

## **The Impact of the Principal's Leadership Style and Work Environment on Learning Effectiveness**

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### **Abstract**

This study aims to determine the principal's leadership style and work climate and its relationship with learning effectiveness at SMK N 1 Lais, Lais District, Musi Banyuasin Regency. Design This study uses a quantitative method with an associative approach. The population in this study consisted of 42 teachers and 412 students. For the teacher sample, the entire population is taken so that it is called the research population. The research sample of students was taken by 15% of the 412 students, totaling 62 students. The data analysis technique used to test the hypothesis is simple and multiple linear regression analysis, t test and F test. In this study, the effectiveness of learning is the main target in improving the quality of education in general. In previous studies, more studied teacher performance factors as the focus of success. Therefore, increasing the effectiveness of learning needs serious attention from various parties, especially to improve factors related to learning effectiveness such as principals' leadership and work climate.

**Keywords:** Learning Effectiveness; Principal Leadership; Work Environment.

### **A. Introduction**

All parties aim for good learning effectiveness, however in fact, the learning process at SMK Negeri 1 Lais, Lais District has not been optimized as envisioned. According to preliminary research, some instructors still lack the motivation to conquer problems in teaching, are less developed, and have not received the greatest results in the learning process. Some instructors struggle to create teacher administration (Learning Program Plans, Annual Programs, Semester Programs, Syllabus,

Minimum Completeness Criteria Values, and List of Values), and they merely copy or paste from previous years or from other individuals.

The presence of signs such as teachers frequently missing classes from teaching, teachers who come to class are not on time might indicate inadequate learning effectiveness. Teachers teach merely as a routine, with no additional development innovations; although the availability of various new teaching method concepts, such as Lesson Study, is still seldom used, because the approach is perceived to be less appealing to them. Some teachers follow the notion that the key thing is that the teaching and learning activities related to the work and the hours that he has completed are adequate for them. According to (Badriyah, 2015), learning effectiveness is what results in meaningful and purposeful learning for students via proper learning methods. The discussion on the concept of effectiveness begins with the statement that learning effectiveness is frequently judged by the achievement of learning objectives or accuracy in managing a situation. This definition includes several elements, including the following: the effectiveness of learning is an educational activity that has the following characteristics: (1) systemic, which is carried out through the stages of planning, development, implementation, assessment, and refinement; (2) sensitive to the need for tasks, learning, and learner needs; and (3) clarity of goals, so that efforts can be gathered to achieve them; and (4) begin with the capacity or strength of students, educators, society, and the government.

The organizational work climate refers to the atmosphere of the work environment felt by each worker in an organization. Work climate, according to (Wirawan, 2007), is a generally continuing quality of the organization's internal environment, experienced by members of the organization through affecting their behavior, and may be characterized in terms of a collection of organizational characteristics. The work climate is a general collective image of the organization's work environment that shapes the expectations and sentiments of all employees, resulting in increased employee performance. Employee performance is highly influenced by the work environment, namely by fostering a healthy work environment in the business. Employees will be more excited as a result, and learning effectiveness will be improved.

The development of a work environment and the efficiency of learning in schools need the assistance of a capable principle as a leader and manager (Erma et al., 2017). According to (Rahmat, 2019), one of the variables influencing school quality is principal leadership. Leadership is defined as a person's capacity to move, lead, and influence the attitude, the way each member works, so that they are independent in their job, particularly in making decisions to accelerate the attainment of predefined goals. The correct principal's leadership style will have a big influence in decision making as well as in persuading teachers to undertake more efficient and effective work in order to attain high teacher performance. Leadership, according to (Permadi, 2010), is an action that influences the conduct of others, or the art of influencing human behavior both individually and in groups. As a policymaker, the principal must have a situational leadership style that is dependent on the school's environment and conditions, and pay

greater attention to the school work atmosphere and school residents, particularly those connected to learning effectiveness.

Previous research has focused on teacher performance elements as the emphasis of success. Several earlier studies have looked at the impact of a principal's leadership and work environment on teacher performance. The condition of the teacher as one of the aspects of education providers cannot be separated from the quality of education. Teachers hold a critical and strategic position and function in the entire endeavor to improve educational quality. Teacher performance is a critical aspect in determining educational quality, which has an influence on graduate quality.

