

International Journal of Educational Review

Publishes original research both theory and practices in Educational Management; Social Studies Education; Educational Technology; Natural Science Education; Guidance and Counseling; Primary Education; Linguistics Education; Early Childhood Education; and Mathematics Education

E-ISSN 2685-709X

P-ISSN 2685-905X

Volume 3, Issue 1, January-June 2021

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International Journal of Educational Review is published by Doctoral Program, Faculty of Teacher Training and Education, Universitas Bengkulu, which disseminates the latest research findings from educational scientists in many fields of education. More detail, it focuses on publishing original research of educational management, social studies education, educational technology, natural science education, guidance and counseling, elementary education, linguistics education, early childhood education and mathematics education. It is a biannual journal issued on January and July. The editors welcome submissions of papers describing recent theoretical and experimental research related to (1) theoretical articles; (2) empirical studies; (3) practice-oriented papers; (4) case studies; (5) review of papers, books, and resources.

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The Influence of Principal's Leadership and School's Climate on The Work Productivity of Vocational Pharmacy Teachers In Indonesia

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Received July 18, 2020; Revised July 21, 2020; Accepted July 26, 2020

Abstract: This study determined the effect of school principal leadership and school climate on the work productivity of SMK Pharmacy teachers in Palembang. Data in this study were collected through questionnaire distribution to respondents. The results of filling out the questionnaire were analyzed by multiple regression analysis through t test, F test, and the coefficient of determination test. The population in this study were all teachers who teach at the Pharmacy Vocational School in Palembang from 8 schools totaling 151 people. The sample in this study was based on calculations using the Slovin formula. So that the number of samples obtained in this study were 110 teachers. The results of this study indicate (1) there is a significant influence of school principal leadership on teacher work productivity; (2) there is a significant influence of school climate on teacher work productivity; (3) there is a significant influence of school principals leadership and school climate together on teacher work productivity. This paper contributes to educational principal to improve leadership and climate whether they would have very good teacher's work productivity.

Keywords: Principal Leadership, School Climate, Teacher Work Productivity

1. Introduction

The progress of a nation is based on human resources. Education plays a very important role in the process of improving the quality of human resources and education is the most important factor in the formation of quality human personalities to face competition entering the era of globalization which is very competitive in both education and technology, so there is a need for change and development in the world of education.

The government is very serious in handling the field of education, because with a good education system, it is hoped that the next generation of qualified and capable of adapting themselves to live in a society, nation and state. Quality education or schools are also called schools that are capable of achievement, good schools or successful schools, effective schools, and excellent schools. Therefore, teachers as the spearhead who carry out the learning process in schools, need to increase their productivity and be

developed in accordance with the school climate. That is, the school climate that individuals feel positively pleasing will provide a good and effective display of work productivity that will affect the success of school organizations. School climate occurs in every school environment and will affect the behavior of all members of the organization in the school and is measured through the perceptions of each member of the school organization.

So the success or failure of education and learning in schools is greatly influenced by the ability of principals to manage each component. Especially with regard to his knowledge and understanding of management and leadership, as well as the tasks assigned to him. The principal as the leader of the educational institution functions as the person in charge of all educational activities in the school. This is stated in Government Regulation No. 28 of 1990 article 12, that the School Principal is responsible for

organizing educational activities, school administration, coaches of education personnel and the utilization and maintenance of facilities and infrastructure. Although the appointment of the Principal is not done arbitrarily, even being appointed from teachers who are experienced or may have long served as deputy Principal, but does not in itself make the Principal become professional in carrying out the task.

Palembang Vocational Pharmacy Vocational School is one of the Pharmacy schools located on Jl Bambang Utoyo Palembang. Based on the results of the writer's interview with the Head of Palembang Pharmacy Vocational School, it is known that the work productivity of teachers in this school is quite high. But according to the school principal, there are still teachers whose productivity needs to be improved. Among them, there are teachers who often arrive late, sometimes also not entering without clear reasons or prior notice. When it comes to school, the teacher also does not go straight into class, and is still absorbed in his busy doing something in the office. There are also teachers who always arrive on time, but return always early for some reason. When the teacher often arrives late or does not enter class, it will certainly affect the teaching and learning activities of students in the class which will certainly harm students. This shows the teacher's work productivity needs to be improved.

