

## The Influence of Planning, Leadership, and Work Climate on Teacher Performance

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**Abstract:** Teacher performance is in the spotlight in efforts to improve the quality of education, but teacher performance is often suboptimal, various factors, including lesson planning, leadership, and work climate influence teacher performance. Practices in the field show that many teachers, especially at the madrasah level, often make lesson plans only to fulfill administration. In addition, previous studies have shown mixed results regarding the influence of leadership and work climate on teacher performance. Some studies found a significant influence, while others showed a weaker influence. However, research that examines all three factors simultaneously is still limited, especially in the context of madrasah education in Indonesia. This study aims to fill the gap in research by analyzing the influence of lesson planning, madrasah principal leadership, and work climate on MTs teacher performance in the Madrasah Working Group 2 environment in Semarang Regency. This study uses a quantitative research approach. 163 educators at KKM2 Semarang Regency were used as research samples. Data were collected using the proportional random sampling method. The research instrument used a questionnaire. Partial least squares (PLS) analysis was used to examine the value of the dependent variable based on the value of the independent variable in data analysis for hypothesis testing. The results of the study showed that partially, learning planning, leadership of the madrasah principal, and work climate have a positive and significant effect on teacher performance. Work climate has the largest coefficient of influence on teacher performance. This study provides important implications for policymakers, madrasah principals, and teachers in designing interventions to improve the quality of education. Policymakers must design more integrated teacher professional development programs, provide leadership training for madrasah principals, and create a conducive work environment to increase teacher motivation and productivity.

**Keywords:** Lesson plan, learning planning, leadership, work climate, teacher performance

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### 1. Introduction

Harris & Sass (2014) emphasize that teacher performance is the most significant factor influencing student learning success in a school. Agreeing with this, Özenel (2019) stated that teacher performance is crucial in achieving schools' main goals. If teacher performance is low, it will be impossible to build effective schools. In line with this, research by Mulyani et al. (2020) also shows a close connection between effective teacher-teaching practices and overall school effectiveness. Therefore, teacher performance needs to continue to be improved to improve the quality of education in schools.

As times change and technology develops, teachers must adapt to these changes and developments and always innovate to achieve the educational goals they wish to achieve. This requires teachers always to improve their performance. Article 10 paragraph (1) Law no. 14 of 2005 concerning Teachers and Lecturers, mandates that teachers must have pedagogical, personality, social, and professional competence. Based on this, ideal teacher performance must adhere to these competencies. In pedagogical competence, teachers must be able to identify the characteristics of students, be able to develop curriculum and learning plans, and be able to carry out educational learning activities. However, in reality, the learning carried out by teachers is not yet inclusive and learning planning is only an administrative task. Susanto (2016) added that it is not uncommon for teachers to try to show their best performance in aspects of planning and implementing learning only when visited by the principal or supervisor. The teacher will return to work as usual, even without thorough preparation and without high enthusiasm and enthusiasm. As stated by Efsanti (2019) there is no follow-up to the performance assessment carried out on teachers, often the performance assessment of teachers is only an administrative fulfillment.

The next competency that a teacher must have is professional competency. Teachers must have a deep understanding of the subject matter being taught and always follow developments in educational science and technology. Apart from that, teaching experience also influences teachers' professional competence (Iswadi & Richardo, 2017; Rahayu et al., 2020). The role of teaching experience is also mentioned in research by Wahyuddin & Ismayanti (2020) which states that good mastery of content and pedagogical competence will be useless if teachers do not have teaching experience. Andriana et al. (2018) stated in their research, teachers who had less than 10 years of teaching experience had lower performance than teachers who had more than 10 years

of teaching experience. Efsanti (2019) stated differently that non-permanent teachers who had less teaching experience compared to PNS teachers had performance that tended to increase from the previous year, even though there was no difference in workload between them.

In the field of education, the success of the teaching and learning process is greatly influenced by teacher performance. Teacher performance is a crucial factor in determining the quality of education and achieving educational goals. One important aspect that contributes to teacher performance is lesson planning. Learning planning must be made as well as possible because good planning will bring good results (Barnawi & Arifin, 2022). With good learning planning, teachers can have clear guidelines about what will be taught, how the material will be taught, and the evaluation that will be carried out. This will help teachers to organize and deliver material more effectively, so as to increase students' understanding and mastery of the material.

