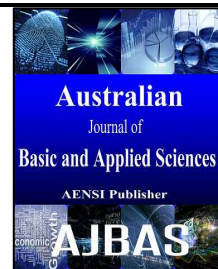




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### Analysis of Principal Leadership, Organizational Climate, Job Satisfaction, the Improvement of Performance of Teachers in Private Smk Tegal City Central Java

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#### ABSTRACT

The aim of research investigating the effects of school leadership, organizational climate, job satisfaction on performance improvement Tegal Private Vocational School teachers. This study is descriptive correlational design regression model measurement of multiple regression (multiple regression analysis) and conducted on 234 respondents, 60 respondents were selected from two schools, determined through sampling convenience sampling. Data collection techniques that reveal the enclosed questionnaire assessment of teachers to principals and performance. Approach data analysis descriptive statistics and regression analysis. Descriptive results of this study indicate that school leadership is good, achieving an average score of 95.25, a good organizational climate categorized by the score reached 96.43, higher job satisfaction in the category with a score of 77.90, as well as the performance of teachers with the score reaching 126.23. The test results of regression analysis found: (1) with a correlation coefficient of 0.668, school leadership and significant positive effect on teacher performance of 44.6%, (2) with a correlation coefficient of 0.714 organizational climate positive and significant impact on the performance of 51.1%, with a correlation coefficient of 0.552 job satisfaction positive and significant impact on teacher performance by 30.5%. Results of multiple regression analysis showed no effect together with school leadership, organizational climate, job satisfaction on the performance of private vocational school teachers Tegal, with a correlation coefficient of 0.835 magnitude of the effect together is 69.7%. Regression F value of 42 838 and Sig. 0,000. Regression equation:  $Y = 7.238 + 0.328 X_1 + X_2 0686 + 0.278X_3$ . Based on the results of this study suggested to the head of Private Vocational Tegal order to constantly improve his leadership, creating a conducive organizational climate and foster job satisfaction of teachers because these variables have positive influence on the performance of teachers.

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#### INTRODUCTION

Success in implementing all aspects of the school that had planned to be supported by leadership principal. This can be explained by the following argument, as the leader of the education unit is the motor of school resources, especially teachers and school employees. As much as any input schooling plus or repaired, its output will not be optimal if head school leadership factor is not given the attention. Exist funds, infrastructure, facilities, and other educational instruments less can be utilized to the maximum, efficient and accountable without strong leadership, or the leader is able to move all the components. In view Krajewsky (1983: 178) the principal is the key to quality in the school and must be catalyst when its comes to the quality of educational programs. Principals are given the task to lead the school, should be responsible for the

achievement of school goals, and is expected to be a leader and innovator in school. The ability of school leadership can be the differentiating factor of the educational process that takes place at school (Miskel & Wayne, 2003). Innovation held at the school is easily absorbed by the teacher if it is supported by the ability of adequate resources, good working environment and high working motivation of teachers and there is a willingness to change so that teachers have a good job satisfaction.

Work environment in question is the physical and psychological conditions in schools as safe and pleasant flavor that may cause the urge teachers to work (Suhendar 2007: 34). This good environment that will affect the perceived teacher behavior such as leadership, policies and management practices that support, task structure, organizational commitment is happening. An organization that is conducive climate will always be associated with a positive work

attitude. Rossow (1990: 24) in the study mentioned that the climate is pleasant if they can pass something that can lead to feelings of worth, given the responsibility of leadership and the opportunity to succeed. Halpin and Croft (in Hoy and Miskel, 1987), the determining factors of the organizational climate of the school consisting of, disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration. The first four factors related to teachers' perceptions about their interaction fellow premises, while four other factors relating to teachers' perceptions about their interaction with the principal. Teachers try to improve the mastery of competence of learners so as to obtain a certificate of competence and increase competence.

Educational success make changes can be seen from the level of performance, and demanded to encourage creativity, empathy, motivation strong teachers, and create a conducive working environment. Ginting (in Stringer, 1968) states that the role of this organization allows the can improve the competence of teachers work as long as the teachers got the attention of its role in achieving the objectives. This is in line opinion of Litwin and Stringer (in Muhammad, 2005: 83) that teachers expect school atmosphere characterized in (1) a sense of responsibility, (2) standards or expectations about the quality of work, (3) reward, (4) flavor fraternity, and (5) the spirit of the team. Criteria of a hope it will bring a positive influence to create a good performance.