Principal's Leadership

There are several notions of leadership put forward by experts. Mulyasa (2013) defines Leadership as the art of persuading subordinates to want to do tasks with confidence and enthusiasm. Whereas Purwanto (2009) defines Leadership as a collection of a series of abilities and personality attitudes possessed by a person, including an attitude of authority to be used as a means to convince those they dream of so that they are willing and able to carry out tasks assigned to them with enthusiasm,

willing, there is inner joy, and also they feel they are not forced to do it.

Furthermore, according to Daft (2003) leadership is basically the ability to move and provide motivation and influence people to be willing to take actions directed towards achieving goals. Leadership is the ability to influence people that leads to the achievement of goals. Therefore leaders are expected to be able to encourage and increase staff involvement and understanding. The leadership responsibilities are also emphasized by the relationship between school effectiveness and improvement and leadership quality.

According to Kristiawan, et al (2017) leadership is the ability or effort of a person to be able to move a person or team or group to want to work together to carry out the tasks given to him and be able to encourage people or employees to do positive things and minimize negative behavior and be able to develop and utilize the potential and resources within an organization to achieve effective and efficient goals. Sujak (2009) argues that leadership is a pattern of relationships between individuals who use authority and influence on other people or groups of people to form cooperation to complete a task. Furthermore, according to Hikmah (2011) Leadership can be interpreted also as the qualities possessed by a leader, an authoritarian leader means that people who carry out their leadership are less democratic in making decisions. So the characteristics of a leader means also as a form of leadership and leadership are concrete forms of the soul of a leader.

According to Rivai, et al (2013) leadership is an ability possessed by someone to be able to influence the behavior of other people or groups of people to achieve a certain goal in certain situations or conditions. Leadership is the ability possessed from within a person in overcoming social organizational problems in which there is interaction between the party that leads with the party that is led to achieve a common

goal either by influencing it, persuading, giving support, motivating, and coordinating so that the goal can be achieved as desired. Another opinion was expressed by Wirawan (2014) who defines leadership as the process of leaders creating a vision and interacting with each other to realize their vision. According to the opinion of Chester Irving Barnard in Hasibuan (2011), that leadership is: Leadership is the personal ability to affirm decisions that provide quality and moral dimensions to the coordination of organizational activities and formulation of goals. The aspects of leadership are: a) Excellence in the field of leadership, which stands out in physical quality, expertise, technology, intelligence, memory, and projection power, will lead to admiration and will be able to lead his subordinates. b) One's superiority in loyalty to goals, ability to face challenges and courage, feelings, and responsibilities.

From the various opinions above it can be concluded that leadership is a relationship between individuals who use authority and ability to be able to influence, move, direct and encourage action on a person or group of people to be able to achieve a certain goal in certain situations in completing a task.

The principal is one component of education that plays an important role in improving the quality of education. The principal is a component that is required to carry out education development in a directed and planned way to improve the quality of education. According to Rahman (2006) A school principal is a teacher (functional position) who is appointed to occupy a structural position (school principal) in a school. In line with this opinion, Wahjosumidjo (2005) defines the headmaster as a functional teacher who is given an additional task to be able to lead a school where teaching and learning is held, or a place where interaction occurs between the teacher giving the lesson and the student as the recipient of the lesson. Furthermore

according to Saimin (2009) School principals are the highest leaders in the school.

Ahmad (2013) states that school principals are teachers who meet certain requirements and can be given additional duties as school principals with a term of four years to control the school. According to Mulyasa (2013) school principals are one of the educational components that have the most role in improving the quality of education. Furthermore Soetjipto (2007) defines a school principal as a leadership position which cannot be filled by people without being based on considerations. Anyone who will be appointed as the current school principal is determined and through certain procedures and requirements such as educational background, experience, age, rank and integrity.

Based on the description above, it can be explained that the principal is a leadership position based on certain considerations, the mobilizer also plays a role in controlling all activities of the teacher, staff and students and at the same time to examine the problems that arise in the school environment in carrying out their respective tasks for progress and inspire schools to achieve their goals.

