



The Influence of Principal's Participative Leadership Style and Work Climate on Public Middle School Teacher Performance

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Abstract: There is still a phenomenon in the field where some teachers lack discipline in teaching, and their motivation fluctuates, thus lowering the quality of their performance. Teachers' work or organizational climate is also seen as less favourable, possibly due to a lack of effective communication and feelings of jealousy towards colleagues. Indeed, this will impact the teachers' emotional state, which in turn affects their performance. Leadership participation is needed in such conditions. This study is field research with a quantitative approach. The research subjects consisted of 30 teachers. The research findings conclude that: a) there is an influence of the principal's participative leadership style on the performance of middle school teachers, b) there is an influence of the work climate on the performance of middle school teachers, c) there is a combined influence of the principal's participative leadership style and the work climate on the performance of middle school teachers, and d) the simultaneous influence of the independent variables, the principal's participative leadership style, and the work climate, on the dependent variable, the performance of middle school teachers, accounts for approximately 90.1% and is influenced by other unmentioned variables. The implications of this research can serve as a guideline for school principals to implement a participative leadership style that supports teachers in developing their performance and creates a positive and conducive work climate to enhance teachers' performance in schools.

Abstract: Fenomena dilapangan masih ada beberapa guru yang masih kurang disiplin dalam mengajar, semangat turun naik, sehingga menurunkan kualitas kinerjanya serta iklim kerja atau organisasi masih ada terlihat kurang positif antar guru mungkin karena tidak terbangunnya komunikasi yang baik, saling cemburu-cemburu terhadap rekan kerja lain. tentunya ini akan berdampak kepada emosional guru yang berpengaruh terhadap kinerjanya. Diperlukan partisipasi dari seorang pemimpin dalam kondisi ini. Penelitian ini jenis penelitian lapangan dengan pendekatan kuantitatif. Dengan subyek penelitian guru-guru terdapat 30 orang guru. Kesimpulan hasil penelitian: a) terdapat pengaruh gaya kepemimpinan partisipatif kepala sekolah terhadap kinerja guru SMP, b) terdapat pengaruh iklim kerja terhadap kinerja guru SMP, c) terdapat pengaruh gaya kepemimpinan partisipatif kepala sekolah dan iklim kerja terhadap kinerja guru SMP secara bersamaan. d) pengaruh variabel bebas gaya kepemimpinan partisipatif kepala sekolah dan iklim kerja secara simultan terhadap variabel terikat kinerja guru SMP sebesar 90,1% dan selebihnya dipengaruhi oleh variabel lain yang tidak disebutkan. Implikasi penelitian ini bisa dijadikan pedoman kepala sekolah untuk menerapkan gaya kepemimpinan yang partisipatif membantu guru dalam mengembangkan kinerja guru serta menciptakan iklim kerja yang positif dan kondusif guna meningkatkan kinerja guru di sekolah.

A. Introduction

Leadership is influencing and directing a group in all matters related to achieving group goals. According to Gibson et al in [Wahyudi \(2015\)](#), effective leadership depends on the interaction between circumstances and the leader's actions. The capacity to spearhead the implementation of educational initiatives is necessary for efficient and successful educational goals. This effectiveness depends on the interaction between the situation and the leader's behaviour, which is called leadership ([Setiyadi & Inirwana, 2022](#)). Governments, companies, and educational institutions all require leadership.

Regarding leadership in the educational environment, the principles that play a role in school management determine leadership in schools. The task of managing a school is to collect, facilitate, and effectively mobilize all of the school's potential to achieve the goals set by the principal. According to Seireigeiovani, the quality of education received at school will produce quality learning as a by-product of the managerial effectiveness of the school principal, which teachers and other school staff support as a reflection of school effectiveness and the success of a school ([Rali, 2017](#)).