According to the study (Dewi, 2015) titled *The Effect of Principal Leadership Style and School Organizational Climate on Teacher Performance at SMP Negeri Sub Rayon 04 Pontianak*, there is a significant influence on performance between the principal's leadership style and the school's organizational climate. SMP Negeri Sub Rayon 04 Pontianak instructor, where  $F_{\text{count}} > F_{\text{table}}$  or  $42.815 > 3.091$ . That is, the contribution of the principal's leadership style and the school organizational climate to teacher performance at SMP Negeri Sub Rayon 04 Pontianak is 80.10%. This suggests that the greater the teacher's performance, the better the principal's leadership style and the school's organizational atmosphere.

(Jaliah et al., 2020) previously performed study titled *The Effect of Principal Leadership and Principal Management on Teacher Performance at Prabumulih Public Junior High School*. The findings revealed that at Prabumulih State Junior High School, the principal's leadership had a positive and significant effect on teacher performance, the principal's management had an influence on teacher performance, work motivation, and the principal's management had a positive and significant influence on teacher performance.

Several earlier research have focused on teacher performance as a critical success factor. The emphasis of this study's success of the quality of education on learning effectiveness is novelty. Improving learning effectiveness necessitates considerable attention from a variety of stakeholders, as well as attempts to enhance aspects associated to learning effectiveness, such as principal leadership and work atmosphere. Learning effectiveness is a measure of the success of the interaction process in educational settings in achieving learning objectives (Rahayu, 2021). Various issues in the world of education concerning the quality and quality of education in order to increase the effectiveness of learning become one of the reasons for the researchers to investigate the impact of the principal's leadership and work climate on the effectiveness of learning in SMK Negeri 1 Lais.

The attainment of goals between planning and learning outcomes defines learning effectiveness. This is backed by the statement (Novitasari, 2019) that efficacy is a situation or state in which the intended aim to be accomplished, or the target or equipment employed, is suitable, so that the desired goal may be attained with satisfying outcomes. Learning effectiveness is defined as the ability of pupils to learn

simply, in a pleasurable way, and to fulfill learning objectives as desired by a teacher. Learning in the classroom is still commonly dominated by instructors, therefore learning in the classroom is less effective. Achieving learning effectiveness necessitates an appropriate learning method based on student conditions (Novitasari, 2019).

Children require effective learning activities to assist them increase their thinking ability while not jeopardizing their degree of knowledge based on their developmental age (Prabowo, 2021). This study's contribution is that it can give advantages in the form of an overview of the circumstances of the efficacy of learning that take place at SMK Negeri 1 Lais through student activities that are impacted by the principal's leadership and the work atmosphere at SMK Negeri 1 Lais. This research may also assist to attempts to improve learning effectiveness at SMK Negeri 1 Lais.

## **B. Methods**

The associative technique is used in this quantitative investigation. "Causal associative study is research that seeks to discover the effect between two or more factors," according to (Sugiyono, 2015). This study's variables included two independent factors, leadership (X1) and work climate (X2), as well as a dependent variable, learning efficacy (Y). This study's population included 42 teachers and 412 pupils. The complete population is used for the instructor sample, which is referred to as the research population. 15% of 412 pupils, or 62 individuals, participated in the research sample.

The proportionate stratified random sampling approach was used for the sampling. (Siyoto, 2015) recommends in his book that stratified random sampling is a sampling approach that pays attention to a level (strata) in population components. Based on the characteristics assigned to them, population elements are classified into many tiers (stratification). Stratified random sampling groups population elements at different levels with the goal of capturing samples at all levels equitably, and the sample represents the nature of all diverse population elements. "This strategy is employed if the population comprises elements that are not homogenous and proportionately stratified," states (Sugiyono, 2015). The measuring instrument used in the study is a questionnaire in the form of a Likert scale that was developed by the researcher based on leadership theory, totaling 15 questions, work climate 20 questions, and learning effectiveness 17 questions, which will be tested first to determine the validity value. and dependability to test the hypothesis, basic and multiple linear regression analysis is utilized, followed by the t test and F test with the computation of Statistical Product and Service Solution for Windows version 26.00.