School management must really be led by a school principal who has acceptability, because the success of education in schools is largely determined by the leadership of the school principal with the driving force of activities that exist in achieving goals. The principal as an educational leader who functions as manager and supervisor of education, while the two functions aim to create a good teaching and learning situation, it is hoped that every teacher can teach and students can learn effectively and efficiently. In the process of implementing these functions a school principal is required to have a dual responsibility of being able to carry out school management so as to create an atmosphere of effective and efficient teaching and learning as well as carrying out supervision so that teachers become better

and perfect in carrying out their teaching tasks (Mukhneri, 2004). As for the duties and responsibilities of the school head apart from the education leader, the school principal is also responsible for the continuous development of the teachers, the school principal must also be able to help teachers to use and develop teaching methods and procedures, help teachers evaluate the education program and student learning outcomes as well as the principal can assess the nature and abilities of teachers.

The principal must have abilities and skills that can be practiced in daily life. The ability and skills of school principals are highly dependent on several areas of management. The following areas are arable and the duties of the principal. according to Mukhneri (2004) 1) the principal is a leader in the curriculum; 2) the principal is a leader in the personnel field; 3) the principal is the leader in the relationship between the school and the community; 4) the principal is the leader in the field of teacher and student relations; 5) the principal as a personal leader in the non-teaching field; 6) the principal as the leader in establishing relations with other offices; 7) the principal is a leader in articulation with other schools; 8) the principal as a leader in the management of services, homes, schools and equipment. Furthermore, according to Gusman (2014) the principal's leadership is the ability of a professional staff who is given the task to lead a school and mobilize all available resources in a school so that it can be maximally utilized to achieve a predetermined goal.

Based on the description above it can be explained that the principal's leadership is the ability of a professional staff to lead a school and be responsible for the development of teachers in school, the principal must also be able to help teachers to use and develop teaching methods and procedures, help teachers evaluate the program education and student learning outcomes and the principal can assess the

nature and ability of teachers to achieve a predetermined goal.

The position of the principal as a leader in the school is a big responsibility for anyone in his office. The principal is a leader who conducts education management in each school in order to improve the quality of education. In line with this, the principal should have a leadership spirit that is able to direct, motivate, and inspire teachers, employees, and students.

An opinion regarding the Principal's Leadership Indicator was stated by Mulyasa (2003), regarding the abilities that must be possessed the principal's leadership are personality, knowledge of the teaching staff, vision and mission of the head school, its ability to make decisions, and the ability to communicate with those it leads. The following are details of aspects and indicators of leaders in the context of the principal's leadership 1) personality: honest, confident, responsibility, dare to take risks and decisions, big-hearted, stable emotions, and role models; 2) knowledge: understanding the condition of educational staff Understanding the condition and characteristics of students, developing education staff development programs, receiving input, suggestions, and criticism from various parties to improve their abilities; 3) understanding of the school's vision and mission: developing the school's vision, developing the school's mission, and implementing programs to bring the school's vision and mission into action; 4) decision making ability: making decisions together with the education staff in school, making decisions for the internal interests of the school, and making decisions for the external interests of the school; 5) communication skills: communicate verbally with school staff, write ideas in writing, communicate directly with students, and communicate verbally with parents and the surrounding community.

According to Saimin (2009) regarding indicators of school principal leadership are: In practice, school principal leadership is strongly influenced by the following matters:

1) strong personality 2) understanding educational goals 3) broad knowledge 4) professional skills. To face the times and demands of the community's needs in carrying out their duties as the leader of a school principal, they must be able to carry out their work as educator, manager, administrator, supervisor, leader, innovator and motivator as for the explanation of the principal's work as follows (Mulyasa, 2013).

A School Principal must have the right strategy to improve the professionalism of the teaching staff in his school. The principal must be able to provide education, develop the ability of teachers, both employees and students. As educators, principals must demonstrate commitment in facilitating and encouraging teachers to continuously improve their competence. For this purpose the principal must try to instill, advance and improve four kinds of values a) mental guidance is to foster the education staff about matters relating to inner attitudes and character; b) moral coaching is fostering educational staff about matters relating to good and bad teachings about an action, attitude with the duties and responsibilities of each; c) physical coaching is fostering educational staff on matters relating to physical and spiritual conditions; d) Artistic coaching is fostering educational staff on matters relating to human sensitivity to art and beauty.