[Hamdi & Bahruddin \(2014\)](#) stated that Principal leadership is a strategy school principals use to persuade subordinates to be willing and responsible for carrying out the responsibilities needed to achieve organizational goals. A good school principal can improve teacher performance through training programs for education staff. Consequently, the principal must have the personality, traits, and leadership qualities needed to oversee the school. To be said to be a leader, the principal must be able to pay attention to the wishes and needs of staff members to ensure that teacher performance is consistently upheld. In addition to helping teachers evaluate educational programs and student learning outcomes and improve their skills, the principal is responsible for teacher development and progress ([Setiyadi & Inirwana, 2022](#)).

[Basit \(2016\)](#) asserts that rules, policies, and organizational procedures, particularly those about personnel issues, imbalanced distribution, communication practices, methods of motivation, disciplinary techniques and actions, interactions between management and groups, interactions between groups, and attention to issues that employees occasionally face, affect the climate in various ways. As well as the many leadership styles that need to be learned and owned and can be applied by school principals in carrying out their duties, one of which is the participative leadership style. In [Syamsuri \(2014\)](#), Burhanuddin said, "One of the leadership philosophies adopted by individuals in positions of trust is participatory leadership, which motivates their subordinates and involves followers in decision making."

The work climate in the organization is most influenced by the leadership at the school, namely the principal because he is the one who will lay the foundation and structure where social interaction will occur within the organization or school. Sukmadinata in [Suandi et al \(2017\)](#) stated that one indicator of improving the quality of a teacher is the work climate, which needs attention. The school work climate is where teachers carry out their obligations or duties, such as the social, intellectual, values, and physical environment. The state of the

work environment in this school will undoubtedly affect how people behave in carrying out their responsibilities and duties. Organizational climate refers to a group of characteristics of the work environment. A positive or good work climate has solid interpersonal bonds, mutual respect, accountability, job satisfaction, success, high motivation levels, proper timing, decision-making based on agreement, comfort, etc. Effective leadership and support for facilities and infrastructure used in education can improve the work climate (Suyadnya et al., 2013; Sahadi et al., 2021).

We cannot deny that the role of the teacher is essential for the educational process. The teacher determines students' success, especially in terms of teaching and learning methods often used in schools. Teachers also play an important role in the world of education, especially in the formal realm at school. Given the importance of the teacher's position as the main supporter of education, poor-quality education seems associated with them (Fachrurozi, 2014). Teacher performance is a component of education management in the learning process so that educational goals are efficient and effective (Hidayat et al., 2023; Triwahyuni et al., 2014).

Meanwhile, Suwarni argues in Rozalena (2018) that when the principal, teacher, administration, and students work together, the teacher's performance will be the best or optimal. The teacher's performance will be more meaningful if he continuously recognizes the weaknesses that exist in himself and works to improve them. This will enable the current teacher's performance to be superior to yesterday's teacher's performance. Educational personnel in schools, including principals, teachers, administrative staff, students, and the community, each of whom plays a crucial role in achieving educational goals, must work in a conducive and harmonious environment to achieve educational goals.

According to the study of the results of earlier research related to the leadership style of school principals, the work climate of school organizations, and teacher performance, the research conducted by Ali et al (2016) showed that the working atmosphere or work climate in the organization and the participatory leadership style of the school principal both influence the performance of teachers in Mataram City Public Junior High School. This is shown by the data analysis findings, which show that the p-value is between 0.003 and 0.05. In their analysis, H0 was rejected, and H1 was accepted, meaning that Ha, which stated that the principal's organizational work climate and participatory leadership had a significant effect on the performance of Mataram City Middle School teachers, was also supported. This is also based on the opinion that the leadership style of the school principal and organizational culture also influence teacher performance (Aisyafarda & Sarino, 2019; Ican et al., 2021).

Based on the observations made in Padang 25 Public Middle School, it was found that the principal's leadership indicated that he chose the right leadership style to deal with certain situations or circumstances and the maturity or level of maturity of the souls of the teachers or subordinates he led. However, you still have always to build good communication between the principal and teachers and staff and be able to create a good or positive work climate for teachers so that it is maximized because it still does not look

optimal, even though the principal has started to be able to show a strong will and self-confidence from the teachers. Teachers are there to carry out their respective duties. As well as being seen to provide encouragement, guidance, and inspiration to teachers. Even so, some teachers need more discipline in teaching, and enthusiasm fluctuates, thus reducing the quality of their performance. The work or organizational climate still seems less optimistic between teachers, maybe due to the lack of good communication and jealousy among coworkers. Of course, this will impact the teacher emotionally, affecting his performance. Seeing this phenomenon, the assumption of factors that influence teacher performance, such as the influence of situational leadership style and work climate, is scientifically proven to be more accurate by carrying out this research. According to the title, the researchers formulated, "How does the influence of the situational leadership style of the school principal and the work climate on the performance of public junior high school teachers?"