Tomlinson (2004) mentions the teacher continues to be encouraged to learn to be able to work together to be mutual understanding between the teachers. This means teachers who have a strong empathy will have a sense of togetherness and it can be used for a basic build team work in schools. Reform in education is happening in various parts of the world are 1) a change of the management model based on centralized to decentralized, 2) increasing government intervention to improve education outcomes; 3) an emphasis on performance, efficiency and accountability; 3) modification of education; and 4) the influence of society (market) and competition between schools. Such changes would affect the school leadership. The implications of these changes is the high expectations and intense performance of principals to deal with external changes, internal consolidation, resource utilization and public accountability, needed a good performance.

Various studies have shown that if the job someone has the autonomy to act, there are variations, providing an important contribution to the success of the organization and obtain feedback on the results of the work performed, the question will be satisfied (Siagian, 2009: 295). With regard to job satisfaction of teachers, teachers' involvement in decision-making in schools, recognition of the perceived teacher, teacher expectations, the

relationship between personnel that occurred in the work environment, and the authority received by teachers (De Roche in Burhanuddin, Imron and Maisyaroh, 2002: 165 ). By knowing the level of these factors, it can be seen satisfaction levels keja teachers. Teacher job satisfaction to note are (1) Recognition and awards are very valuable for teachers. Basically teachers expect their basic needs are met. If the profession and his achievements are recognized, then one of the teachers feel their basic needs are met.

Based on the above description, it can be seen that there is a relationship between school leadership, organizational climate, job satisfaction on the performance of teachers at SMK and SMK PGRI Marine Sailing Tegal. But how they affect and how konstribusinya research needs to be done, by placing the issue is one of the factors determining the quality of education is the teacher's performance. There are quite a lot of factors that affect the performance of teachers made possible infrastructure such as education, students, curriculum, motivation, management of human resource development (teacher), school leadership, organizational climate, job satisfaction of teachers; Teacher job satisfaction contributed to the creation of a teacher's performance; School leadership to be one of the determinants of good or poor performance of teachers. School organizational climate contribute to the creation of teacher performance and student academic achievement; School leadership, school organizational climate and job satisfaction affect the possibility of the teacher's performance.

#### **Review Literature:**

##### **Teacher Performance:**

Performance is the result of the quality and quantity of work one achieves through a deliberate effort to use all its potential in the form of knowledge, attitudes and skills in accordance with the responsibilities given. Fatah (2009), the performance of interpreted as an expression of progress based on the knowledge, skills, and attitudes as well as motivation to produce something. Simamora (2009: 423) that is defined as an achievement of the performance requirements of a particular job which ultimately is directly reflected in the output produced both quantity and quality. Gibson (2002: 34) Ravianto (2005: 18) performance is influenced by education, skills, discipline, motivation, income, work climate, work experience, health and so on. So if either of these factors or even inhibit it is possible that a good or bad effect on its performance in an institution or school. Performance related to the task of teachers is to teach, guide and motivate learners. In detail, the task is focused on: (1) to educate children with emphasis on providing direction and motivation to the achievement of the goal of both short-term and long-term; (2) facilitate the achievement of objectives through appropriate learning experiences; and (3) foster the personal aspects of such an attitude. values and

adjustment (Abu and Widodo, 2009: 99). The duties of the teacher should be pursued in a professional manner, meaning that professional tasks is the work carried out in accordance with the profession, which requires great skill, responsibility and loyalty (Supriyadi, 2008: 23).

#### ***Leadership Principal:***

School leadership is one factor that can encourage schools to realize the vision, mission, goals and objectives of the school. Briefly Wahjosumidjo (2009: 81) states the principal said to be successful if they understand the existence of the school as an organization that is complex and unique, and able to carry out its role in leading the school. Said lead implies the ability to mobilize all available resources in an organization so that it can be utilized to the maximum to achieve the goals set. Leadership is usually defined by experts according to their personal views, as well as aspects of the phenomenon of interest is best for the expert concerned. Yukl (2005: 8); Nawawi (2007: 81) define leadership as a process that affects other people to understand and agree with what needs to be done and how the task was done effectively, as well as the process to facilitate efforts to mobilize, motivate individuals and collectively to achieve a common goal.

