

The Influence of School Principals' Learning Leadership and School Climate on Teacher Performance

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Abstract: A good school is supported by the leadership role of the principal, the performance of all stakeholders and the school climate. Based on this, the researcher took the role of learning leadership as the object of research because the researcher considers that the leadership role of the school principal is considered capable of improving the quality of education and creating a conducive school atmosphere, not only carrying out his duties and functions as a school leader. This research focuses on the principal's instructional leadership, teacher performance and school climate. The aim of the research is to find out whether learning leadership and school climate can influence teacher performance. The method used is quantitative research. Data was collected by distributing questionnaires and processed using the SPSS application. Data analysis used multiple regression analysis, partial analysis, simultaneous analysis and coefficient of determination analysis. The research location was Makassar City Public High School, Manggala District using simple random sampling so that the research sample was 140 people (teachers). The results of the research show that in partial tests and simultaneous tests, the principal's learning leadership and school climate influence teacher performance. The successful management of learning leadership carried out by the principal and the creation of a school climate has an impact on teacher performance in teaching, where the principal has sharp intuition, transfers the mission and goals of the school, increases efficiency and a comfortable and safe environment supported by positive conditions.

Keywords: Instructional Leadership; School Climate; Teacher Performance

Abstrak: Sekolah yang baik didukung oleh peran kepemimpinan kepala sekolah, kinerja seluruh stakeholder dan iklim sekolah. Hal tersebut peneliti mengambil peran kepemimpinan pembelajaran karena dengan kepemimpinan ini kepala sekolah mampu meningkatkan kualitas pendidikan dan menciptakan suasana sekolah yang kondusif tidak hanya menjalankan tugasnya sebagai pemimpin sekolah. Sehingga penelitian ini berfokus pada kepemimpinan pembelajaran kepala sekolah, kinerja guru dan iklim sekolah. Tujuan penelitian untuk mengetahui apakah benar kepemimpinan pembelajaran dan iklim sekolah dapat mempengaruhi kinerja guru. Metode yang digunakan adalah penelitian kuantitatif. Pengumpulan data dengan penyebaran angket kemudian diolah dengan menggunakan aplikasi SPSS. Analisis data yang digunakan analisis regresi berganda, analisis parsial, analisis simultan dan analisis koefisien determinasi. Tempat penelitian di SMA Negeri Kota Makassar Kecamatan Manggala dengan metode simple random sampling sehingga sampel penelitian berjumlah 140 orang (guru). Hasil penelitian menunjukkan bahwa secara uji parsial dan uji simultan, pemimpin pembelajaran kepala sekolah dan iklim sekolah berpengaruh terhadap kinerja guru. Keberhasilan kepemimpinan pembelajaran kepala sekolah dan menciptakan iklim sekolah berdampak pada kinerja guru dalam mengajar, dimana kepala sekolah memiliki intuisi tajam, mentransfer misi dan tujuan sekolah, meningkatkan efektivitas serta lingkungan yang nyaman dan aman yang didukung oleh kondisi positif.

Kata kunci: Kepemimpinan Instruksional; Iklim Sekolah; Kinerja Guru

INTRODUCTION

Education starts from planning, developing, implementing, evaluating and monitoring to achieve effective and efficient educational quality. Seeing that the development of education has

experienced quite rapid changes, school institutions, especially school principals, must be able to prepare themselves to increase the quality and quality of schools. Activities will be achieved maturely if supported by the school principal with his leadership, teacher effectiveness and the school environment. Leadership is the ability to protect, influence and mobilize all stakeholders in the school to carry out duties and responsibilities for the progress of the school in achieving common goals. Hallinger and Wang (2015) stated that one application of school principal leadership in carrying out their duties and responsibilities to improve the quality of education in schools is learning leadership.

Principals who focus on instructional leadership can develop or advance the quality of teaching in the school's learning system. Arifin (2017) said that the principal's learning leadership functions to provide direction and assistance to teachers in making their teaching better. Principal learning leaders can guide teachers towards productive learning, solve problems, facilitate teaching and learning processes, develop and communicate the school's image (Whitehead, Bosschee, and Decker, 2014). *Instructional leadership* placing teachers as the main component that needs to be developed. This leadership concept focuses on learning and teacher behavior in teaching, so the principal as a learning leader seeks to improve the quality of the school.