The following are the general and specific objectives of this research. This research aims to determine whether or not the principal's participative Leadership Style and Work Climate influence the Performance of Public Middle School Teachers. The specific aims of this research are as follows: 1) To find out whether or not there is an influence of the principal's participative leadership style on teacher performance at Padang 25 Public Middle School; 2) To find out whether there is an influence of work climate on teacher performance at Padang 25 Public Middle School; 3) To find out whether there is an influence of the principal's participative leadership style along with the work climate on teacher performance at Padang 25 Public Middle School.

B. Method

This study aims to determine the influence of the participative leadership style of a school principal and the work climate in Padang 25 Public Middle School. According to [Siyoto & Sodik \(2015\)](#) in their book, this quantitative research is a study that uses much research, which is said to be a study where data collection, presentation of research results, and interpretation of research data are explained using figures, accompanied by tables, graphs, and other visuals in conclusion. Quantitative research is often used in completing final assignments by students ([Ferdinand, 2014](#)).

This research consists of three independent variables (X1: Principal Participatory Leadership Style, X2: Work Climate) and one dependent variable (Y: Teacher Performance in Public Middle School). The number of samples in this study was 30 teachers. Data were obtained by distributing questionnaires to teachers. The data analysis method used in this study is multiple regression, where the multiple linear regression test can be calculated to determine whether the independent variable X affects the variable Y. Therefore, the purpose of this study, as indicated by the title, is to determine the effect of the principal's participatory leadership style and work climate on performance in public middle school, specifically at Padang 25 Public Middle School.

Sugioyono (2017) argues that a hypothesis is a quick answer rather than a formulation of the problem in the research. The research formulation is in the form of question words. On the other hand, Gunawan (2013) defines a hypothesis as a theoretical allegation that can be accepted or rejected empirically. Hypotheses are necessary for testing the validity of assumptions or research questions and are typically found in quantitative research (Norfai, 2021). The researchers have formulated action hypotheses based on the background mentioned earlier as the initial statements for this study. The hypotheses are as follows: 1) Hypothesis 1: H_0 = There is no influence between the principal's participatory leadership style and the performance of public junior high school teachers. H_1 = There is an influence between the principal's participatory leadership style and the performance of public junior high school teachers; 2) Hypothesis 2: H_0 = There is no influence between work climate and the performance of State Middle School teachers. H_2 = There is an influence between work climate and State Middle School teachers; 3) Hypothesis 3: H_0 = There is no influence between participatory leadership style and work climate together on the performance of public junior high school teachers. H_3 = There is an influence between participatory leadership style and work climate on the performance of public junior high school teachers. Therefore, the design of this study can be described as follows:

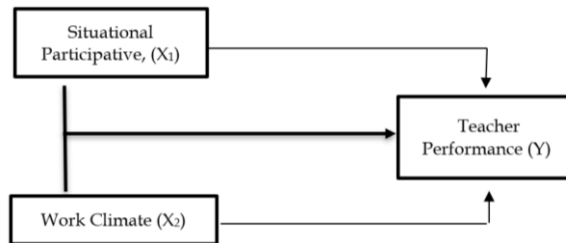


Figure 1. Research Design

Below is an explanation of the research flow presented in Figure 2 below, accompanied by a flow chart:

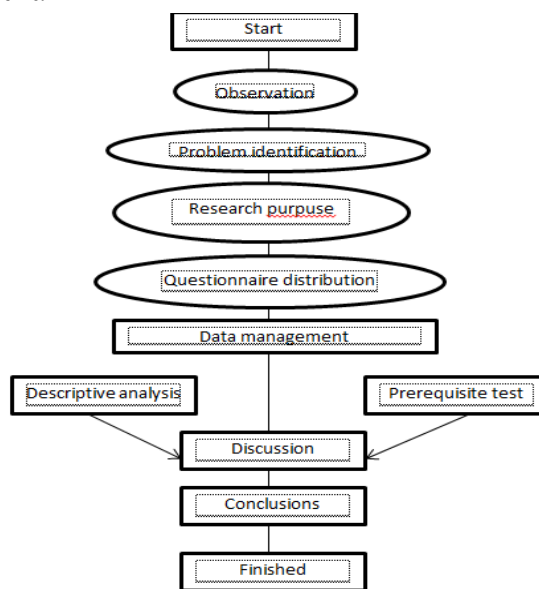


Figure 2. Flow Chart Research

C. Result and Discussion

Results

1) Descriptive Analysis

Descriptive statistical analysis is used to statistically describe the state of the research variables, namely variables X1, X2, and Y. This study utilizes measures such as the average value (mean), maximum value, minimum value, and standard deviation to provide statistical descriptions for each variable. The descriptive statistics analysis is performed using the SPSS application. After conducting the descriptive statistical tests to determine the effect of the principal's participatory leadership style on the performance of junior high school teachers, the results are presented in the following table:

Table 1. Minimum, Maximum, Mean and Standard Deviation values

| Descriptive Statistics | | | | | |
|---|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Means | Std. Deviation |
| Principal Participative Leadership Style (X1) | 30 | 73 | 96 | 82.40 | 6,484 |
| Work Climate (X2) | 30 | 63 | 95 | 81.03 | 7,950 |
| Junior High School Teacher Performance (Y) | 30 | 70 | 95 | 83.23 | 6,867 |
| Valid N (listwise) | 30 | | | | |

Based on the results of the data analysis presented above, the description of each variable can be concluded as follows:

- The Principal's Participatory Leadership Style (X1) has a minimum value of 73, which means that among all respondents who rated the lowest assessment, the answer regarding the principal's participatory leadership style was 73. The maximum value is 96, indicating that among all respondents who rated the highest assessment of the school principal's leadership style, the participatory leadership style scored 96. The average or median value of the respondents is 82.40. The standard deviation is 6.484, indicating the extent of the distribution of the variable data on the school principal's participatory leadership style from 30 respondents.
- The Work Climate (X2) has a minimum value of 63, indicating that among all respondents who rated the lowest assessment, the answer regarding the work climate was 63. The maximum value is 95, indicating that among all respondents who rated the highest assessment of the work climate, it scored 95. The average or median value of the respondents is 81.03. The standard deviation is 7.950, indicating the extent of the spread of the work climate variable data from 30 respondents.
- The Middle School Teacher Performance (Y) has a minimum score of 70, indicating that among all respondents who rated the lowest assessment, the answer regarding the junior high school teacher performance was 70. The maximum score is 95, indicating that among all respondents who rated the highest assessment of junior high school teacher performance, it scored 95. The average or median value of the respondents is 83.23. The

standard deviation is 6.867, indicating the extent of the distribution of the junior high school teacher performance variable data from 30 respondents.

2) Prerequisite Test

a. Normality Test

The data normality test was carried out to determine whether the research data collected followed a normal distribution. The normality test aimed to assess whether the data from the population group was normally distributed. The Shapiro-Wilk test was used to test the data's normality because the sample of respondents was less than 50. The significance value was compared to the α value of 0.05. The criteria for the normality test are as follows:

- The data is not generally distributed if the significance value is <0.05 .
- The data is normally distributed if the significance value is >0.05 .