In this context the question of school leadership is the ability of the principal to encourage, guide, direct, and mobilize teachers to work, participate in order to achieve the intended purpose. The role of school leaders (principals) is very important because it is the driving force for school resources, especially teachers and employees. The amount of the principal's leadership role in the process of achieving the goal of education, it can be said that the success or failure of school activities is partly determined by the quality of leadership that is owned by the principal.

#### ***Organizational Climate:***

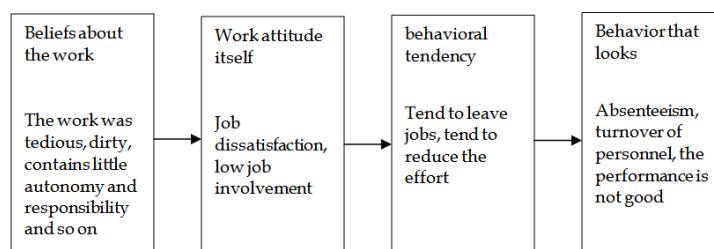
The organization is a forum for employees to interact and work with each other in achieving organizational goals. Simply put Johns (2003: 8) defines the organization as a container which is a system of cooperation group of people to achieve a common goal. The human factor in the organization should receive the attention and can not be ignored. This is due to the success or failure of the organization achieve its objectives and maintain its existence more determined by the human factor. Therefore, in carrying out its activities, the people who work in these organizations need to be substituted with a variety of stimuli and facilities that can improve motivation and passion works. A conducive climate to encourage and maintain the motivation of the employees. Thus the organizational climate must be created in such a way that employees feel comfortable in performing job duties. Conducive organizational climate will encourage more employees to perform optimally match their interests and abilities. A similar opinion was quoted Timpe Mill, (2003: 3) which says that the organization's pleasant climate is the key incentive for employees to

deliver top performance. Of the opinion indicates that organizational climate is always associated with (1) the perception of the members of the organization concerned. In this case is the attitude and feelings displayed by an employee of the properties or characteristics that exist within the organization; (2) the result of the interaction of all components in the organization, and therefore affect the behavior of individuals within the organization individu. Likert in Kuncorohadi (2005: 103) says that climate-oriented human performance and higher job satisfaction, he felt that the organization really pay attention to their needs and problems. Where the beneficial climate for individual needs, it can expect the behavior towards high goals. In other words, the final outcome or behavior is determined by the interaction between individual needs and organizational environment they feel. The level of achievement, satisfaction and so generated can then feed back and contribute not only to the climate of the working environment is concerned, but also on possible changes in policies and management practices.

#### ***Teacher Job Satisfaction:***

Teachers become the main actors who support the achievement of educational goals have thoughts, feelings and desires that may affect attitudes towards work. This attitude will determine teacher performance, dedication and love for the work that is charged shoulders. A positive attitude should be fostered, while the negative ones should be eliminated as early as possible. One form attitudes that must be considered is the job satisfaction of labor. Davis and Newstrom (2009: 105) satisfaction is the way a worker felt the job. Similar opinion was also expressed by Milton in Burhanuddin, Ali and Maisyaroh (2008: 162) that job satisfaction is something pleasant or positive emotional statements, resulting from the assessment of a person's work experience. This means that if a person feels satisfied with his work, then he will have a positive attitude and enjoys his work.

According to Gibson, Ivancevich and Donely (1991: 150) job satisfaction is a positive attitude and can also be negative that the individual belongs to the various aspects of work, work and relationships with co-workers. It is produced from the intrinsic and extrinsic and their perceptions of the job. Job dissatisfaction will arise when these expectations are not met. For example, if an employee expects that working conditions are safe and clean, then the employee might be dissatisfied if the workplace is unsafe and dirty. The manner in which the work will appear in a person's behavior. Ali and Maisyaroh (2002: 162) suggests a way to conceptualize the notion of attitude. He divided it into three interrelated parts, namely: 1) belief someone will work, 2) working attitude itself, 3) the tendency of behavior caused by his attitude. To more clearly seen in the image below:



Basically teachers expect their basic needs are met. If the profession and his achievements are recognized, then one of the teachers feel their basic needs are met. In his study of teachers, Holdaway in Hoy and Miskel (1987) incorporate recognition factor into the construct of teacher job satisfaction. More detailed Herzberg (1959), Mataheru (1984) examined the teacher personnel work motivation. As a result, the recognition is a factor of job satisfaction of personnel (Burhanuddin, Ali and Maisyaroh, 2002: 168).

