

The Influence of transformational Leadership of School Principals, Teacher Compensation, and School Organizational Climate on Kindergarten Teachers' Performance

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Abstract

This study examines the impact of transformational leadership, teacher compensation, and school organizational climate on kindergarten teacher performance in Temanggung Regency. Using a quantitative approach and survey method, data were collected from 146 teachers across three districts and analyzed with descriptive statistics and multiple linear regression. The results show that transformational leadership contributes 21.0%, teacher compensation 35.3%, and school organizational climate 37.2% to teacher performance. Together, these factors explain 55.4% of the variance in performance. The findings suggest that improving principal leadership quality, increasing teacher compensation, and enhancing the school climate are crucial to boosting teacher performance. It is recommended that the local education office prioritize strengthening these areas to enhance teacher performance in Temanggung Regency.

Keywords: Transformational leadership; teacher compensation; organizational climate; kindergarten teacher performance.

Abstrak

Penelitian ini mengkaji pengaruh kepemimpinan transformasional kepala sekolah, kompensasi guru, dan iklim organisasi sekolah terhadap kinerja guru TK di Kabupaten Temanggung. Dengan menggunakan pendekatan kuantitatif dan metode survei, data dikumpulkan dari 146 guru di tiga kecamatan dan dianalisis dengan statistik deskriptif serta regresi linier berganda. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berkontribusi 21,0%, kompensasi guru 35,3%, dan iklim organisasi sekolah 37,2% terhadap kinerja guru. Secara simultan, ketiga faktor ini menjelaskan 55,4% variansi kinerja guru. Temuan ini menunjukkan bahwa meningkatkan kualitas kepemimpinan kepala sekolah, meningkatkan kompensasi guru, dan memperbaiki iklim sekolah merupakan faktor kunci untuk meningkatkan kinerja guru. Disarankan agar dinas pendidikan setempat fokus pada penguatan area ini untuk meningkatkan kinerja guru di Kabupaten Temanggung.

Kata Kunci: Kepemimpinan transformasional Kepala Sekolah; Kompensasi guru; Iklim Organisasi; Kinerja guru TK

INTRODUCTION

Teacher performance is a crucial factor in education, as effective teaching enhances student learning outcomes. Teacher performance can be defined as the ability of teachers to carry out their teaching duties in schools and be

responsible for their students. Teacher performance is a measure that assesses a teacher's ability to perform their tasks and describes the actions taken by the teacher during learning activities. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 26 of 2022, Article 1, a teacher is a professional educator who has the primary duties of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Schools, as institutions entrusted by the government to provide quality educational services to the community, are required to follow the national education standards (SNP) established by the government. In this case, Government Regulation (PP) Number 57 of 2021 concerning National Education Standards establishes dimensions used to assess teacher performance. As expressed by Mulyasa¹, factors influencing teacher performance include the leadership of the school principal, teacher compensation, and school organizational climate.

Based on data from the Education Report Card, teacher performance in aspects such as lesson planning, teaching implementation, and assessment is still below the expected target. For example, the percentage of lesson planning in the "good" category is only 36%, teaching implementation in the "good" category is only 34%, and assessment in the "good" category is only 32%. This situation indicates that teacher performance in Temanggung Regency is not optimal and requires more attention to the factors influencing their performance. Soeprapto in Triatna² states that good leadership in schools affects the quality and effectiveness of school management. The principal, as the leader, plays a crucial role in managing all aspects of school management, including curriculum, student affairs, facilities, and community relations. Transformational leadership is expected to improve teacher performance through inspiration and motivation provided to teachers. In this case, transformational leadership can help create an environment that supports teachers' development, enabling them to perform their tasks optimally³.

Another factor influencing teacher performance is compensation. Compensation, as explained by Hasibuan⁴, includes all forms of rewards received by employees as recognition for their contributions to the organization. Research by Nurhana and Murtafiah⁵ also shows that good compensation management can improve organizational performance, including teacher performance. In Temanggung Regency, many kindergarten teachers receive very low salaries, far below the Regency's Minimum Wage (UMK), which can affect their motivation and performance. Additionally, the

¹ Mulyasa, E. 2019. *Manajemen Pendidikan: Konsep dan Aplikasi*. Bandung: Remaja Rosdakarya.