In order to carry out their duties and functions as the principal's manager, they must have the right strategy to empower education staff through collaboration to improve their profession and encourage the involvement of educational staff in various activities to support school programs.

The administrator connects with the school principal to ensure the administration of the school. Specifically, the principal must have the ability to manage the curriculum, student administration, staffing administration and administration of infrastructure and archives and financial facilities.

The principal must be able to carry out supervision and control in order to improve the performance of existing resources, especially teaching staff. The principal supervises the performance of the teachers and follows up on the results of the supervision for further development.

The ability that must be realized by the principal as a leader can be seen from the personality, knowledge of the teaching staff, vision and mission of the school, the ability to make decisions and the ability to communicate.

Innovator here is the ability of school principals to look for new breakthroughs in carrying out the activities or programs of the school they lead. The principal is expected to be able to see the opportunities that exist for developments in education that can be applied at school while still paying attention to the resources of the school.

It is the ability of the principal to motivate staff and teaching staff to improve performance. Motivators given to subordinates vary, ranging from leadership examples, conducive work atmosphere, giving awards, providing adequate school facilities and infrastructure and so forth.

Management functions according to Robbins & Mary (2012) According to the functions approach, managers perform certain activities or functions as the efficient and effectively coordinate the work of others. The functions of the manager include 1) planning in carrying out the planning function, a manager will define goals, set strategies to achieve those goals, and develop work plans to integrate and coordinate various activities towards these goals; 2) organizing when a manager organizes, he will determine what must be completed, how, and who will do it, how the tasks are grouped, who should report to whom, and where decisions must be taken; 3) leadership when a manager motivates his subordinates, helps them resolve conflicts between them, directs individuals or groups of individuals to work, chooses the most effective communication

methods, or handles several other issues related to employee behavior; and 4) control oversees activities to ensure everything is resolved according to plan (Robbins & Mary, 2014).

The leadership role is a very important group characteristic because the leader plays an influence on other members in a group, both formal and informal groups. While the principal has a very important role in the development of education, the leadership spirit of the principal in the process of coaching students. As the principal must be able to know, understand and understand all matters relating to educational organizations, even must understand the potential that is owned by each teacher and his subordinates because this will help the performance of the principal, especially in dealing with problems faced by the educational institutions they lead. Principals' leadership indicators must be mastered by the principal so that the quality of education can be in accordance with the objectives. Likewise with the indicators that exist in each aspect, each indicator needs to be mastered one by one. If aspects and indicators have been mastered by a school principal, it will have a good impact on each school in particular and education in general. Aspects or indicators of leadership of school principals are not only limited to the task of leading, but also other matters relating to interactions with school residents and the rest. The principal indicators of leadership are the personality, knowledge of the teaching staff, vision and mission of the school, the ability to make decisions, and the ability to communicate.

School Climate

Pretorius and Villiers (2009) explained that the school climate refers to the heart and soul of a school, psychological and institutional attributes that make schools have a relatively persistent personality and are experienced by all members who explain the collective perception of routine behavior and will influence the attitudes and behavior of

the school. According to Sorenson and Goldsmith (2008) view the school climate as the collective personality of the school. Therefore the core of the school climate is how we treat one another. School climate as a quality and character of school life that reflects the norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structure. Stichter (2008) concludes the school climate as a shared common perception of what is happening academically, socially in a routine school environment.

Based on the opinions of the experts above, it can be stated that the school climate is an atmosphere created by the principal as a leader who can support the occurrence of teaching and learning as a quality and character of school life that reflects school attitudes and behavior.

Factors affecting school climate according to Susanto (2013) School climate can be seen as school personalities, namely the nature and characteristics of schools that influence the behavior of school organizations. Therefore, the school climate is influenced by several factors 1) managers; 2) employee behavior influences climate; 3) external factors in school organizations such as economic conditions in schools.

It can be interpreted that the factors that influence the climate of the organization (school) a) leadership, b) employees, c) the economic situation of the organization, d) the structure of the task, e) rewards and penalties, f) the centralization of decisions, g) pressure on achievement, training and development, h) security and risk of carrying out tasks, and i) flexibility in relation to achieving organizational goals. This can be interpreted that the organizational climate occurs in every organization and will affect organizational behavior and is measured through the perception of each member of the organization. The above can also be interpreted that the organizational climate is associated with improved performance because the organizational climate as a

collection and environmental patterns that determine the emergence of motivation that has an impact on performance improvement in this case teacher performance. This is in line with the opinion of Wirawan (2007) stating that organizational climate is related to performance. Thus the organizational climate factor is one of the important factors influencing the performance of teachers in carrying out their duties.