Without recognition, the job satisfaction of teachers will decline. Recognition received by teachers can be derived from the behavior of the leadership of principals, fellow teachers, administrative staff, students and the surrounding community. Teachers who believe that they must carry out teaching duties and other tasks in accordance with the task principal function of teachers, will bring the achievement of the goals of the school, will carry out their job duties as well as possible,

because their work is an important part of the process towards achieving the goals of the school.

#### Research Method:

This research is trying to find a relationship between the variables of the study. This study includes quantitative research ex post facto research design in a correlational study (correlation design). Research by the ex post facto method is finding empirical systematic where researchers can not directly control the independent variable (X) because the event has occurred, researchers are not prosecuted provide treatment to the independent variables, but examine the facts that have occurred/been done by the study subjects, then measure the effect of these independent variables on the dependent variable specified (Sudjana and Ibrahim, 2001: 57).

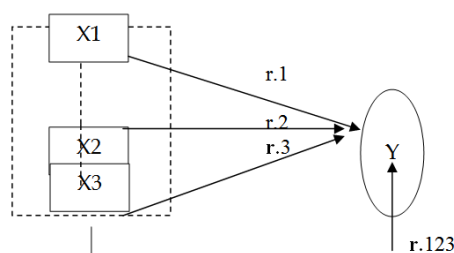


Fig. 1: Model Research.

#### Description:

r1: the contribution of school leadership (X1) on teacher performance (Y)

r2: the contribution of organizational climate (X2) on teacher performance (Y)

r3: The contribution of job satisfaction (X3) on teacher performance (Y)

r123: the contribution of school leadership (X1), organizational climate (X2), job satisfaction (X3) on teacher performance (Y)

Defined population is vocational teachers and SMK PGRI Maritime Tegal, this research is the study population. The variables in this study consisted of independent variables and the dependent variable. The independent variable consisted of school leadership (X1), organizational climate (X2), job satisfaction (X3), and the dependent variable (Y) in this study was the performance of teachers. The

development of all the instruments carried by researcher. As for the questions in the questionnaire drawn up in the form of positive and negative statements. Each of the questions that are positive is given a score ranging from five to one, while the questions that were negative were scored from one to five. Alternative answers item can be measured with a Likert scale customized and alternative answers given by weighting.

#### RESULTS AND DISCUSSION

The research was conducted on 60 teachers of SMK Maritime and SMK PGRI Tegal, is the result of field studies are taken with a questionnaire to uncover the variables of school leadership, organizational climate, job satisfaction and teacher performance as perceived by the respondents.

**Table 1:** Descriptive Respondents.

Leadership Principal				
number	Score range	frequency	%	category
1	25 - 45	0	0	Not good
2	46 - 65	2	3.3	Not good
3	66 - 85	17	28.3	Pretty good
4	86 - 105	23	38.3	Good
5	106 - 125	18	30	Very good
	amount	60	100	
The percentage of Organizational Climate Criteria				
number	Score range	frequency	%	category
1	23 - 41	0	0	Not good
2	42 - 60	1	1.7	Not good
3	61 - 78	3	5	Pretty good
4	79 - 97	24	40	Good
5	98 - 115	32	53.3	Very good
	amount	60	100	
The percentage of teacher job satisfaction criterion.				
number	Score range	frequency	%	category
1	21 - 38	0	0	Not good
2	39 - 55	2	3.3	Not good
3	56 - 71	9	15	Pretty good
4	72 - 88	40	66.7	Good
5	89 - 105	9	15	Very good
	Jumlah	60	100	
The percentage of teacher performance criteria				
number	Score range	frequency	%	Category
1	31 - 56	0	0	Not good
2	57 - 81	1	1.7	Not good
3	82 - 105	4	6.7	Pretty good
4	106 - 130	29	48.3	Good
5	131 - 155	26	43.3	Very good
	amount	60	100	