² Triatna, W. 2015. *Manajemen Pendidikan di Sekolah: Konsep dan Praktik Kepemimpinan Kepala Sekolah*. Yogyakarta: Andi.

³ Robbins, S. P. 2015. *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi*. Jakarta: Salemba Empat.

⁴ Hasibuan, M. S. 2020. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara

⁵ Nurhana, A., and I. Murtafiah. 2022. "Pengaruh Kompensasi terhadap Kinerja Guru: Studi Kasus pada Sekolah Menengah di Indonesia." *Jurnal Ekonomi dan Pendidikan* 18, no. 2: 167-179

organizational climate is also an important factor in improving teacher performance. A conducive organizational climate will provide opportunities for teachers to grow and innovate in performing their duties. Raudhatul Janah, R., Akbar, Z., and Yetti, E.⁶ concluded that a positive organizational climate directly affects teacher performance. However, in Temanggung Regency, the organizational climate in kindergartens is still suboptimal, as reflected by the lack of managerial support and low appreciation given to teachers.

Based on these issues, this study aims to examine the influence of transformational leadership, teacher compensation, and organizational climate on the performance of kindergarten teachers in Temanggung Regency. It is hoped that this research will contribute to efforts to improve the quality of education and enhance teacher performance.

Teacher performance can be viewed as the actual work outcome of a teacher in carrying out their tasks according to the given responsibilities. Wahyudi⁷ states that teacher performance is the result achieved in carrying out tasks that include planning, implementing, evaluating, and analyzing learning assessments. Additionally, Jakaria⁸ asserts that teacher performance is a determinant of the quality of education, resulting from the teacher's ability to perform their duties professionally. According to Asterina and Sukoco⁹, teacher performance includes planning teaching programs, conducting teaching and learning processes, managing classrooms, and assessing student learning outcomes. Sunarsi¹⁰ adds that teacher performance can be measured from work results and activities within a specified period to assess student learning achievements.

Factors influencing teacher performance, according to Prawirosentono¹¹, include effectiveness, efficiency, authority and responsibility, discipline, and initiative. Kasmir¹² adds that ability, knowledge, work design, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline are factors influencing performance.

Transformational leadership focuses on follower development and considers their needs. Robbins¹³ explains that transformational leaders can inspire their subordinates to surpass personal interests for the benefit of the

⁶ Raudhatul Janah, R., Z. Akbar, and E. Yetti. 2020. "Pengaruh Iklim Organisasi terhadap Kinerja Guru PAUD di Kota Depok." *Jurnal Pendidikan Anak Usia Dini* 7, no. 3: 223-236.

⁷ Wahyudi, A. 2022. *Kinerja Guru dalam Pendidikan: Teori dan Praktik*. Jakarta: Rajawali Pers.

⁸ Jakaria, M. 2014. *Pendidikan dan Kualitas Kerja Guru*. Bandung: Remaja Rosdakarya.

⁹ Asterina, M., and H. Sukoco. 2019. "Peran Guru dalam Proses Pembelajaran dan Penilaian Kinerja di Sekolah." *Jurnal Pendidikan dan Pembelajaran* 14, no. 2: 78-85

¹⁰ Sunarsi, S. 2020. *Kinerja Guru dalam Pendidikan dan Pengajaran*. Yogyakarta: Andi.

¹¹ Prawirosentono, A. 2018. "Faktor-faktor yang Mempengaruhi Kinerja Guru di Sekolah Dasar." *Jurnal Ilmu Pendidikan* 22, no. 3: 887-900.

¹² Kasmir, M. 2016. *Manajemen Sumber Daya Manusia dalam Organisasi*. Jakarta: PT. RajaGrafindo Persada.

¹³ Robbins, S. P. 2015. *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi*.

collective. Barnawi & Arifin¹⁴ and Wijayanto¹⁵ mention several dimensions in transformational leadership styles, such as intelligence, rationality, problem-solving, attention, mentoring, charisma, inspirational motivation, intellectual stimulation, and individual consideration. These dimensions help establish a strong relationship between leaders and followers, thus encouraging the achievement of organizational goals.