Kubilinskiene & Dagiene (2010) state that a well-crafted learning plan gives teachers the power to have a better view of their class, a new understanding of learner needs, more opportunities for collaboration, space to try new teaching strategies, and is also a time to hone professional teacher skills, and increase self-confidence in the classroom. Ergawati et al., (2023) added that one of the objectives of learning planning is managing the allocation of available time, meaning that good planning will optimize learning time. However, lesson planning is not an easy thing. Learning planning is one aspect that is often neglected in education. Ritonga et al., (2023) revealed that of 15 respondents, 75% never made learning implementation plans, 10% sometimes and only 15% always made learning implementation plans. This is very unfortunate because teachers are both designers and managers of learning activities (Jaya, 2019). Teachers should pay special attention to learning planning because through learning planning teachers can determine what will be done and achieved in learning. Sudjana expressed the same thing that planning is basically used to systematically decide on actions to be taken in the future (Ibrahim, 2014). Thus, it can be stated that learning planning is an important part of learning. This can be seen from the aim of carrying out learning planning so that learning objectives can be achieved effectively and efficiently.

The fact is that planning requires time, knowledge, skills and patience and teachers may become less interested after some time and develop a negative attitude. However, this is where the actual quality of a teacher can be seen from his ability to create and implement well-developed learning plans in the classroom, because this is a form of creativity from the teacher himself (Ihwani et al., 2023). Yuniati dan Prayoga (2019) in their research found that learning planning management had a positive effect on teacher performance. Other research also states that learning planning has a positive effect on teacher performance (Kuswahyuningsih, 2023). So it can be said that the better the learning planning, the teacher's performance will increase. Tanjung et al., (2022) stated differently that learning planning has a low influence on teacher performance. In addition, the research provides recommendations for reviewing the influence of learning planning on teacher performance because the research was conducted during COVID-19.

The next factor that influences teacher performance is the leadership of the school principal. Susanto (2016) states that increasing teacher performance in learning can be achieved if the school principal as a leader is able to encourage teachers to improve their performance seriously and with high dedication to the tasks at hand. Therefore, without adequate support from the school principal to improve teacher performance, teachers will never carry out their duties, namely educating, training, guiding and developing the potential of each student to the maximum. In essence, leadership plays a very important role and has a function as a determinant of the success of any group or organization (Okoroji et al., 2014). The same thing was stated by Igwe & Odike (2016) who emphasized that just like other organizations, the success and failure of schools is very much related to the quality of leadership possessed by the school principal. Therefore, schools as educational organizations must be led by principals who can function their leadership roles well.

Observation results show that the potential resources at MTs KKM2 Semarang Regency have not been utilized optimally. This indicates that there are opportunities for improvement and resource management. One of them can be seen from making learning plans that are only made for administrative needs, or even not making learning tools if they are not asked, of course this interferes with the school's effectiveness in achieving the desired goals. It seems that schools still have difficulty finding ways to combine teacher effectiveness and professional development in daily operations (Darling-Hammond et al., 2009). This can be resolved if the madrasa head exercises effective leadership.

There has been a lot of research on the influence of principal leadership on teacher performance and states that principal leadership has a positive effect on teacher performance (Erlangga et al., 2015; Hardono et al., 2017; Gumilar & Munzir, 2018; Haq et al., 2019; Russamsi et al., 2020). However, Giantoro et al., (2019) and Noersanti et al., (2023) found that the principal's leadership did not show a significant influence on teacher performance.

Another factor that is no less important in influencing teacher performance is the teacher's work climate. Teachers need to foster a positive and supportive work climate that encourages optimism, confidence, and hope

for the future. Research shows that a teacher's work climate is influenced by various factors, including institutional changes, managerial qualities of employees, level of cooperation with students, creative and conscientious work motivation, individual and career development conditions, socio-psychological climate and management style (Vinichenko et al., 2018). A teacher's work climate has a direct impact on the student learning environment (Fonseca et al., 2019) which then influences the teacher's performance. Several studies reveal that work climate has a positive and significant effect on teacher performance (Tosuerdi, 2018; Widyastuti, 2021). Widyastuti (2021) even stated that the work climate variable contributed the most to influencing teacher performance compared to other variables in her research. Meanwhile, research by Carudin & Agus (2022) revealed that working climate conditions are in the low category and their partial influence on teacher performance is also low.

Previous research shows mixed results regarding the influence of learning planning, leadership and work climate on teacher performance. Some studies found a significant effect, while others showed a weaker effect. However, research examining these three factors simultaneously is still limited, especially in the context of madrasah education in Indonesia. Therefore, this research is worth testing.