The principal's learning leadership is an activity that leads teachers to develop teaching and learning process abilities. So, teachers can achieve teaching goals effectively which can have a positive impact on students. In this case it can be said to be a series of actions by the school principal by implementing learning leadership to improve the development of the quality of learning and achieve school goals. Huang, et al (2020) stated that school principals act as learning leaders who are able to create a friendly environment such as building trust, a sense of security, comfort, order, harmony and supportive relationships so that teachers are motivated to learn. to work more effectively.

Talking about school climate is an environment that includes norms, values, expectations, policies and procedures that influence individual and group behavior patterns (Septianty, 2016). Triatna (2015) stated that the school climate as feelings and attitudes created by the school environment encompasses a multidimensional construct which includes physical, social and academic dimensions. Then Ebbert and Luthar (2021) stated that the school climate is positive and conducive with a school atmosphere that is safe, comfortable, open, mutually supportive, caring, and free to be creative, and full of family.

The principal's role in building a conducive school climate must be able to mobilize and convince everyone stakeholder to create cleanliness, shade, beauty, security, kinship and order as an inseparable part of teacher professionalism that can actualize ideas, competence, innovation, creativity and cooperation. A conducive school climate can support increased overall effectiveness at school because in the comfort of work a person can think calmly and concentrate on carrying out tasks and participating in school activities. A conducive school climate influences teacher performance to work more enthusiastically, so leaders must try to manage the school environment so that they can create an atmosphere that fosters enthusiasm for teacher work because a calm, comfortable school climate can support increased teacher performance.

Murwati (2013) stated that teacher performance is the teacher's ability to carry out duties as a teacher and teaching staff based on skills and abilities in coaching students in achieving the learning objectives achieved. The teacher's performance in question is reflected in the planning, implementation, evaluation of learning activities whose intensity is based on work ethic, as well as the teacher's professional discipline in the learning process. In this case, the teacher's ability to carry out duties and responsibilities in providing learning guidance such as knowledge or skills that lead to improved student learning outcomes. With regard to the reality that occurs, performance is often interpreted as a strong interaction between a teacher and his responsibilities. Performance levels tend to depend on the harmony between the individual and his work environment. The key to a school's success often lies in the presence of competent teachers,

starting from the recruitment stage, assignment management, to professional development, as well as assessing their performance.

Efforts to show teacher performance should help improve their quality in teaching, because improving teacher performance in teaching can have a positive effect on the school climate and the school principal has carried out his instructional leadership function and role as a leader. However, in connection with efforts to improve performance that are continuously carried out, sometimes they are not in accordance with what the principal hopes in their implementation, there are various phenomena that often arise related to the performance carried out by teachers. A phenomenon that often occurs in the school environment is that teachers do not prepare learning tools properly, so that teachers appear unprepared to carry out the teaching and learning process.

Then, teachers provide less reinforcement in the form of motivation to students, as well as a lack of learning innovations such as applying creative learning models and media so that the class looks monotonous and boring for students. Based on the phenomena that occur, it cannot be denied that there is a need to implement instructional leadership that focuses on the quality of the process and student learning outcomes that come from teacher empowerment. If the role of instructional leader is implemented, the principal can apply learning leadership by providing guidance, motivation and facilitating teachers in efforts to improve the quality of teaching.

With the various challenges facing the world of education, teacher performance in the classroom must continue to be improved in order to obtain quality and competitive resources in the era of increasing globalization. Because improving teacher performance aims to plan, implement and evaluate educational activities, the intensity of which is based on the teacher's work ethic and professional discipline in the educational process. Increasing teacher performance cannot be separated from the challenges and obstacles that exist in the classroom. Therefore, as a school principal, the role of supporting teacher problems and providing solutions is very much needed. Sisman (2016) said that teachers become more effective when school principals support teachers in solving different problems effectively. It emphasizes the role of leadership in guiding teachers and providing professional support for more effective teacher education. The guiding principle of education is that teachers are the main component that must be developed. This leadership concept focuses on teacher learning and behavior in the classroom. Therefore, as an educational leader, the principal tries to improve the quality of the school and influence the school climate so that teachers are enthusiastic about developing their activities and using all their skills in carrying out their duties.

Led by the principal, who acts as a learning leader to improve teacher teaching performance. According to Southworth (2002), leadership learning includes two activities, namely directly and indirectly, which are directly related to education, namely when school leaders rely on their own potential and achievements to observe learning activities and design the curriculum; Meanwhile, it is indirectly related to creating a school climate, which helps increase teacher effectiveness in the process. The role of learning leadership in teacher professionalization is so that school leaders can carry out setting academic standards and developing educational programs (Lian et al., 2020).