Teacher compensation refers to all forms of rewards received by teachers in return for their contributions. According to Nurjaman¹⁶ and Burhanuddin¹⁷, compensation may include money or other benefits such as salaries, allowances, incentives, and bonuses. Hasibuan¹⁸ further defines compensation as all forms of income received by teachers as payment for their contributions to the organization. Enny¹⁹ also defines compensation as a reward for the teacher's contributions, while Akbar et al.²⁰ and Yani²¹ state that the purpose of compensation is to motivate teachers to increase their productivity. According to Dessler²², compensation can be divided into two types: direct compensation (salaries and wages) and indirect compensation (insurance, allowances, and other benefits). Simamora²³ and Nimran²⁴ also note that compensation indicators include wages, incentives, allowances, bonuses, and other facilities such as insurance or healthcare.

Organizational climate refers to the quality of the work environment that affects the behavior and performance of members within the organization. Gibson et al.²⁵ explain that organizational climate includes a range of environmental traits that influence the expectations and feelings of organizational members, which in turn impacts performance. Stringer²⁶ also identifies that organizational climate determines motivation and focuses on

¹⁴ Barnawi, H., and Z. Arifin. 2017. "Pengaruh Kepemimpinan Transformasional terhadap Kinerja Guru di Sekolah." *Jurnal Manajemen Pendidikan* 18, no. 2: 30-35.

¹⁵ Wijayanto, S. 2021. "Dimensi Kepemimpinan Transformasional dalam Meningkatkan Kinerja Guru." *Jurnal Kepemimpinan Pendidikan* 12, no. 4: 170-180.

¹⁶ Nurjaman, D. 2018. "Kompensasi Guru: Imbalan atas Prestasi Kerja dalam Pendidikan." *Jurnal Manajemen Sumber Daya Manusia* 5, no. 3: 179-190.

¹⁷ Burhanuddin, A. 2018. *Kompensasi Guru adalah Keseluruhan Balas Jasa yang Diterima oleh Guru*. Jakarta: Penerbit PT Bumi Aksara.

¹⁸ Hasibuan, M. S. 2020. *Manajemen Sumber Daya Manusia*.

¹⁹ Enny, R. 2019. *Kompensasi dalam Dunia Pendidikan: Pembelajaran dari Praktek Pengelolaan Sumber Daya Manusia*. Jakarta: Penerbit Erlangga.

²⁰ Akbar, T., et al. 2021. "Kompensasi bagi Guru dan Dampaknya terhadap Kinerja." *Jurnal Manajemen Pendidikan* 15, no. 2: 120-135.

²¹ Yani, R. 2021. "Kompensasi Guru: Bentuk Pembayaran untuk Meningkatkan Produktivitas." *Jurnal Pendidikan* 16, no. 3: 137-145.

²² Dessler, G. 2017. *Human Resource Management*. New Jersey: Pearson Education.

²³ Simamora, B. 2015. *Manajemen Sumber Daya Manusia*. Jakarta: Salemba Empat.

²⁴ Nimran, U. 2016. *Kompensasi dan Pengaruhnya terhadap Kinerja Karyawan di Organisasi Pendidikan*. Jakarta: Penerbit Aditama.

²⁵ Gibson, J. L., J. M. Ivancevich, and J. H. Donnelly. 2017. *Organizational Behavior, Structure, Processes*. New York: McGraw-Hill Education

²⁶ Stringer, R. A. 2023. "The Organizational Climate and Its Influence on Employee Performance." *Journal of Organizational Culture* 42, no. 7: 1311-1322.

measurable perceptions. According to Litwin and Stringer²⁷, dimensions of organizational climate include structure, standards, responsibility, recognition, support, and commitment.

Research by Monoyasa²⁸, Ilma²⁹, and Nababan³⁰ shows that transformational leadership significantly affects teacher performance. Astrie³¹ proves that compensation influences teacher performance, while Khoirotunnisaroh³² finds that work climate affects teacher performance. This study will investigate the effects of transformational leadership of school principals, teacher compensation, and organizational climate on the performance of kindergarten teachers in Temanggung Regency, with a focus on variables that have not been widely studied in the context of kindergarten teachers.