**Table 2:** Comparison of the average scores of each variable.

Leadership KS	Organizational Climate	Job satisfaction	Teacher Performance
95.25	96.43	77.90	126.23
good	good	good	good

From the comparison table the average score of each variable can be seen that the private vocational school teachers Tegal. good Kinerja seen from the average Kinerja score is 126.23, it is known also that teacher Kinerja is good in general, good school leadership, school organizational climate is also good, so with a high work satisfaction. It can be concluded that the Kinerja of good teachers seem to be influenced by the leadership of the principal good, which is also good organizational climate and teacher job satisfaction is high. However, it must be tested and proven in

advance through good relations with the linearity test is simple and multiple regression.

### Hypothesis Testing:

The calculation result of simple regression analysis on the relationship between school leadership and teacher performance as in the table obtained value of  $a = 71.152$  and coefficient  $b = 0.574$ , so the regression equation is  $Y = 71.152 + 0.574X_1$ . The calculation results of regression analysis of school leadership on teacher Kinerja can be seen in the following table.

**Table 3:** Regression analysis of school leadership on teacher performance.

Coefficient <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	71.521	8.134		8.793	.000		
	KEPEMIMP	.574	.084	.668	6.831	.000	1.000	1.000

a. Dependent Variable: KINERJA

The regression equation  $Y = 71.152 + 0.574X_1$  can to explain the predictions have indicated that an increase in one unit of the principal's leadership will be followed by improvement of teacher Kinerja amounted to 0.574

units. In order to determine the level of significance/significance of the regression results between school leadership with teacher Kinerja test

ANOVA. The results as shown in Table 4 the coefficient of determination.

### ***Influence of Organizational Climate on Teacher Iklm:***

From the calculation of simple regression analysis on the relationship between organizational climate and teacher Kinerja as shown in Table 4:20 obtained value

of  $a = 27\ 341$  and coefficient  $b = 1.025$ , so the regression equation is  $Y = 27\ 341 + 1.025X_2$ .

The regression equation  $Y = 27\ 341 + 1.025X_2$  can to explain the predictions have indicated that an increase of one unit of the organizational climate will be followed by improvement of teacher Kinerja amounted to 1,025 units.

**Table 4:**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.668 <sup>a</sup>	.446	.436	10.98	1.869

a.Predictors: (Constant), leadership

b.Dependent Variable: performance

**Table 4:** 20 Table regression analysis of organizational climate on teacher Kinerja.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.341	12.784		2.139	.037
	IKLIM	1.025	.132	.715	7.778	.000

a.Dependent Variable: performance

**Table 5:** The coefficient of determination.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.715 <sup>a</sup>	.511	.502	10.32	2.147

a.Predictors: (Constant), climate

b.Dependent Variable: performance

### ***Effect of Job Satisfaction on Teacher Performance:***

From the calculation of simple regression analysis on the relationship between job satisfaction (X3) and teacher Kinerja (Y) as shown in Table 4:23 obtained value of  $a = 60\ 721$  and coefficient  $b = 0.841$ , so that the regression equation is  $Y = 65\ 721 + 0.841X_3$ .

The regression equation  $Y = 60\ 721 + 0.841X_3$  can to explain the predictions have indicated that an increase of one unit of job satisfaction will be followed by improvement of teacher Kinerja amounted to 0841 units.

### ***Effect of Principal leadership, Organizational Climate and Job satisfaction to the Teacher Performance:***

From the calculation of multiple regression analysis on the relationship between school leadership, organizational climate, job satisfaction and teacher Kinerja as shown in Table 4:26 obtained value of  $a = 7238$  and a coefficient  $b_1 = 0.328$ ,  $b_2 = 0.686$ ,  $b_3 = 0.278$  so that the regression equation is  $Y = 7238 + 0.328X_1 + 0.686X_2 + 0.278X_3$ .

**Table 6:**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.721	13.088		4.640	.000
	KEPUASAN	.841	.167	.552	5.043	.000

b.Dependent Variable: performance

**Table 7:** The results of the calculation of the coefficient of determination.**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.552 <sup>a</sup>	.305	.293	12.30	1.996

a.Predictors: (Constant), satisfaction

b.Dependent Variable: performance

**Table 8:** Regression analysis of school leadership, organizational Iklim and job satisfaction on the performance of teachers.**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8790.365	3	2930.122	42.838	.000 <sup>a</sup>
	Residual	3830.368	56	68.399		
	Total	12620.733	59			

a.Predictors: (Constant), satisfaction, climate, leadership

b.Dependent Variable: performance

Based on the table above the school Kepemimpinan, Iklim and job satisfaction will be followed by improvement of teacher performance.

