

PRINCIPAL LEADERSHIP AND SCHOOL CLIMATE ON VOCATIONAL HIGH SCHOOLS' SCHOOL PRODUCTIVITY IN BEKASI REGENCY

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ABSTRACT

Background: Graduates of Bekasi's Vocational Schools haven't made much of an impact in business or industry thus far. Vocational High Schools with Business and Management Skills in Bekasi Regency negatively influence their low productivity, which is the primary cause of SMK productivity in Indonesia.

Aim: The purpose of this study is to examine the influence of school climate and leadership on school productivity in the business and management of SMK in the Bekasi district.

Method: In this study, data was collected through the use of a quantitative technique and an explanatory survey involving a questionnaire. Multivariate regression is used to analyze the data.

Findings: The Business and Management Skills Vocational School in Bekasi Regency's productivity is positively influenced by the leadership of the school's principal, as well as the school's overall climate. The productivity of SMK Business and Management in the Bekasi district is greatly influenced by the leadership and school climate at Vocational School in Bekasi Regency. The principal of SMK is advised to maximize the supporting aspects of the school environment, such as the school climate, in order to boost productivity.

KEYWORDS

principal leadership; school climate; productivity; vocational high school

INTRODUCTION

The progress of a nation is highly dependent on the ability of its population to obtain higher education. To develop future workers who master their respective disciplines, schools function as formal educational institutions (Purnama, 2016). To meet the expectations and challenges of all parties, schools need to find ways to continue to develop to overcome various problems and dangers to achieve high school productivity (Prasasti, 2016).

As social institutions, schools should meet society's demands for high-quality education that equips students with the skills they need to succeed in an increasingly complex world (Wahyudi, Dimmera, & Asrori, 2016). Therefore, school productivity must be a primary need, because the general characteristics of productive schools can be recognized from the character and type of school organization, whether it can create high production possibilities. Therefore, an important part of the progress of a nation will be determined by its educated graduates (Sidik, 2016). It is the school's duty to educate and direct the potential of their students so that they can produce quality and competitive human resources in the industry of their choice (Purwananti, 2016).

High school technical and vocational education must be able to produce students who are innovative, who understand science and technology, who are proficient in mathematics and have abilities that match the needs of the world of work. Vocational schools not only develop

cognitive talents in students, but they also develop a student mentality that can be used in conjunction with practical and theoretical skills and in the preparation of both. As a result, vocational schools in Indonesia can help bridge the gap between the challenges of the world of work and the concerns of society. Vocational schools in Indonesia have not yet produced their maximum potential, despite efforts. Quality, relevance to the outside world, elitism, and administration are the four fundamental crises that befell Indonesian higher education (Thomas, 2013). In particular, given a large number of unemployed Vocational High School graduates in Indonesia, the lack of external relevance in SMK continues to be a concern. In 2015, elementary school graduates accounted for 37.23 percent of the workforce in West Java, followed by high school graduates (including vocational schools) (19.66 percent), with higher education only contributing 8.23 percent of the workforce (Khairunnisa, 2019).

Various elements influence school productivity, including the quality of the learning process, teacher competence, school organizational culture, school climate, school finances, principal leadership, and school committees, to name a few. Here are some examples: (Komariah, 2014).

In this case, the principal's leadership and the overall school climate are the most important variables in achieving school goals and increasing productivity. Principles are one of the most important components of education in improving the overall quality of teaching. Principals are closely involved in many elements of school life, including school discipline, climate, and culture, among others. School climate is the quality of the school environment that teachers experience on a daily basis and that makes them feel comfortable and happy at work.

The purpose of this study is to examine the influence of school climate and leadership on school productivity in the business and management of SMK in the Bekasi district. The reason why this study was conducted is because there is barely any research that discuss this exact topic though some research are close to this current one.

A research by Irvawan and Sutarya (2021) entitled “Analysis of the Effect of Principal Leadership and Job Satisfaction on Teacher Performance (Case Study of SMK Bina Nasional Informatika Bekasi Regency)” discusses the influence of principal leadership and job satisfaction on teachers performance. The results show that principal’s leadership and job satisfaction indeed improve teachers’ performance. In connection to this research, it is evident that principal’s leadership improves schools’ aspects. However, the research does not involve school climate and productivity as its variables.

