadership style is in *the pretty good category*. However, efforts to continue to improve improvised leadership styles to increase teacher performance must be maintained and continuously improved. Furthermore, researchers who will deepen the Leadership Style of Teacher Performance need to be investigated more deeply through a qualitative approach.

2. Organizational climate in Al Azhar Islamic foundations and schools under the management of YW Al Muhajirien Jakapermai, especially at Al Azhar Islamic Middle School 6 Jakapermai, Al Azhar Islamic Middle School 8 Kemang Pratama, Al Azhar Islamic Middle School 9 Kemang Pratama, and Al Azhar Islamic Middle School 44 Grand Wisata also in the *excellent category*, this can be seen from the teacher performance in the four schools. So that the four schools can maintain and continue to improve this organizational climate so that teacher performance can be maintained. Furthermore, researchers who will deepen the relationship between Organizational Climate and Teacher Performance must examine more deeply through a qualitative approach.

3. YW Al Muhajirien Jakapermai and Al Azhar Islamic schools should continue to pay attention to improvised leadership styles and organizational climate that suit teachers' conditions, competence, and professionalism. Thus, both schools and foundations create an atmosphere conducive to their teachers' performance. Furthermore, researchers who will deepen Leadership and Organizational Climate regarding Teacher Performance must examine more deeply through a qualitative approach.

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