### **C. Results and Discussion**

#### **The Influence of Principal Leadership on Learning Effectiveness at SMK Negeri 1 Lais**

According to the analysis results, the correlation between the principal's leadership (X1) and learning efficacy (Y) or  $r_{x1y}$  is 0.594, indicating that the association between variables is good, considerable, and positive (unidirectional). The significance of the t-count of the principal's leadership variable is 0.000 0.005 with a significance threshold of 95% ( $\alpha = 0.05$ ). As a result,  $H_0$  is rejected, or the regression equation might be found to be significant.

The coefficient of determination of the variable X1 to Y was found to be 0.352, which contributed to the principal's leadership variable with a learning effectiveness of 35.2%. If the principal's leadership improves, the efficacy of learning will improve as well. A school principal is responsible for mobilizing the available resources in the school and empowering them to be used optimally in order to fulfill the goals that have been established. Learning effectiveness in schools is highly dependent on the principal's capacity to influence teachers' conduct in carrying out their tasks.

According to (Fikri et al., 2018), the effectiveness of schools is heavily influenced by the quality of leadership. As a formal and factual head of a school, the school principal in this situation must be able to interact and synergize school components such as instructors, pupils, and other school personnel. Furthermore, the principal must be able to optimize the school's current infrastructure. The principal of the school should be an example of honesty that instructors and pupils in the school should follow. The integrity of a leader has a significant impact on the quality of leadership, which can optimize the rise in the efficacy of learning in schools.

#### **The Influence of Work Climate on Learning Effectiveness at SMK Negeri 1 Lais**

According to the analysis results, the correlation between work environment (X2) and learning effectiveness (Y) or  $r_{x2y}$  is 0.766, indicating that the association between variables is excellent and strong and favorable (unidirectional). The significance of the t-count variable for the teacher's work atmosphere is 0.000 0.005 with a significance threshold of 95% ( $\alpha = 0.05$ ). As a result,  $H_0$  is rejected, or the regression equation might be found to be significant.

The coefficient of determination of the variable X2 to Y was 0.587, which contributed to the work climate variable with a learning efficacy of 58.7%. According to the regression equation above, an increase in work atmosphere ratings is usually followed by an increase in learning effectiveness. Quantitatively, the work environment positively influences the efficacy of learning. The work climate has a considerable influence on the efficacy of learning in SMK Negeri 1 Lais, which

means that the better the teacher's work climate, the greater the effectiveness of learning in schools.

A positive work environment will also motivate instructors to be creative and to use all of their talents and energy to attain peak performance. According to the descriptive analysis of organizational climate variables, the organizational climate indicators in this study are used relatively often. Organizational climate indicators such as the physical environment, social environment, social system, and culture are effectively applied to enhance learning effectiveness.

A favorable work environment, according to (Hikmah & Tinggi, 2022), will produce a comfortable and pleasant feeling for organizational employees, so that organizational members will be more passionate in carrying out their tasks and obligations as much as feasible. Individuals' behavior in the workplace has a significant impact on the work atmosphere. Climate is a situation that demonstrates how life interacts with one another, giving birth to feelings of joy or unhappiness with one's field of work. Work atmosphere is described as the perspective of organizational rules, practices, and procedures that employees in the organization feel and accept, or individual impressions of their workplace. Work climate refers to the atmosphere that exists or is encountered by employees in an organization that impacts someone who performs a job.

### **The Influence of Principal Leadership and Work Climate on Learning Effectiveness at SMK Negeri 1 Lais**

The relevant test findings demonstrate that the correlation of 0.810 indicates a strong and positive (unidirectional) association between the variables of the principal's leadership (X1) and the work atmosphere (X2) along on the efficacy of learning (Y) (unidirectional). With an  $R^2_{x_1x_2y}$  level of determination coefficient of 0.656.

The findings revealed that leadership variables (X1) and work atmosphere (X2) could explain 65.6% of teachers' performance at SMK Negeri 1 Lais, while the remaining 34.4% could be explained by other factors. This positive regression line equation illustrates that the better the leadership of the administrator and instructor in carrying out their tasks, the greater the efficacy of learning.