All activities in the school are directed by the principal, where the principal does not show and demonstrate impartiality and indifference to all the problems faced by the teachers. Because it has an impact on the quality of teaching by teachers, there is a need for learning leadership to improve academic quality through teacher training. However, the application of learning leadership by school principals in carrying out their duties or roles is still not optimal, because school principals think that the focus of learning leadership is only on increasing student achievement and rarely monitor teachers in teaching and learning activities so that teachers carry out their responsibilities less than optimally. As stated by Bafadal (2016) in relation to learning leadership, although the role of learning leadership for school leaders is key to enabling teachers to teach optimally, among school leaders throughout Indonesia only 16% demonstrate learning leadership. However, ironically, the principal felt that learning leadership was not that important.

In fact, pedagogical or instructional leadership focuses on improving academic quality (Astuti et al., 2022).

Realizing this, school principals must not only act as administrators, but also as learning leaders. In other words, school leaders do not only focus on administrative and systemic problems, but also empower teachers to improve student learning processes and outcomes. In line with Smith and Piele (2012) they argue that effective school leaders must strike a balance between managers and leaders. Furthermore, Leithwood and Riehl (2003) argue that principal leadership is successful if it focuses on learning and teaching. Thus, the author states that the leadership role of the school principal is a step that is very necessary to achieve academic quality with a mechanism for implementing the principal's learning leadership on teacher performance through coaching, guidance and supervision of the implementation of the teaching and learning process carried out by the teacher.

Apart from the principal's leadership factor, there is one factor that is not very important for teacher performance, namely a conducive work environment. Leaders who implement instructional leadership can create a pleasant and safe environment in school activities, foster warmth in social environments, collaborate to improve the quality of teaching and ultimately improve teacher performance. School climate is the atmosphere and conditions in which everyone lives, stakeholders involved in his daily work. This includes cleanliness, security, school facilities and relations between all stakeholders. Emmanouil, et al (2014) and Usman (2015) said that learning leadership which is able to provide professional development such as coaching for teachers to continue to increase competence in improving the quality of learning, means that improving the quality of learning, teacher teaching performance can be influenced by leadership and school climate.

School climate as a set of safe and comfortable environments as a whole is a factor that can influence a teacher's performance. The principal with the role of building a conducive school climate must be able to mobilize and invite everyone stakeholder to create cleanliness, brightness, beauty, security, kinship and order as an integral part of the curriculum. A teacher's professionalism can actualize ideas, competence, innovation, creativity and cooperation. Rahmawati (2015) said that school principals should pay attention to the school climate in order to achieve maximum potential, which will directly and indirectly influence the teaching and learning process. Meanwhile, according to Huang, et al (2020), school principals act as learning leaders who are able to create a friendly environment such as building trust, a sense of security, comfort, order, harmony and supportive relationships so that teachers are motivated to learn and work more effectively. In addition, Apriliansyah and Santoso (2023) said that the principal's learning leadership directly influences teacher performance by creating an effective learning climate.

Therefore, teachers want a good environment. Creating a supportive school climate will have a positive impact on improving teacher performance. However, if it is the opposite, it will have a negative impact, namely reducing the effectiveness of teachers' work and making it difficult to achieve school goals. This shows that a supportive school climate or environment will help teachers increase the effectiveness of their teaching. The role of the principal's learning leadership in creating an effective school climate is a challenge, because it influences and reflects work spirit, creative development and school operational effectiveness. A school environment with a safe and comfortable working atmosphere and good communication reflects a conducive school environment and will of course influence teacher performance and achievement.

When the author made observations at Makassar City State High School, Manggala District, it was found that in several schools there were teachers who were still not optimal in carrying out their duties as teaching staff, especially in carrying out learning activities such as teachers still not developing the curriculum or syllabus, teachers not applying appropriate media. learning materials, the habit of teachers who come only to fulfill attendance and then leave the school for

certain reasons before the end of the time to go home, as well as the lack of communication models from teachers to leaders. Apart from that, the principal's leadership does not provide enough information up-to-date to teachers, school principals do not guide teachers enough to implement creative and innovative learning systems, and do not provide opportunities to develop education. Teacher performance can be influenced by several factors, including a supportive school climate. If the principal embraces learning leadership, it will help teachers by motivating and facilitating teachers in increasing teacher teaching work productivity and the principal's leadership role.