Based on the table obtained F value of 42 838 and significance 0.000. These results indicate that Ho simultaneously rejected because the value of the significance level of 0.000 <0.05. With the rejection of

Ho meaningful alternative hypothesis (Ha) in this study received, that there is a significant effect of school Kepemimpinan, organizational Iklim and job satisfaction on the Kinerja of private vocational school teachers Tegal. Besides contributing to the Kinerja of teachers' job satisfaction by 69.7%, while the remaining 30.3% is determined by other factors.

**Table 4.28:** Table on the calculation coefficient of determination.**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.835 <sup>a</sup>	.697	.680	8.27	1.996

a.Predictors: (Constant), satisfaction, climate, leadership

b.Dependent Variable: performance

**Discussion:**

Principal Kepemimpinan Organizational Iklim, Job Satisfaction On The Performance of Private Vocational Teachers Tegal.

Based on the analysis in the description of this research, it is known that private vocational school Kepemimpinan Tegal generally good. Abilities oriented task structure is the ability to create tasks and emphasis on productivity, and the abilities of subordinates is oriented to the needs of subordinates, tolerance and provide the freedom and ability to unite subordinates. This variable gain total average score of 92.25. The figure includes both because it is between the range of scores 86-105. From the results of research and testing hypotheses above, it is evident that there is a positive and significant effect of school Kepemimpinan, organizational Iklim and job Kepuasan on the performance of teachers either partially or together. The correlation coefficient of school Kepemimpinan on teacher performance (r xy) of 0668 so that the magnitude of the effect is 0.446 (44.6%). This shows that if principals are getting better at performing the task Kepemimpinan, then the teacher's performance will be better, and vice versa if the principal in carrying out the task of Kepemimpinan has little or no good, then the teacher's performance will also be reduced. The correlation coefficient organizational

Iklim variables on teacher performance (r xy) of 0715 so that the magnitude of the effect was 0511 (51.1%). This shows that there is a positive and significant effect of organizational Iklim on teacher performance that is equal to 0511. Thus, it means if the Iklim is the organization created a favorable Iklim/fun, it will provide positive support for teachers in work.

While the correlation coefficient of job Kepuasan on teacher performance (r xy) of 0552 so that the magnitude of the effect was 0305 (30.5%). This shows that if teachers feel satisfied at work, then the teacher's performance will be better, and vice versa if the low job Kepuasan in, then the teacher's performance will also be reduced. When you see the results of simple regression analysis (effect of school Kepemimpinan on teacher performance, the effect of organizational Iklim on teacher performance, the effect of job Kepuasan on teacher performance), then that gives big influence teacher performance is an organizational Iklim that is equal to 51.1%, followed by the influence of Kepemimpinan school that is equal to 44.6% and then the effect of job Kepuasan on Kinerja that is equal to 30.5%. Likewise, when seeing the results of regression analysis of the influence along the principal's Kepemimpinan, organizational Iklim and job satisfaction on the Kinerja of teachers, organization Iklim contributed

the most affecting teacher Kinerja that is equal to 0.68, followed by school leadership that is 0.328, and the job satisfaction that is equal to 0.276.

From the analysis, it can be stated that the organizational Iklim perceived pleasant, conducive environment and the importance of teachers to the organizational structure that is open, giving responsibilities, policies and management practices that support, the involvement of teachers in the organization and commitment of teachers in the task, can provide a major influence on the Kinerja of private vocational school teachers Tegal, supported by the behavior of a good school leadership. This is because the principal as leader figure that contributes also to the success of the school, as well as the direct supervisor of teachers. Surely the principal implementing policies in the lead-oriented tasks while keeping the relationship with the teachers (oriented subordinates). According Purwanto (1997: 36) the characteristics of task-oriented leadership behaviors are as follows: (1) give priority to the achievement of organizational objectives; (2) The production of high importance; (3). prioritizing the completion of a task according to a predetermined schedule; (4) do a lot of guidance; (7) an assessment of the subordinate solely based on the work. While behavioral traits leadership oriented principals subordinates are as follows: (1) pay attention to the needs of subordinates; (2) try to create an atmosphere of mutual trust; (3) sought to create an atmosphere of mutual respect; (4) sympathy for the feelings of subordinates; (5) have a friendly attitude; (6) foster the participation of subordinates in decision-making and other activities. With the behavior that promotes a balance that is oriented and task-oriented at the same time subordinates, can provide a good influence on teacher Kinerja.