The results of the data normality test for variables X1, X2, and Y can be seen in the table below:

Table 2. Summary of Research Variable Data Normality Test Results
(School Principal's Participatory Leadership Style, Work Climate,
and Middle School Teacher Performance)

| | Tests of Normality | | |
|--|--------------------|--------------|------|
| | | Shapiro-Wilk | |
| | Statistics | Df | Sig. |
| Principal Participatory Leadership Style | .936 | 30 | .070 |
| Work Climate | .972 | 30 | .600 |
| Middle School Teacher Performance | .951 | 30 | .177 |

Based on the table above, it is evident that the significance value of each variable in the Shapiro-Wilk test results is greater than the alpha (α) value of 0.05. The significant values obtained from the Principal Participatory Leadership Style variable (X1) is 0.070, the Work Climate variable (X2) is 0.600, and the Middle School Teacher Performance Variable (Y) is 0.177. Therefore, it can be concluded that the data from the school principal's participatory leadership style, work climate, and the performance of junior high school teachers are normally distributed, as the results of the significance values are more significant than the α value of 0.05. To provide a more precise illustration of the results of the research data normality test can be seen in the image below:

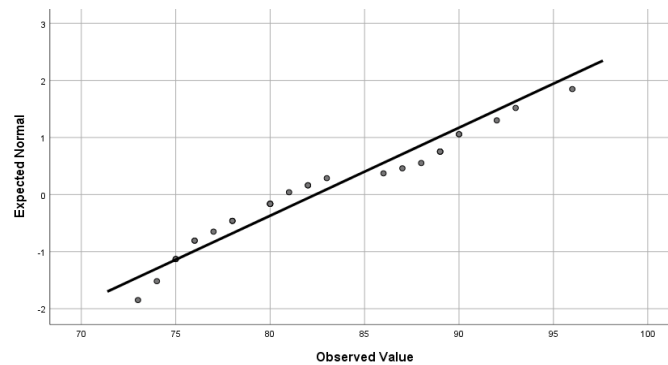


Figure 3. Normal Plot of Variablei X1
(Principal Participatory Leadership Style)

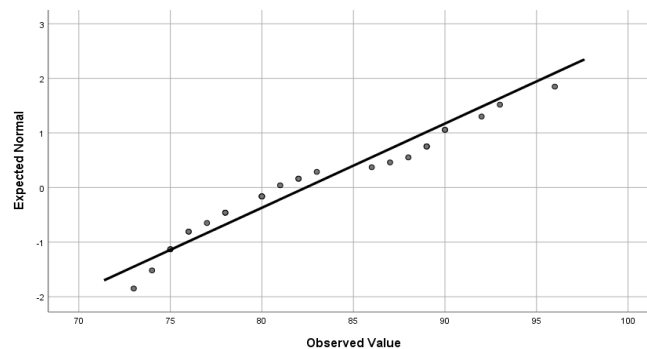


Figure 4. Normal Plot of Variablei X2
(Working Climate)

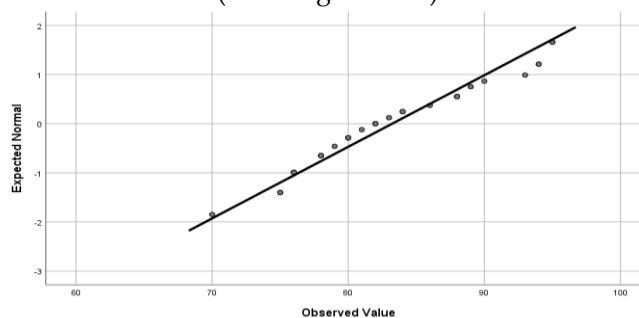


Figure 5. Normal Plot of Variablei Y
(Peirformancei of Junior High School Teiacheirs)

Based on the three images of the QQ Plot normality test graphs in Figures 1-3 above, it can be seen that the dots follow and approach the diagonal line. Therefore, the research data for the principal's participatory leadership style variable, work climate, and junior high school teacher performance are normally distributed.

b. Linearity Test

The linearity test was carried out to determine the shape of the influence between the three variables, whether linear or not. In this study, the linearity test was conducted using SPSS 26, and the criteria for the test are as follows:

- If the significance value is more significant than α 0.05, the influence between the independent and dependent variables is linear.
- Conversely, if the significance value is less than α 0.05, the influence between the independent and dependent variables is not linear.