According to Sumantri (2001) measurement of organizational climate in schools is in some ways the same as measuring individual personality. First-level information is obtained from an informal description. This includes a person's record of the activities of the school organization which is carried out with observations of meetings, documents, correspondence, memoranda of warning and even interpretations based on things such as school telephone boxes that are always locked. Furthermore According to Wirawan, (2007) Organizational climate in schools can be measured through five indicators, namely: responsibility, identity, warmth, support and conflict. School climate can affect teacher performance, teacher behavior and attitudes, affect the learning process in the classroom, as well as affect teacher participation in an activity at school. Poor school climate will create teacher performance is low and an unpleasant atmosphere among personnel in the school, so learning goals are less or not reached to the maximum, affect student achievement, the relationship between teachers and staff are less harmonious, and teachers are less involved in decision making at school. Therefore, the school climate is one thing that needs to be considered in order to achieve a quality educational institution.

Work Productivity

Productivity is productivity derived from the word produce which means to produce and active or activity. Productivity means activities to produce something (goods or services). Someone who has high productivity

is someone who has the ability to produce something more. People with high productivity are people who achieve a lot of results in their lives. The higher level of productivity means the more results he achieves and the more goals he sets can be realized. According to Sedarmayanti (2009) work productivity is a mental attitude that has the spirit to make improvements. Furthermore Tohardi (2002) states that work productivity is a mental attitude. A mental attitude that is always looking for improvements to what already exists. There are three main aspects that need to be reviewed in ensuring high work productivity 1) aspects of workforce management capabilities; 2) aspects of labor efficiency; and 3) aspects of work environment conditions. These three aspects are interrelated and integrated in a system and can be measured with a variety of relatively simple measures (Sutrisno, 2015). According to Sutrisno (2015), work productivity is a comparison between the results achieved and the participation of labor per unit of time. The role of the workforce here is to use resources efficiently and effectively.

While the definition of work productivity according to Wahyudi (2012) is: a) a ratio of what is produced to the overall work output; b) a mental attitude which holds that the quality of life today is better than yesterday, and tomorrow is better than today; c) appropriate integrated interaction of three essential factors, namely investors which include users of knowledge, technology and research with management and employment; d) a universal concept that aims to provide more goods and services using increasingly strong real sources; e) an interdisciplinary approach to setting effective goals for making, planning, applying and using methods that remain high quality.

Furthermore, Kamuli (2012) states that work productivity is the effective and efficient utilization of human resources, the accuracy of the suitability of the use of methods or work methods compared to the available tools

and time, in the context of achieving goals. Productivity is the added value of a service obtained from the organization's efforts to carry out continuous improvement processes or provide quality services through efficiency and effectiveness. Productivity can actually mean the desire and effort of every human being to always improve the quality of life and livelihood at any time with today's principles must be better than yesterday and tomorrow must be better than what is obtained today. Productivity is the best comparison between the results achieved and the number of sources used. The more results that are obtained with relatively smaller sources, the more productive an enterprise will be.

From some of the explanations above, the writer concludes that work productivity is a mental attitude that is reflected in planning, implementing and evaluating the teaching and learning process of the teacher. That work productivity is the ability, desire, movement / effort as well as human efforts to always improve the quality of life of all fields, namely by means of good utilization of resources by including all resources to participate in improving the performance of an organization, in order to achieve the goals of the organization effectively and efficiently.