## 2. Method

This research uses a quantitative approach with an explanatory research design. The method used in this research is causal analysis or study of issues in the form of existing data in a population. Causal research aims to utilize a quantitative approach to determine the influence between the variables studied to test hypotheses or answer questions about the current condition of the issue being studied. The independent variables in this research are learning planning (X1), leadership of the madrasah head (X2), and work climate (X3), as well as teacher performance (Y) as the dependent variable.

Research data was taken by giving a questionnaire. The sampling method uses a proportional random sampling technique. The unit of analysis in this research was 163 MTs teachers taken as research samples from a population of 274 teachers using the Slovin formula. To analyze the data, the SmartPLS 3.0 application was used. The SEM-PLS (*Structural Equation Modeling - Partial Least Squares*) approach was chosen because this research is latent and therefore requires indicators or questions to explain it.

## 3. Results and Discussions

### 3.1 Measurement Model Assessment (Outer Model)

*Partial Least Squares Structural Equation Modeling* (PLS-SEM) analysis was carried out to test the relationship between research variables. One important result of this analysis is the loading factor value which shows the strength of the relationship between each indicator and its latent construct. In other words, this value informs how well the indicator represents the concept being measured.

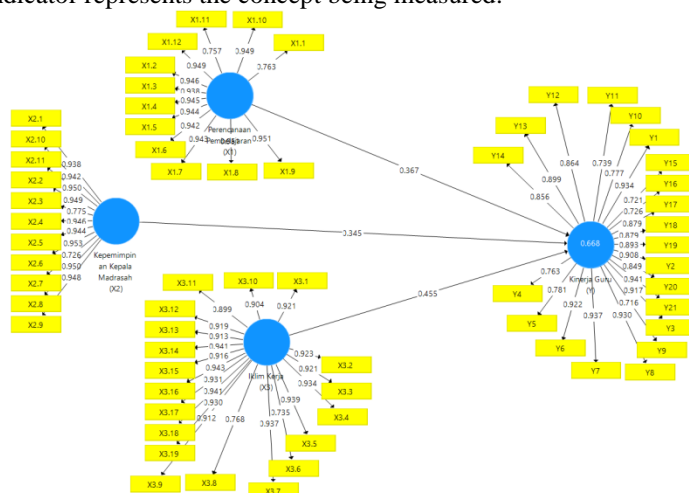


Figure1. Validity testing based on Outer Loading value

Based on Figure 1, all outer loading values  $> 0.7$  range from 0.716 to 0.953, which means they have met the validity requirements based on the outer loading value. So it can be concluded that all indicators in variables X1, X2, X3, and Y are valid. Next, validity testing was carried out based on the Average Variance Extracted (AVE) value. Meanwhile, reliability testing is carried out based on Composite Reliability (CR) and Cronbach's Alpha (CA) values. The CA, CR, and AVE values can be seen in Table 1.

Table 1. Reliability Testing

	CA	CR	AVE
Work Climate (X3)	0.988	0.989	0.825
Leadership of The Madrasah Head (X2)	0.980	0.982	0.836
Teacher Performance (Y)	0.981	0.982	0.727
Learning Planning (X1)	0.982	0.984	0.842

It is known that all AVE values are above 0.5, which means they meet the validity requirements based on AVE. All latent variables also had CR values greater than 0.7, ranging from 0.982 to 0.989. The dependability consistency estimate is considered appropriate. CA values ranging from 0.980 to 0.988 are also above 0.7. These findings provide strong evidence that the selected measurement items accurately capture the intended latent variable.

### 3.2 Structural Model Assessment (Inner Model)

R-square testing and significance testing utilizing path coefficient estimates were used to evaluate the structural model.

Table 2. R-square Values

	R Square
Teacher Performance (Y)	0.668

Based on Table 2, the R-square value for the teacher performance variable is 0.668. These results indicate that 66.8% of teacher performance variables can be influenced by learning planning, madrasah head leadership, and work climate variables.