The linearity test conducted is as follows:

- 1) Linearity test of the school principal's participatory leadership style variable (X1) with the performance of junior high school teachers (Y).
- 2) Work climate variable linearity test (X2) with junior high school teacher performance (Y). The results of the variable linearity test can be seen in the table below:

Table 3. Linearity test of the school principal's participatory leadership style variables (X₁) with the performance of junior high school teachers (Y)

| Anova Table | | | | | | | |
|---|----------------|--------------------------|----------------|----|-------------|-------|------|
| | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Junior High School Teacher Performance * Principal Participatory Leadership Style | Between Groups | (Combined) | 1206117 | 17 | 70,948 | 5,280 | .003 |
| | | Linearity | 1105959 | 1 | 1105959 | 82304 | .000 |
| | | Deviation from Linearity | 100,157 | 16 | 6,260 | .466 | .923 |
| | Within Groups | | 161,250 | 12 | 13,438 | | |
| | Total | | 1367.367 | 29 | | | |

Based on the ANOVA table in Table 4 above, the sig is known. The value of Deviation from Linearity is 0.923, greater than 0.05. Therefore, the two variables, namely the Principal Participatory Leadership Style and Junior High School Teacher Performance variables, have a linear relationship because of the sig. Value (Deviation from Linearity) is more significant than 0.05.

Table 5. Work climate variable linearity test (X₂) with the performance of junior high school teachers (Y)

| ANOVA Table | | | | | | | |
|---|----------------|--------------------------|----------------|----|-------------|---------|------|
| | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Junior High School Teacher Performance * Work Climate | Between Groups | (Combined) | 1315533 | 20 | 65,777 | 11,421 | .000 |
| | | Linearity | 1145097 | 1 | 1145097 | 198,827 | .000 |
| | | Deviation from Linearity | 170,436 | 19 | 8,970 | 1,558 | .252 |
| | Within Groups | | 51,833 | 9 | 5,759 | | |
| | Total | | 1367.367 | 29 | | | |

Based on the ANOVA table in Table 5 above, the sig is known. The value of Deviation from Linearity is 0.252, greater than 0.05. Therefore, the two variables, namely Work

Motivation and Teacher Performance, have a linear relationship because of the sig. Value (Deviation from Linearity) is more significant than 0.05.

c. Multicollinearity Test

Conditions where there is a strong correlation between the independent variables (X), are included in forming a linear regression model. Symptoms of multicollinearity can be detected by looking at the tolerance value and variance inflation factor (VIF). A low tolerance value is equivalent to a high VIF value (because $VIF = 1 / \text{tolerance}$). The cutoff value commonly used to indicate the presence of multicollinearity is a tolerance value < 0.10 or, equivalently, $VIF > 10$. As shown in the table below:

Table 6. Coefficients see Multicollinearity

| | | Coefficients ^a | | | | | Collinearity Statistics | |
|-------|---|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | Q | Sig. | tolerance | VIF |
| | | B | std. Error | Betas | | | | |
| | (Constant) | 5,976 | 5,297 | | 1.128 | .269 | | |
| 1 | Principal Participative Leadership Style (X1) | .477 | .114 | .451 | 4,179 | .000 | .315 | 3.178 |
| | Work Climate (X2) | .468 | .093 | .542 | 5030 | .000 | .315 | 3.178 |

a. Dependent Variable: Junior High School Teacher Performance (Y)

From the table above, it can be explained that the results of the test obtained the VIF value for the school principal's participatory leadership style variable (X1) and work climate (X2) of $3.178 < 10$ and a tolerance value of $0.315 > 0.10$. Therefore, it can be concluded that there is no multicollinearity between the principal's participatory leadership style variable (X1) and work climate (X2).

1) Hypothesis Testing

This study aims to investigate the effect of the principal's participatory leadership style and work climate on the performance of junior high school teachers. The data analysis utilizes multiple linear regression analysis to assess the impact of independent variables on the dependent variable. This analysis is conducted using SPSS version 26.

a. T-test

The t-test is used to test the influence of each independent variable on the dependent variable. The references used are as follows:

- If the sig value < 0.05 or t count $> t$ table, there is an influence between variables X and Y.
- If the sig value > 0.05 or t count $< t$ table, then variable X has no effect on variable Y.