Work Productivity Indicators In an effort to measure work productivity according to a widely accepted individual or physical per-hour work hours intake system, however from the point of view of supervision or daily view these measurements generally feel unsatisfactory, due to variations in the amount needed to produce one unit of product vary according to need. Productivity measurement according to Sutrisno (2015) is expected to be carried out efficiently and effectively, so that it can achieve the goals set. To measure productivity an indicator is needed 1) having the ability to carry out tasks. The ability of an employee to depend on the skills they have and their professionalism at work. It provides power to complete the tasks they are assigned to; 2) increase the results achieved, to utilize work

productivity for each person involved in a job; 3) work spirit, this is an attempt to be better than yesterday's results; 4) self-development, developing themselves to improve work skills. Self development can be done by looking at the challenges and expectations with what is faced. Because the stronger the challenge is, self-development is absolutely necessary. Likewise, the expectation to become better will in turn have an impact on the employee's desire to improve abilities; 5) quality, trying to improve the quality better than before to provide the best results; 6) efficiency, comparison between results achieved and overall resources used. Input and output is productivity which gives a significant influence for employees.

2. Research Method

This research belongs to quantitative, and the population in this study was all teachers who taught at the Pharmacy Vocational School in Palembang in 2019 which can be seen in the following table. Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2012). The population is the whole subject of research (Arikunto, 2010). The sample is part or representative of the population studied (Arikunto, 2006). The sample is part of the number and characteristics possessed by the population (Sugiyono, 2013: 119).

Table 1. The population

No	SMK Name	Total number of teachers
1	SMK Farmasi Pembina	28 Person
2	SMK Aisyiyah	20 Person
3	SMK Bina Medika	20 Person
4	SMK Athalla Putra	25 Person
5	SMK Indo Health School	17 Person
6	(IHS)	14 Person
7	SMK Bhakti Persada	15 Person
8	SMK Farmasi Kader Bangsa SMK Kesehatan Rizky Patya	12 Person
Total		151 Person

Table 2. Samples

No	SMK Name	Total number of teachers	Sample
1	SMK Farmasi Pembina	28 Person	$n = \frac{28}{110} \times 110 = 20,5 = 21$ Person
2	SMK Aisyiyah	20 Person	$n = \frac{20}{110} \times 110 = 14,56 = 15$ Person
3	SMK Bina Medika	20 Person	$n = \frac{20}{110} \times 110 = 14,56 = 15$ Person
4	SMK Athalla Putra	25 Person	$n = \frac{25}{110} \times 110 = 18,21 = 18$ Person
5	SMK Indo Health School (IHS)	17 Person	$n = \frac{17}{110} \times 110 = 12,38 = 12$ Person
6	SMK Bhakti Persada	14 Person	$n = \frac{14}{110} \times 110 = 9,27 = 9$ Person
7	SMK Farmasi Kader Bangsa	15 Person	$n = \frac{15}{110} \times 110 = 10,92 = 11$ Person
8	SMK Kesehatan Rizky Patya	12 Person	$n = \frac{12}{110} \times 110 = 8,74 = 9$ Person
Total		151 Person	110 Person

Based on the table above it can be seen that the sample of respondents who will be used in research on teachers at the Pharmacy Vocational School in Palembang is 110 people.

Table 3. Variable Indicator Determination Principal Leadership (X₁) (Mulyasa, 2013: 98-120)

Variable	Sub Variable	Indicator	Item
Principal's Leadership (X ₁)	Educator	Provide guidance to the teacher	1, 2
		Provide information	3,4
		Learning Facilities	
	Manajer	1. Planning	5,6
		2. Organizing	7
		3. Implementation	8
		4. Evaluation	9,10
	Administrator	Learning administration	11,12
		Financial Administration	13,14
	Supervisor	1. Carry out Academic supervision	15,16
Leader		Personality	17
Innovator	School vision and mission	18,19	
	The ability to make decisions	20	
	Communication skills	21,22	
Motivator	Developing Vision and Mission	23	
	Develop school programs	24	
	1. School environment	25	
	2. Working atmosphere	26	
	3. Give awards	27	

Table 4. School Climate Variable Indicator Determination (X₂)

Variable	Sub Variable	Indicator	Item
School Climate (X ₂)	Employee Responsibilities	Level of employee responsibility.	1-4
		The level of employee responsiveness	
	Leader's Attention and Appreciation	Level of attention or treatment of the leader to subordinates on the work.	5
		The level of protection or protection from superiors to subordinates for the work.	6
		The level of appreciation given by superiors to subordinates.	7
	Frequency of Conflict	Level of attention to employee welfare.	8
		The level of competition between employees in carrying out the work.	9,10,11
		Smooth level of communication between superiors and subordinates.	12
	Smooth Communication Flow	The level of smooth communication sideways, between employees in each part or between employees in the section itself.	13
		The level of open communication between employees and superiors.	14
		The level of open communication between employees and superiors.	15