Table 3. Results of Bootstrapping Research Data Calculations

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Work Climate (X3) ->Teacher Performance (Y)	0.455	0.449	0.106	4.301	0.000
Leadership (X2) ->Teacher Performance (Y)	0.345	0.347	0.099	3.481	0.001
Learning Planning (X1) ->Teacher Performance(Y)	0.367	0.362	0.099	3.701	0.000

### 3.3 Results of The Effect of Learning Planning on Teacher Performance

Based on the results of the analysis obtained, it can be concluded that there is a positive and significant influence between learning planning on the performance of MTs teachers in KKM2 Semarang Regency. This is indicated by the coefficient value of 0.367 which indicates that every one-unit increase in the learning planning variable will increase the teacher performance variable by 0.367 units, assuming other variables are controlled constant. The significance of this influence is reinforced by the T-statistic value obtained of 3.701, which is greater than the critical value of the T-table at a significance level of 5% (1.96). In addition, the P-value of 0.000 is much smaller than the significance level of 0.05, which indicates that the results obtained are very statistically significant. Therefore, the first hypothesis stating that learning planning has a positive effect on teacher performance can be accepted. These results follow previous studies (Yuniati&Prayoga, 2019; Tanjung et al., 2022) which also stated that learning planning has a positive and significant effect on teacher performance.

Good learning planning can improve teacher performance by (1) increasing the effectiveness of learning, students can more easily understand the material and achieve learning goals; (2) increasing teacher job satisfaction, teachers feel more confident and organized in carrying out their duties; (3) increasing teacher professionalism, teachers continue to learn and develop themselves. Therefore, teachers must be able to develop good, logical, and systematic learning planning, because besides being for the sake of implementing learning, learning planning is a form of "professional accountability"(Ihwani et al., 2023).

### 3.4 The Influence of Madrasah Principal Leadership on Teacher Performance

Based on the results of the analysis obtained, it can be concluded that there is a positive and significant influence between the leadership of the madrasah principal on the performance of MTs teachers in KKM2 Semarang Regency. This is indicated by the coefficient value of 0.345 which indicates that every one-unit increase in the madrasah principal leadership variable will increase the teacher performance variable by 0.345 units, assuming other variables are controlled constant. The significance of this influence is reinforced by the T-statistic value obtained of 3.481, which is greater than the critical value of the T-table at a significance level of 5% (1.96). In addition, the P-value of 0.001 is much smaller than the significance level of 0.05, which indicates that the results obtained are very statistically significant. Therefore, the second hypothesis stating that the leadership of the madrasah principal has a positive effect on teacher performance can be accepted.

Principal leadership qualities such as support, responsibility, discipline, and initiative contribute to better teacher performance (Melayu et al., 2023). The quality of the leadership of the madrasah principal is determined by the competencies he possesses, the managerial skills he has mastered, and the leadership style that is appropriate to the conditions of the madrasah, especially in managing the level of maturity and responsibility of teachers in carrying out their duties (Harahap et al., 2024). This suggests that teacher performance could be impacted by the madrasah principal's leadership. Soetari et al., (2022) stated that the effectiveness of the madrasah principal in managing the institution and educational staff has a significant influence on the quality of education in the institution. One of the elements of education that influences the improvement of teacher performance is the madrasah principal. The impact of the principal's leadership on teacher performance in various studies includes 15.1% (Romadhon& MS, 2021), 25,1% (AndikaSaputra et al., 2023), 35% (Jabar&Susilo, 2019) and 43,95% (Angga&Wiyasa, 2021).

### 3.5 Findings Regarding the Impact of Work Climate on Teacher Performance

The analysis in this study confirms the proposed hypothesis, namely that work climate has a positive and significant influence on the performance of MTs teachers in KKM2 Semarang Regency. The coefficient value of 0.455 supported by a significant T-statistic value (4.301) and a very small p-value (0.000) indicates that the work climate variable is a strong predictor of teacher performance. These results indicate that the better the work climate felt by teachers, the higher the performance they show. This finding is in line with previous studies that highlight the influence of work climate on teacher performance is positive and significant (Burhanuddin et al., 2021; Carudin & Agus, 2022; Khoirunnisa & Thomas, 2015; Tosuerdi, 2018; Widyastika & Agustina, 2021; Widyastuti, 2021).

## 4. Conclusion

The results of the study showed that partially, learning planning, leadership of the madrasah principal, and work climate have a positive and significant effect on teacher performance. Work climate has the largest coefficient of influence on teacher performance. This study provides important implications for policymakers, madrasah principals, and teachers in designing interventions to improve the quality of education. Policymakers must design more integrated teacher professional development programs, provide leadership training for madrasah principals, and create a conducive work environment to increase teacher motivation and productivity.

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