This research is interesting, considering the importance of improving school quality. One way to achieve this is by adopting instructional leadership that influences teacher performance and creates a school climate that is conducive to improving teacher performance and student learning. Therefore, the author conducted this research because several other authors have suggested that a supportive school climate can play an important role in the productivity of teachers' teaching and learning activities, and the role of learning leadership by the principal is important in improving teacher performance. With this, the author wants to prove whether it is true that learning leadership and school climate can influence teacher performance. Based on the theory and observations described above, the author is interested in conducting research with the title "*The Influence of Principal Learning Leadership and School Climate on Teacher Performance*".

METHOD

The target research location was Makassar City State High School (SMA), Manggala District. The population is the entire research object/subject, namely 216 teachers at Makassar City State High School, Manggala District.

Sampling is carried out using techniques of random *sampling*. This involves taking samples randomly without looking at the characteristics of the population. Taking the number of samples using a formula Slovin with a level of 5%. The result of the formula Slovin There were 140 people in the research sample. The sample selection procedure is using a spinning wheel via the *webwheelofnames.com*. The steps, the author opens *website* It then writes all the populations that are given numbers and then clicks so that it rotates and then produces numbers that will become the research sample.

The technique for obtaining research results is distributing questionnaires or questionnaires. The type of questionnaire used is closed because respondents only choose the answers that have been provided. This makes it easier for respondents to choose and determine answers. The questionnaire consists of 81 statement items from three research variables. The answers provided use a scale likert, the author only uses a score weight of 1-4 because the author does not want respondents to answer statements that are neutral or have no opinion in the questionnaire statement.

The duties and responsibilities of the school principal as an educator are to plan, implement and evaluate learning and training outcomes as well as training and research (school action research). To determine the need for the principal's learning leadership role, researchers used a model Hallinger and Murphy as a questionnaire, namely (1) formulating school objectives; (2) managing learning programs; and (3) creating a positive learning climate. The importance of determining the quality of teaching, because schools are places where educational services are provided, a conducive school climate is needed, therefore, school principals need to pay attention to the physical, social and cultural aspects of the school. These three things are dimensions of the school climate variable for the research questionnaire. Teachers have the ability in the field of science to carry out activities transfer *of knowledge* from teacher interaction with students through

teaching design, teaching implementation, assessing learning designs and evaluating learning. This is a dimension of teacher performance for the instrument on which statements will be made.

The research method used is a quantitative approach with multiple regression analysis, partial analysis, simultaneous analysis and coefficient of determination analysis as well as descriptive analysis by calculating mean, maximum, minimum, and standard deviation. Analyzing research data using the IBM SPSS application. The variables studied were the principal's learning leadership (X1), school climate (X2), and teacher performance (Y). In this research, the author wants to find out whether school principals with learning leadership and a conducive school climate can influence teacher performance.

RESULT AND DISCUSSION

Results

Description of the Principal's Learning Leadership

The results of research regarding learning leadership variables were obtained through a questionnaire with 28 questions using a four-point scale. Calculations from the SPSS results produce (1) minimum value with a score of 28; (2) maximum value with a score of 112; (3) mean value with a score of 92.04; and (4) standard deviation value with a score of 11,193.

The reality of the head's learning leadership at Makassar City State High School, Manggala District can be known by interpreting the mean score obtained, this value is in the interval 92-112 with a total frequency of 84 people and a percentage of 60% which indicates that learning leadership is in the category very high as interpreted by the data in the following table:

Table 1 interpretation of variable X1

No	Interval	Category	Frequency	Present
1	92 - 112	Very high	84	60
2	71 - 91	Height	49	35
3	50 - 70	Enough	7	5
4	28 - 49	Low	0	0
Amount			140	100

Based on Table 1, it is made with the provisions that the criteria score for each item is 112 because the number of statement items is 28, the number of alternatives in each statement is 4, so the ideal value is 112 and the lowest value obtained is 28. The value conversion table is made with the provisions of the number of classes being 4 (according to the number alternative for each statement) and the interval class $112 - 28 / 4 = 21$.

The results of the descriptive analysis show that the average response from 140 respondents regarding the learning leadership of Makassar City State High School principals in Manggala District was 92.04. The results of the interpretation using the continuum line also show that learning leadership is in the very high category. The value of the learning leadership presentation based on the analysis results is $92.04/112 = 0.821$. Thus, the realization of learning leadership is 82.1% of the specified criteria (100%). Therefore, the learning leadership of Makassar City State High School, Manggala Subdistrict, has generally implemented learning leadership effectively.