Table 5. Determination of Work Productivity Variable Indicator (Y)

Variable	Indicator	No Item Problem
Work productivity (Y)	Ability	1,2,3
	Increase the results achieved	4,5,6, 7,8,9
	Morale	10,11,12,
	Self-development	13,14,15
	Quality	16,17,18,19,
	Efficiency	20

3. Results and Discussion

Based on the results of research on each variable for the variable Principal Leadership, School climate and teacher work productivity at the Pharmacy Vocational School in the city of Palembang showed a good category, this is explained by the answers of the respondents mostly stating the category agreed.

The influence of the principal's leadership on teacher work productivity.

T-test results for school principal leadership (X_1) on teacher's work productivity (Y) show the value of sig. 0,029. This means that the significance value is smaller than the probability value of 0.05 ($0.029 < 0.05$) and the t-count shows the value of 2.220. It means $t\text{-count} > t\text{-table}$ ($2,220 > 1.65882$). Then the conclusion is that H_0 is rejected and H_a is accepted, so it can be said that there is a significant influence of the principal's leadership on teacher work productivity.

Because t-count is positive, then if the principal's leadership variable remembers the teacher's work productivity will also increase significantly and vice versa if the principal's leadership variable decreases the teacher's work productivity will also decrease significantly.

In this study, the principal's leadership is the ability of a professional to lead a school and be responsible for the development of teachers in schools, the principal must also be able to help teachers to use and develop teaching methods and procedures, help teachers evaluate educational programs and student learning outcomes and the principal can assess the nature and ability of teachers to achieve a predetermined goal.

The principal's leadership as an educator is that a school principal must have appropriate strategies to improve the quality of the ability and professionalism of teachers, including the principal must be able and able to provide guidance to teachers, provide information and provide facilities in the learning process. Providing guidance as

intended by the principal must be able to give guidance and direct all teachers, especially in matters relating to the planning and implementation of the learning process, and the principal is also able to guide non-teachers in preparing work programs, and also in carrying out daily tasks. The principal also always provides important information to the teacher in an effort to progress education and the principal must be able to facilitate teaching and learning needs in accordance with the needs of the school they lead.

The principal as a manager must have process strategies in planning, organizing, implementing and evaluating to achieve the stated goals. Principals must be able to plan and arrange school programs both in the long term and short term, both academic and non-academic programs as outlined within a predetermined period of time. Apart from that the principal's task in organizing, the principal is able to compile the school personnel organization must be realized in the development of the organizational structure, in the implementation of all activities that have been carried out the principal evaluates all activities that have been carried out in order to check and assess the appropriate strategies and those that don't, to achieve maximum results.

The principal as an administrator has a close relationship with all administrative management activities at school such as learning administration and financial administration. Management of learning administration or curriculum administration can be realized in the preparation of the completeness of the learning administration data including the preparation of the administrative data of guidance and counseling activities, practicum activities, and learning activities of students in the library. Principals are also demanded in terms of their ability to manage financial administration, in realizing financial administration such as routine finance in this case the development of financial administration sourced from the community and sourced from parents of

students, development of financial administration sourced from the government as well as operational aid funds and also funds other assistance from various non-binding sources.

The principal as a supervisor is related to carrying out academic supervision, in carrying out supervision the headmaster must be able to carry out various supervision and control to improve the professional abilities of teachers and improve the quality of the learning process with effective learning.

The principal as a leader includes, personality, vision and mission of the school, the ability to make decisions and the ability to communicate. The principal's personality is reflected in honesty, self-confidence, responsibility, courage in making decisions, big-hearted, stable and exemplary emotions. The vision and mission of the school, the principal must understand the vision and mission of the school and be reflected in developing the vision and mission of the school and implementing programs for the realization of the vision and mission into action. The principal's ability to make decisions is seen in making decisions with educators in the school environment and making decisions for internal and external interests. The principal's ability to communicate will be reflected in oral and written communication, both with students, educators and outside the school environment.

The principal as an innovator encompasses the principal's ability to develop vision and mission and the ability of the principal in developing school programs. The principal must be demanded to be able to develop ideas that have been included in the vision and mission of the school and also the school program, the principal must have the right strategies in realizing the vision and mission of the school work program.