Table 7. Coefficient T-test

| | | Coefficients ^a | | | t | Sig. |
|-------|--|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | std. Error | Betas | | |
| | (Constant) | 5,976 | 5,297 | | 1.128 | .269 |
| 1 | Principal Participative Leadership Style(X1) | .477 | .114 | .451 | 4,179 | .000 |
| | Work Climate (X2) | .468 | .093 | .542 | 5030 | .000 |

a. Dependent Variable: Junior High School Teacher Performance (Y)

Based on the table above, the results of the t-test can be concluded as follows:

1. First hypothesis (H1)

It is known that the t-value is 4.179, greater than the t-table value of 2.051, and the significance value is 0.00, less than 0.05. Therefore, it can be concluded that the Principal Participatory Leadership Style variable (X1) significantly affects the performance of junior high school teachers (Y). Thus, the alternative hypothesis (H1) is accepted.

2. The second hypothesis (H2)

Suppose the t-value is 5.030, greater than the t-table value of 2.051, and the significance value is 0.00, less than 0.05. In that case, it can be concluded that the Work Climate variable (X2) significantly affects the performance of junior high school teachers (Y). Thus, the alternative hypothesis (H2) is accepted.

b. F-test (Simultaneous Simultaneous)

To test the third hypothesis in this study, which examines whether there is an influence between the variables of the principal's participatory leadership style and work climate simultaneously on the junior high school teacher performance variable using the F (Simultaneous) test. The references used are as follows:

- If the significance value is less than 0.05 or the F count is greater than the F table, then variable X's effect is simultaneously on variable Y.
- If the significance value is greater than 0.05 or the F count is less than the F table, then there is no effect of variable X simultaneously on variable Y.

The results of this analysis can be seen in the following table:

Table 8. Anova F-test

| | | Anova ^a | | | | |
|-------|------------|--------------------|----|------------|---------|-------------------|
| Model | | Sum of Squares | Df | MeanSquare | F | Sig. |
| 1 | Regression | 1232410 | 2 | 616,205 | 123,280 | .000 ^b |
| | residual | 134,957 | 27 | 4,998 | | |
| | Total | 1367.367 | 29 | | | |

a. Dependent Variable: Junior High School Teacher Performance (Y)

b. Predictors: (Constant), Work Climate (X2), Principal Participatory Leadership Style (X1)

Based on the table above, it can be seen that the significance value for the influence of variables X1 and X2 simultaneously on variable Y is $0.000 < 0.05$, and the calculated F value is $123.280 > F$ table 3.334. Therefore, H3 is accepted, indicating an influence of the school principal's participatory leadership style variable and work climate variable simultaneously on junior high school teacher performance.

2) Coefficient of Determination

To determine the percentage of influence that the independent variable (X) has on the dependent variable (Y), the results can be seen in the table below:

Table 9. Determination Coefficient

| Summary Models | | | | |
|----------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | std. Error of the Estimate |
| 1 | .949 ^a | .901 | .894 | 2,236 |

a. Predictors: (Constant), Work Climate (X2), Principal Participatory Leadership Style (X1)

Based on the results of Table 9, the coefficient of determination from the summary model above obtained a value of R Square 0.901. This implies that the influence of the independent variables X1 and X2, namely the participatory leadership style of the principal and work climate, simultaneously on the dependent variable Y, namely the performance of junior high school teachers, is 90.1%. The remaining 9.9% is influenced by other variables not mentioned.

Discussion

The Effect of Principal Participatory Leadership Style on Junior High School Teacher Performance

Their study found a significant influence between the school principal's participatory leadership style and teacher performance in junior high schools. This is evidenced by the research results presented in Table 7. The t-test coefficient yielded a value of 4.179, greater than the critical value of 2.051, and the significance value is 0.00, which is less than 0.05. Therefore, it can be concluded that the principal's participatory leadership style variable (x1) affects the performance of junior high school teachers (y), supporting the acceptance of the alternative hypothesis (H1). When H1 is accepted, it means that the principal's participatory leadership style influences the performance of junior high school teachers.