Based on the explanation above, it is possible to conclude that the leader's leadership style is determined by the leader himself, so that if the leadership style is applied properly and can provide good direction to subordinates, trust will arise and create work motivation within the individual, so that morale increases, which also affects learning effectiveness in a positive direction. This is consistent with the findings of the investigation. This is consistent with the findings of a study conducted by (Maduratna, 2013) titled *The Role of Principal Leadership in Improving Work Effectiveness of Teachers and Employees at State Elementary School 015 Samarinda*, which stated that school principals play a leadership role in increasing the

effectiveness of teachers and employees. Furthermore, another study done (Banani, 2017) entitled *The Influence of Principal Leadership on Teacher Competency in Realizing Learning Effectiveness* found that principal leadership had a substantial beneficial effect on teacher competence to realize learning effectiveness. This conversation concluded that the efficacy of learning may be achieved via the application of principle leadership and teacher competency.

According to the findings of this study, work atmosphere is the most influential aspect in terms of learning effectiveness. As a result, a leader must develop a favorable work environment that supports the efficacy of learning and listen to his staff's concerns, so instructors will feel cared for, mentored, and directed correctly. If a leader refuses to listen to his employees' concerns, it will have a negative influence in the future. For example, many instructors break laws such as absenteeism and refuse to listen to instructions from superiors, reducing the efficacy of learning in schools.

According to the findings of a study done at SMK N 1 Lais on the work climate variable, there was a positive reaction. This is consistent with the findings of a study done by Parjuangan Lubis in (Lubis, 2016) titled *The Influence of Teacher Professionalism and Work Climate on Effectiveness*, which found that work climate has a positive and substantial effect on effectiveness. If the work environment is improved, the efficacy of the teacher's job will improve. Similarly, the study by (Patmawati et al., 2018) titled *The Effect of Class Management and Teacher Work Climate on Learning Effectiveness at SMP Negeri 1 Parepare* validates the findings of this study in which classroom management and work climate are two extremely important factors in the learning process. A teacher will not be able to supervise the class effectively unless there is a positive work environment. Without competent classroom management, the learning process would be ineffective, which will have an impact on student success.

Another study that supports the findings of this study is the research conducted (Dilapanga, 2020), which stated that the quality of work life and organizational climate in the Minahasa District Social Service is very important because it is related to the results of another positive organizational ending. Perceptual elements in corporate environment directly and indirectly reflect behaviors that help workers have a good work life. Employees appreciate the importance of having a comfortable and safe work environment where they are not bothered. When employees feel uncomfortable at work and are distracted while working, the quality of the ensuing performance suffers because they are unable to concentrate on their task. This demonstrates that the better the employee's work environment, the more effective learning.

## **D. Conclusion**

The principal's leadership has a considerable influence on the efficacy of learning at SMK Negeri 1 Lais, which is 35.2%. This suggests that the two factors may coexist; the more favorable the principal's leadership, the higher the efficacy of learning. When one variable of the principal's leadership improves, the learning effectiveness variable improves. Furthermore, in SMK Negeri 1 Lais, there is a strong relationship between the work atmosphere and the efficacy of learning, which is 58.7%.

This suggests that there is a relationship between work climate factors and learning effectiveness in SMK Negeri 1 Lais, where the work climate for teachers influences teacher actions in schools to attain optimum learning effectiveness. This is demonstrated by the fact that the better the teacher's work environment, the more effective learning in schools. A positive work environment will also motivate instructors to be creative and to use all of their talents and energy to attain peak performance. The principal's leadership and the work environment have a substantial influence on the efficacy of learning at SMK Negeri 1 Lais, which is 65.6%. The two variables, namely the principal's leadership and work atmosphere, are correlated with the Learning Effectiveness variable, implying that the greater the Learning Effectiveness, the better the principal's leadership and work motivation. Teachers will be motivated if there is conformity, trust, and satisfaction from the principal, as well as seamless communication between teachers and principals, since these factors can boost Learning Effectiveness.

Based on the findings of this study, recommendations may be made, for example, on the leadership variable, in compiling work assignments, the leader collaborates more regularly with subordinates, and the leader also praises employees who succeed to enhance Learning Effectiveness. On the variable of work atmosphere, it is proposed that the leader constantly support his staff to be able to address their own problems if there are difficulties at work.

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