Description of School Climate

The results of the research regarding school climate variables were obtained through a questionnaire consisting of 27 questions using a four-point scale. Calculations from the SPSS results produce (1) minimum value with a score of 27; (2) maximum value with a score of 108;

(3) mean value with a score of 89.87; and (4) standard deviation value with a score of 9.017.

The reality of the school climate at Makassar City State High School, Manggala District can be known by interpreting the mean score obtained, this value is in the interval 88-108 with a total frequency of 91 people and a percentage of 65% which indicates that the school climate is in the very good category. high as interpreted by the data in the following table:

Table 2 interpretation of variable X2

No	Interval	Category	Frequency	Present
1	88 - 108	Very high	91	65
2	68 - 87	Height	45	32,14
3	48 - 67	Enough	4	2,85
4	27 - 47	Low	0	0
Amount			140	100

Based on Table 2, it is made with the provisions that the criteria score for each item is 108 because the number of statement items is 27, the number of alternatives in each statement is 4, so the ideal value is 108 and the lowest value obtained is 27. The value conversion table is made with the provisions of the number of classes being 4 (according to the number alternative for each statement) and the interval class $108-27/4 = 20.25$ or rounded to 20.

The results of the descriptive analysis showed that the average response from 140 respondents regarding the school climate of Makassar City State High School, Manggala District was 89.87. The results of the interpretation using the continuum line also show that the school climate is in the very high category. The learning leadership presentation value based on the analysis results is $89.87/108 = 0.832$. Thus, the realization of school climate is 83.2% of the specified criteria (100%). Therefore, the school climate at Makassar City State High School, Manggala Subdistrict, in general, the principal has created a conducive school climate.

Description of Teacher Performance

The results of the research regarding teacher performance variables were obtained through a questionnaire consisting of 26 questions using a four-point scale. Calculations from the SPSS results produce (1) minimum value with a score of 26; (2) maximum value with a score of 104; (3) mean value with a score of 86.64; and (4) standard deviation value with a score of 9.322.

The reality of teacher performance at Makassar City State High School, Manggala District can be known by interpreting the mean score obtained, this value is in the interval 87- 106 with a total frequency of 76 people and a percentage of 54.28% which indicates that the school climate is at very high category as interpreted by the data in the following table:

Table 3 interpretation of variable Y

No	Interval	Category	Frequency	Present
1	87 - 106	Very high	76	54,28
2	67 - 86	Height	60	42,85
3	47 - 66	Enough	4	2,85
4	26 - 46	Low	0	0
Amount			140	100

Based on Table 3, it is made with the provisions that the criteria score for each item is 104 because the number of statement items is 26, the number of alternatives in each statement is 4, so the ideal value is 104 and the lowest value obtained is 26. The value conversion table is made with the provisions of the number of classes being 4 (according to the number alternative for each statement) and the interval class $104-26/4 = 19.5$ or rounded to 20.

The results of the descriptive analysis showed that the average response from 140 respondents regarding teacher performance at Makassar City State High School, Manggala District was 86.64. The results of the interpretation using the continuum line also show that teacher performance is in the very high category. The teacher performance presentation value based on the analysis results is $86.64/104 = 0.833$. Thus, the realization of school climate is 83.3%

of the specified criteria (100%). Therefore, in general, the performance of teachers at Makassar City State High School, Manggala District, teachers at this school have improved the quality of their performance.

Multiple Regression Analysis

Multiple regression analysis to measure the strength of the relationship and show the direction of the independent and dependent variables in this research. This analysis forms an equation which will be presented in the following table:

Table 4 Multiple Regression Analysis Results

Model		Unstandardized		Standardized		t	Sig.
		Coefficient	Std. Error	Coefficient			
		β		Beta			
1	(Constant)	7.821	5.484				
	X1	.097	.045	.116		2.139	.034
	X2	.788	.056	.752		13.835	.000

Based on table 4 above, it can be seen that the multiple regression equation in this study is $Y = 7.821 + 0.097 X1 + 0.788 X2$ so the meaning of the equation is:

- The constant value (a) is 7.821, meaning that if all the independent variables which include the principal's learning leadership (X1) and school climate (X2) have a value of zero (0), then the dependent variable (teacher performance) is 7.821 which shows that learning leadership and school climate have increased. will affect teacher performance.
- The regression coefficient value of the variable school, the teacher performance will increase.
- The regression coefficient value for the variable This coefficient is positive, meaning that there is a positive relationship between the school environment and teacher performance, so that the more the school climate improves, the more teacher performance will increase.