The third factor that influence the Kinerja of teachers is job satisfaction. Teacher job satisfaction of teachers themselves need to grow at the extent to which teachers receive and work as expected. Therefore, principals need to foster job satisfaction of teachers. The way, as already noted above, namely as follows: the principal should admit and reward teacher Kinerja, putting the teachers according to their ability and willingness of teachers to work itself in accordance with the desired teacher, the school principal should pay attention to the promotion of teachers, the principal should consider the implementation of the supervision of a technical nature, concerned with the welfare of teachers either regular salary welfare and well-being of other support. If the job satisfaction of teachers can be improved, it will also increase the Kinerja of teachers.

Based on the above, it can be concluded that the better the behavior of the leadership of the principal, the Iklim of good organization and job satisfaction is high, then the teacher's performance will be better, and vice versa if the principal's leadership lacking/not

good organizational Iklim is not conducive and the absence job satisfaction, the teacher's performance will also be reduced/low.

The coefficient of determination together influence school leadership, organizational climate and job satisfaction on the performance of teachers by 0.697, indicates that private vocational teacher performance Tegal can be affected by school leadership, organizational climate and job satisfaction of 69.7%. The rest/residue amounted to 30.3% of teacher performance is influenced by other variables outside the regression model in this study. This evidence is consistent with research Gibson (1992: 34) influenced by three variables: individual variables consisting of abilities and skills (mental and physical), background (family, social level, experience, demographic (age, origin, gender), variable organization of resources, leadership, rewards, and psychological variables that consists of perception, attitude, personality, learning motivation. While according Ravianto (1995: 18) performance is influenced by education, skills, discipline, motivation, income, climate work, work experience, health and so on. This means that the performance of teachers is not only influenced by school leadership, organizational climate and job satisfaction, but there are other factors beyond the study were not examined also determine.

#### **Conclusion:**

Based on the results of research and discussion about the results, the conclusion can be drawn as follows:

1. Based on the statistical analysis of descriptive variables leadership Tegal Private SMK (vocational Maritime and SMK PGRI Tegal) are generally good with an average score of 95.25, also good organizational climate with an average score of 96.43, teacher job satisfaction including high category with an average score of 77.90, as well as teacher performance with an average score of 126.23, including both categories, while the effects of school leadership on teacher performance with a correlation coefficient of 0.668 so the influence is 44.6%.
2. There is the influence of organizational climate on teacher performance of Private Vocational Tegal (SMK Maritime and SMK PGRI Tegal) with a correlation coefficient of 0.715 so the influence is 51.1%.
3. There is the influence of job satisfaction on the performance of private vocational school teachers Tegal (SMK Maritime and SMK PGRI Tegal) with a correlation coefficient of 0.552 so the influence is 30.5%.
4. There is a mutual influence between school leadership, organizational climate, job satisfaction on the performance of private vocational school teachers Tegal (SMK Maritime and SMK PGRI Tegal) with a correlation coefficient of 0.835 so the influence is

69.7%. the remaining 30.3% is influenced by other variables outside the regression model in this study.

### **Suggestions:**

1. Improving teacher performance should be sought jointly between principals and teachers in various ways that can be done such as giving more opportunities to participate in seminars, career advancement further studies, workshops, MGMP, education and other training that support performance improvement.
2. Giving greater impetus by the principal to the teachers in their work. Give full credence to the teacher that the teacher will perform the task well, giving awards such as promotion for teachers, giving teachers more opportunity to occupy a position in the school as a vice, homeroom, became the committee in school activities.
3. Further research on teacher performance, due to other factors that influence outside the regression model in this study, so it can be revealed by other variables to improve the performance of teachers.

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