These findings are consistent with previous research conducted by [Setiawan \(2017\)](#), who concluded that leadership style influences employee performance. Decisions made by leaders in a participatory manner can enhance job satisfaction and employee performance, and participatory leaders establish effective communication with their subordinates. From

this, we can understand that a school principal with a participatory leadership style will impact their teachers' performance. Teachers will experience job satisfaction when their principal actively participates in solving the problems they face. Therefore, this will positively affect teacher performance, increasing if the principal's participatory nature is good and vice versa.

The Effect of Work Climate on Junior High School Teacher Performance

The study's results showed a significant influence between the work climate and the performance of junior high school teachers, as indicated in Table 7. The researchers calculated the t-test coefficient, and the table shows that the t-count value is 5.030, greater than the critical value of 2.051. Additionally, the significance value is 0.00, which is less than 0.05. Therefore, it can be concluded that the work climate variable (x_2) has an effect on the performance of junior high school teachers (y), supporting the acceptance of the alternative hypothesis (H_2). When H_2 is accepted, it means that there is an effect of the work climate on teacher performance in junior high schools.

This research aligns with a similar study conducted by [Marini et al \(2017\)](#), where their research demonstrated a direct influence of work or organizational climate on employee/lecturer performance. From this, the work climate significantly impacts the performance of employees or teachers at school.

The Effect of Principal Participatory Leadership Style and the Effect of Work Climate on Junior High School Teacher Performance

The researchers found an effect of the principal's participatory leadership style and work climate on the performance of junior high school teachers, as determined through the simultaneous F-test. The simultaneous effect of variables X_1 and X_2 on variable Y was calculated to be 0.000, less than 0.05. The calculated F value is 123.280, greater than the critical F value of 3.334. Consequently, H_3 is accepted, indicating the principal's participatory leadership style and work climate influence the junior high school teacher performance variable. When H_3 is accepted, it proves that there is a simultaneous influence between the principal's participatory leadership style and work climate on the performance of junior high school teachers.

The coefficient of determination is also obtained and presented in Table 9. The value of R Square is 0.901, indicating that the combined influence of the principal's participatory leadership style and work climate on the performance of junior high school teachers is 90.1%. Other unmentioned variables influence the remaining 9.9%.

These results align with the research conducted by [Suwarni \(2016\)](#), which states that leadership style and work climate when considered simultaneously, have a significant positive effect on employee performance. We can relate this to teacher performance in schools as well. If the school principal effectively applies a participatory leadership style and maintains a positive work climate in the school, it will undoubtedly influence the improvement of teacher performance.

D. Conclusion

Based on the results of the research conducted by the researchers, several points can be concluded as follows: (a) There is an influence of the participatory leadership style of the school principal on the performance of junior high school teachers. (b) There is an effect of the work climate on the performance of junior high school teachers. (c) the principal's participatory leadership style and work climate influence the performance of junior high school teachers simultaneously. (d) The effect of the independent variables, the principal's participatory leadership style and work climate simultaneously, on the dependent variable, junior high school teacher performance, is 90.1%, with the remaining influenced by other unmentioned variables.

This study has two implications: theoretical implications and practical implications. The theoretical implications suggest that a school principal's participatory leadership style influences teacher performance. When the leadership of a school principal is good, especially with a participatory style, it can enhance teacher performance. The work climate also plays a role in influencing teachers. A positive work climate can improve teacher performance, while a negative climate may hinder it. The practical implication is that this research can serve as a guideline for school principals to apply a participatory leadership style, assisting teachers in developing their performance and creating a positive and conducive work climate to improve overall teacher performance in schools.

Suggestions are given to future researchers. This research was conducted in only one school, namely Padang 25 Public Middle School, so the results may need to be more generalizable to other schools. Additionally, when collecting data using questionnaires, there is a possibility of dishonesty in filling out the questionnaires. Therefore, future researchers may consider using additional methods of data collection that can provide a comprehensive understanding of respondents' opinions to strengthen the results obtained from distributed questionnaires.

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