Secondly, Susilawati et al. (2021) conducted a research that highlights principal’s leadership style and teachers’ job satisfaction affecting teachers’ performance. This one surfaces the same topic as the one conducted by Irvawan and Sutarya (2021) which results in the same conclusion as well. The most prominent differences lie in the research location, in which the one by Irvawan and Sutarya (2021) was conducted in Bekasi Regency while the one by Susilawati et al. (2021) was conducted in Musi Banyuasin Regency, as well as the fact that the researchers chose elementary schools in Musi Banyuasin Regency as their field of data.

Another similar topic manifests in a research conducted by Tyas (2019) entitled “Teachers’ Professionalism Effectiveness at VHS in East Bekasi” which aims to analyse what the title states. It concludes that teachers of vocational high school need improvement programs to upgrade their skills as well as professionalism. It is obvious that the only similarity of this research to this current one is that they were conducted at vocational high schools.

Finally, this research attempts to complete and surface an equally important topic regarding vocational high school's improvement. Therefore, it is expected that this research can give more insight to readers, experts, perhaps even the government regarding this topic.

METHOD

This is a descriptive-verification study with a quantitative methodology, and the findings are presented in this paper. The research approach used is an explanatory survey, with a questionnaire as a primary data collection tool. Teachers from 31 Business and Management Vocational Schools in Bekasi Regency answered survey questions with a total of 1,235 participants. Multivariate regression was used in data analysis. Several assumptions must be met before a hypothesis can be tested, including normality, multicollinearity, and heteroscedasticity, to name a few examples. The test results show that the data is normally distributed, there is no problem with multicollinearity (linear), there is no problem with heteroscedasticity, and there is no problem with heteroscedasticity (homogeneous). As a result, all relevant assumptions have been met, and the hypothesis testing process can be continued using regression analysis.

Hypothesis

In this study, the hypothesis testing carried out is as follows:

H₁: Principal's leadership (X₁) will affect school productivity

H₂: School climate will affect school productivity

H₃: Principal's leadership and school climate will affect school productivity

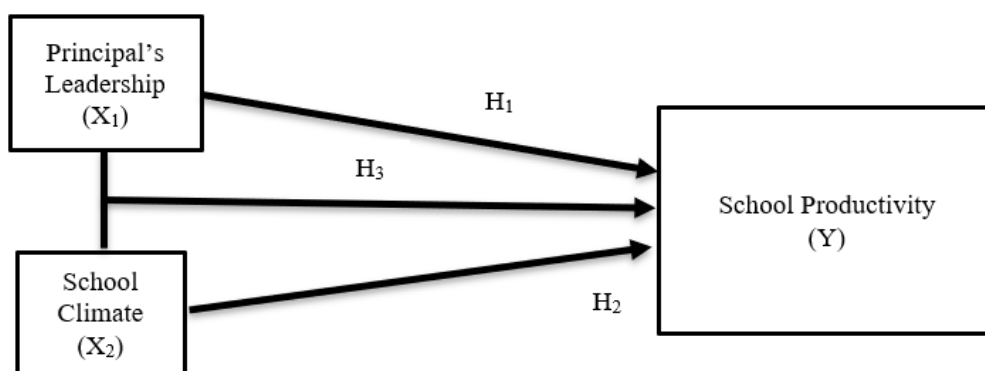


Figure 1. Theoretical Framework

RESULTS AND DISCUSSION

A summary of the data mean values, percentages, and categories is presented in this section using descriptive statistics for each indicator and dimensional variable. The following is a breakdown of the average scores for each variable from SMK Bekasi.