The principal as a motivator includes the school environment, work atmosphere, and giving awards. Principals must have the right strategy in motivating teachers in

carrying out the sharing of tasks and functions, motivation can be fostered in the school environment and the atmosphere at work that is conducive to the work environment and atmosphere will lead to motivation for teachers in carrying out their duties. Aside from that the headmaster must also give awards to teachers, who are based, by giving awards the teachers will be motivated and further improve teacher work productivity.

Thus, the principal function of the school principal must be to truly understand and carry out their duties in a professional manner. In carrying out their duties the headmaster will be confronted with various problems that arise and most of these problems must be immediately resolved and resolved by the principal at that time. This shows that the importance of the principal's leadership in the world of education. In an effort to increase teacher work productivity, the principal needs to pay attention to the factors that affect the work productivity of his subordinates. Many factors can affect teacher work productivity both related to the teacher itself and factors related to the school environment and overall government policy. Every school principal as a leader always wishes that the teachers he leads are able to increase high productivity.

Effects of School Climate on Teacher Work Productivity

School climate competency t-test results (X_2) on teacher work productivity (Y) show the value of sig. 0.013 means that the significance value is smaller than the probability value of 0.05 ($0.013 < 0.05$) and the t-count shows the value of 1.852. It means $t\text{-count} > t\text{-table}$ ($1.852 > 1.65882$). Then the conclusion is that H_0 is rejected and H_a is accepted, so it can be said that there is a significant influence of the School Climate on teacher work productivity. Because t-count is positive, if the school climate variable takes into account the teacher's work productivity will also increase significantly and vice versa if

the school climate variable decreases the teacher's work productivity will also decrease significantly.

A conducive school climate can easily create an atmosphere and conditions that make teachers interested in learning and will be happy to develop themselves so that educational goals are achieved. On the contrary, the school climate is not conducive and does not support teacher work productivity, both for teachers and other school personnel, and the difficulty of achieving educational goals. Therefore, the organizational climate is one thing that needs to be considered in order to achieve a quality educational institution.

If the school climate is beneficial to individual needs, then we can expect behavior towards high goals. Conversely, if the school climate arises against goals, personal needs, it can be expected that job performance and satisfaction will be reduced and not support teacher work productivity (Liana, 2012: 16). Thus, organizational climate is the condition of the work environment, both material and non-material that can affect the work productivity of teachers in an organization.

The influence of school principal and school leadership on teacher work productivity.

The results showed that from the ANOVA test or F-test the F-count was 4.485 with a significance level of 0.013. Table 3.93 was obtained by looking at table F with degrees $df = 2-1$ and $df = n-k$ ($df = 110-2$) at a significance level of 0.05. Because the probability (0.013) is much smaller than 0.05 and $F\text{-count} > F\text{-table}$ this shows that H_0 is rejected and H_a is accepted or there is a significant influence of school leadership and school climate together on teacher work productivity. This shows that the principal's leadership and school climate variables have a significant effect on teacher work productivity so that this means that teacher work productivity can be explained

significantly by the principal's leadership and school climate.

From the results of the study showed that the principal's leadership and school climate significantly influence teacher's work productivity. The results of this study support the proposed hypothesis that there is a significant influence of school leadership and school climate together on teacher work productivity. That is, good school principal leadership and positive individual school climate that is felt to be pleasant will provide a good and effective display of work productivity that will affect organizational success at school. School climate occurs in every school environment and will affect the behavior of all members of the organization in the school and is measured through the perceptions of each member of the school organization.

4. Conclusion

Based on the results of the study which includes three variables the leadership of the school principal (X_1), school climate (X_2) and the teacher's work productivity (Y) empirical truth can be accepted as follows. There is a significant influence of school principal's leadership on teacher's work productivity. There is a significant influence of school climate on teacher's work productivity. There is a significant influence of school principal leadership and school climate together on teacher's work productivity.

Acknowledgment

We would like to express our special thanks and gratitude to Rector Universitas Muhammadiyah Palembang, Universitas Kader Bangsa, and Universitas Bengkulu who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Management of Education who helped us a lot in finalizing this project within the limited time frame.

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