Partial Analysis (t test)

The results of the partial test research, the author used two basic decisions, namely looking at the significant value < probability (0.05) and the calculated t value > t table. The t table value is 1.656, so the results are:

- The hypothesis of the principal's learning leadership on teacher performance can be seen in table 4 which shows that there is a positive influence between
- The school climate hypothesis on teacher performance can be seen in table 4 which shows that there is a positive influence between

Simultaneous Analysis and Coefficient of Determination

The results of the simultaneous analysis research are F count 118.562 > F table 3.06 or a Sig value of 0.000 < 0.05, meaning that the principal's learning leadership and school climate together have a significant effect on teacher performance at Makassar City State High School, Manggala District. The coefficient of determination result is 0.682, which means that the influence of the principal's learning leadership and school climate is 68.2% contributing to teacher performance in Makassar City State High School, Manggala District, while the remaining 31.8% is influenced by other variables outside the research.

Discussion

Overview of the Principal's Implementation of Learning Leadership

One of the improvements in the quality of education is based on the quality of the principal in carrying out leadership. Carrying out the leadership function in a systematic, planned manner, and using the right approach is an important component in carrying out the responsibility as a school principal. One of the leadership approaches that is suitable for improving academic quality

is that the principal has competent instruction leadership with the aim that the principal facilitates and guides teachers in learning activities so that teaching and learning activities will create an increase in the quality of education. The implementation of the principal at Makassar City State High School, Manggala District has implemented learning leadership. Research findings show that learning leadership has been implemented by school principals efficiently, based on an average score of 92.04 and is in the very high category with 60%. The results of the author's research regarding the description of the implementation of instructional leadership by school principals are in line with Munna (2022) that the implementation of instructional leadership by school principals is for the effectiveness of school institutions, especially in improving teaching and learning standards. Then Bafadal (2017) also said that the principal, through his learning leadership role, can guide and encourage teachers to take appropriate steps to improve their professionalism, especially in teaching.

Description of a Conducive School Climate

A school environment that is safe, comfortable, peaceful and enjoyable is one of the factors in creating a conducive school climate which can influence teaching and learning activities effectively, thereby improving the quality of education. Efforts to create a school climate certainly need to involve the principal and the whole school stakeholder schools that have a committed vision and work together in creating a conducive climate and creating a pleasant, clean and safe atmosphere and have adequate infrastructure so that they can encourage and support optimal teaching and learning processes to achieve academic success. Realization of a school climate that is conducive and enjoyable for teachers and students have of course been realized by Makassar City High School, Manggala District. Research findings show that the school climate has created a positive and conducive environment, based on an average score of 89.87 and is in the very high category with 65%. The results of this author's research are in line with Maisyaroh (2016) that a conducive school climate is characterized by the creation of an orderly, comfortable and safe learning and working environment so that learning and all activities can run well. Then Kwong and Davis (2015) also said that principals who create a positive school climate such as safe, encouraging, challenging and empowering resources will encourage academic success.

Overview of Teacher Performance

The teacher's work in teaching has the attitude and skills to educate, guide and train students to achieve a learning process that meets predetermined standards. Teacher performance is influenced by the ability to master knowledge, motivation, school environment and discipline in work as well as having pedagogical competence, personality competence, social competence and professional competence. In this way, teachers can improve their work in carrying out their duties and the quality of education also increases. The realization of the performance of Makassar City High School teachers in Manggala District provides an optimal contribution to achieving quality, so that teachers as teachers are required to carry out their duties and responsibilities related to learning activities. Research findings show that teacher performance has been optimal in developing teaching and learning activities that uphold quality and creativity, based on an average score of 86.64 and is in the very high category with 54.28%. The results of this author's research are in line with Supardi (2014), namely that teacher performance is a description of the achievements of implementing an activity in realizing targets so that it can be seen the teacher's effectiveness to what extent the objectives of the teaching and learning activities that have been implemented have been achieved. Then Nora (2022) stated that teachers who create their own textbooks in the form of planning, implementing and evaluating in accordance with the school curriculum, this is to support the learning desired by teachers and school leaders should provide space and facilities such as holding training to train teacher creativity in order to improve teacher teaching performance.