Table 1. The Average Value of Research Variables

Variable/Dimensional	Measurement		
	Average	Percentage	Category

Principal Leadership (X ₁)	3,915	77,4	High
Achievement Oriented Leadership	4,054	80,4	High
Directive Leadership	3,926	77,6	High
Participatory Leadership	3,834	76,3	High
Supportive Leadership	3,852	76,8	High
School Climate (X ₂)	3,745	76,3	High
Supportive	3,416	71,9	High
collegial	3,768	75,6	High
Intimate	3,865	77,5	High
Cooperatif	4,014	80,6	High
School Productivity (Y)	3,768	76,6	High
Administrator Production Function	3,843	78,3	High
Psychological Production Function	3,924	76,4	High
Economic Production Function	3,774	74,6	High

Source: Data Processed by the Researcher

Table 2. Hypothesis Testing Results

Model	Summary				
	Estimation	Std. Error	Critical Ratio	p-value	Sig.
Y ← X ₁	0,339	0,031	10,368	0,001	Sig.
Y ← X ₂	0,318	0,034	8,811	0,000	Sig.
Y ← X ₁ , X ₂	R ² =0,401; ε = 0,595				Sig.

Source: Data Processed by the Researcher

There is no hypothesis that can be rejected from the table. According to this study, the importance of school atmosphere and leadership on school productivity is supported by previous research.

The overall beneficial and significant impact of external factors on internal factors has been found in the research findings. Principal leadership and school atmosphere have an impact on school productivity both directly and indirectly. Principal leadership has the most direct impact on school productivity, followed by school climate. Increasing school productivity requires principal leadership, as this study shows. In short, if the school climate is improved through competent school leadership, then school production will increase.

School leaders who can move their subordinates and all members of learning activities in the school environment need to be able to establish a unified direction and empower human resources. There is a strong emphasis on the responsibility of teachers in fostering an environment in which students can learn effectively, as well as on the use of school resources such as classrooms and laboratories to assist this goal. The more principals contribute, the better the school's productivity will respond.

School productivity can increase if it fulfills its vision and goals. There are many actors in school leadership roles, especially teachers who are responsible for all aspects of student learning in the classroom. Leadership in schools must not only inspire but also control the use of school resources, especially in the management of learning facilities. Learning facilities are

very important in assisting the instructor's teaching activities and must be handled appropriately. The results of empirical research show that productivity increases with the right leadership style, excellent work skills, and good motivation (Satriadi, 2017). Principals can improve school efficiency by increasing their skills and motivation to lead. Lack of principal's vision and mission; lack of teacher competence; and the lack of adequate school facilities and infrastructure is a factor inhibiting productivity (Robbins, 2003).

Leaders who want to increase productivity must appreciate the role of principals, teachers, school climate, and learning facilities. All of these elements work together to increase classroom productivity. The principal's seriousness in mobilizing other important components that affect school productivity determines high productivity. The principal's internal instructional leadership behavior has an impact on school effectiveness and student progress (Irwana, 2015).

Participants in this study, especially teachers, agreed that school climate had an impact on student achievement. One of the factors that contribute to school productivity is a positive school climate. There is a substantial correlation between the school environment and other friendly and productive factors. An environment conducive to learning can help students succeed because the climate reflects the performance of competent teachers, which has an impact on students and classroom learning. As a result, a positive learning environment has a beneficial impact on student achievement.

School productivity will increase when teachers, administrators, students, community and other resources work together in a peaceful and supportive environment, creating synergistic performance. Learning can take place in a safe, fun, organized, and fun environment. A positive school climate is characterized by high levels of student involvement and teacher collaboration, as well as a shift in instructors' attitudes towards their work. As part of a school culture that prioritizes learning that is interesting, conducive, useful, and entertaining. It is clear from studies and professional opinion that school climate has a major impact on student performance, so we can draw this conclusion.

CONCLUSION

The leadership of the Principal of the Bekasi Regency Business and Management Skills School plays an important role in determining the productivity of the school. In general, principals have been able to apply leadership involving principals in two-way communication, listening, encouraging, and involving school staff and members in problem solving and decision making. In this study it was also found that the school climate variable also affects the productivity of the school because a conducive climate between principals, teachers, administrative staff, students and the community will now create strategic performance so that productivity will increase. Therefore, to increase productivity, the principal of the Vocational High School is encouraged to maximize supportive features of the school environment, such as the school atmosphere.

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