The Influence of Principal Learning Leadership on Teacher Performance

The principal at SMA Negeri Makassar City Manggala District is able to display and develop himself according to learning leadership which can ultimately improve the quality of education. In learning leadership, the principal has the duty and responsibility to improve teacher performance, especially in teaching activities. This is in line with the opinion of Sukmawati and Herawan (2016) that instructional school principals spend a lot of time improving the quality of learning through teaching activities related to improving teacher performance.

The research results obtained regarding the principal's learning leadership on teacher performance show the results of the partial test (t), namely the value of t count 10,864 > t table 1,650 with a significant value smaller than the provision $\alpha = 0.05$ or 5%, which means H_a is accepted. This partially states that the principal's learning leadership has a positive influence on teacher performance in Makassar City Public High School, Manggala District. Where the role of the principal with learning leadership is to support and improve teacher performance. The operationalization of learning leadership by school principals provides guidance, direction, supports, supervises and facilitates teacher professional development, so that teaching and learning activities can be realized optimally and improve teacher performance.

The Influence of School Climate on Teacher Performance

The climate at Makassar City State High School, Manggala District, has a comfortable, safe, pleasant and orderly environment, which then becomes behavior that influences the activities and performance of all students' stakeholders at school. This feeling foster enthusiasm and motivation to work, which will ultimately turn into productive learning activities. This indicates that this can affect the teacher's ability to work well. In line with Khoiri (2017) who stated that a conducive school climate stimulates and influences teacher attitudes and behavior in their performance.

The research results obtained regarding school climate on teacher performance show the results of the partial test (t), namely the value of t count 3.570 > t table 1.650 with a significant value smaller than the requirement $\alpha = 0.05$ or 5%, which means H_a is accepted. This partially states that the school climate has a positive influence on teacher performance at Makassar City Public High School, Manggala District. Where by creating a conducive school climate, teacher performance will increase. Efforts to create a conducive school climate through harmonious communication or relationships certainly involve everyone stakeholder to work together on everything. Building communication or harmonious relationships is capable of establishing cooperation in carrying out school activities to achieve a goal, supporting the optimization of teachers' work results, and working conditions that are more effective, less rigid, and exchange information. These efforts can provide satisfaction as well as improving the quality of teachers so that they are more enthusiastic in improving their performance.

The Influence of Principal Learning Leadership and School Climate on Teacher Performance

A teacher's performance can be determined by the presence of a school principal who has the ability to lead and create a good school climate. Teacher effectiveness is indirectly influenced by skills, work environment and leadership. Therefore, school principals can take firm and appropriate steps and actions for their leadership in creating school conditions that have an impact on improving the work of teaching staff.

The research results obtained regarding the principal's learning leadership and teacher performance show that there are simultaneous test results (F test), namely the F count value of 118.562 > F table 3.06 with a significant value of $0.00 < 0.05$, which means that together the principal's learning leadership and school climate have a positive effect on teacher performance at Makassar City State High School, Manggala District. Then the contribution of learning leadership and school climate was 68.2% to influence teacher performance and the rest was outside of this research. The success of the principal's learning leadership and creating a school climate has an impact on teacher performance in teaching, where the principal has sharp intuition,

transfers the mission and goals of the school, increases effectiveness and a comfortable and safe environment supported by positive conditions.

CONCLUSION AND SUGGESTIONS

The knot

Based on the results of data analysis and discussion, it can be concluded that the principal has effectively implemented learning leadership and created a school climate that is conducive to improving teacher performance. perceptions of the principal's learning leadership and the school climate together have a strong relationship and make a greater contribution (68.2%) to improving teacher performance, when compared partially. Thus, the perception of learning leadership and school climate is important to be observed in improving the performance of teachers in the implementation of teaching and learning as well as improving the quality of the school will also increase.

Suggestion

1. As a school principal, this research should be used as evaluation material to continue to develop school quality. Because in this research the role of learning leadership is one of the determining factors for improving student achievement through teaching staff (teachers), and supporting improving school quality. Apart from that, it is able to develop a productive environment
2. As a teacher, always develop professionalism skills by participating in ongoing training and self-development activities. Apart from that, increasing awareness about understanding a good school climate so that teachers are more open and able to embrace students.
3. Future researchers should develop the results of research on principals' learning leadership and school climate on teacher performance by adding other variables so that the research results can be used as comparison material.

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