The novelty of this research lies in its focus on exploring the combined impact of transformational leadership, teacher compensation, and organizational climate on the performance of kindergarten teachers, specifically in Temanggung Regency. While prior studies have examined these variables in other educational contexts, this study offers a unique contribution by focusing on kindergarten teachers, a group that has not been extensively studied in relation to these factors. Additionally, the research introduces a new perspective by examining how the interplay between these variables can enhance teacher performance in a region where these factors have not been fully explored. The findings aim to provide insights into how improving leadership practices, compensation structures, and organizational climate can create a more conducive environment for teacher performance, ultimately enhancing the quality of education in early childhood education settings.

METHOD

The approach used in this study is a quantitative approach. Quantitative research can be defined as a research method used to study a specific population or sample, where data is collected using research instruments, and the data analysis is statistical with the aim of testing the established hypotheses. According to Sugiyono³³, quantitative research aims to test

²⁷ Litwin, G. H., and R. A. Stringer. 2022. *Motivation and Organizational Climate*. New York: McGraw-Hill.

²⁸ Monoyasa, M. W. 2017. "Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar." *Jurnal Kepemimpinan Pendidikan* 5, no. 3: 304-314.

²⁹ Ilma, R. L. 2021. "Pengaruh Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru dalam Pembelajaran di Kota Tangerang Selatan." *Jurnal Pendidikan* 9, no. 3: 101-110.

³⁰ Nababan, H. D. S. 2023. "Pengaruh Kepemimpinan Transformasional dan Disiplin Kerja terhadap Kinerja Guru dengan Motivasi Kerja sebagai Variabel Intervening." S2 Thesis, Universitas Mercu Buana Jakarta-Menteng.

³¹ Astrie, A. 2019. "Pengaruh Kompensasi terhadap Kinerja Guru SD Negeri di Kecamatan Sawangan Depok." *Jurnal Manajemen Pendidikan* 15, no. 2: 134-145.

³² Khoirotunnisaroh, S. 2017. "Pengaruh Iklim Kerja terhadap Kinerja Guru PAI SD di Kecamatan Ngaliyan Semarang." *Jurnal Pendidikan Agama Islam* 16, no. 2: 122-134.

³³ Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

relationships or differences between the predetermined variables. In this study, an ex post facto approach is used, meaning that the study does not intervene with the research variables but rather examines facts that have already occurred and been carried out by the research subjects. In other words, no changes were made to the independent variables, and the researcher only observed existing events³⁴. This study uses two independent variables (transformational leadership, compensation, and organizational climate) and one dependent variable, which is teacher performance.

This type of research is correlational quantitative research, which aims to link two or more variables based on the facts in the field through data collection and analysis. Correlational research aims to determine the strength of the relationship between the studied variables based on the correlation coefficient. In this study, the researcher aims to examine the influence of the transformational leadership of school principals, compensation, and organizational climate on teacher performance. The research was carried out in kindergartens from three districts: Parakan, Kledung, and Bansari, with a population of 146 teachers from 43 schools.

The research design used is a survey with a questionnaire as the data collection tool. This research design is explanatory, which aims to explain the position of the variables being studied and the influence between one variable and another. This study tests hypotheses that describe the relationship between two or more variables to determine whether one variable is associated with or influenced by another variable. The study uses simple linear regression to test the effect of one independent variable on the dependent variable and multiple linear regression to test the effect of two or more independent variables on the dependent variable.

The variables in this study consist of independent and dependent variables. The independent variables consist of transformational leadership of the school principal (X1), teacher compensation (X2), and organizational climate (X3), while the dependent variable is teacher performance (Y). The operational definition of each variable is as follows: Transformational leadership is measured through dimensions of rationality, charisma, inspiration, intellectual stimulation, and individual consideration. Teacher compensation is measured through both direct and indirect compensation. The school organizational climate is measured through dimensions of responsibility, identity, warmth, support, and conflict. Teacher performance is measured through dimensions of lesson planning, teaching implementation, and learning assessment.

The population in this study is all kindergarten teachers in Temanggung Regency, totaling 146 teachers from three districts. This study uses a non-probability sampling method with a saturated sampling technique, where all members of the population are used as samples. This technique ensures that all kindergarten teachers in Temanggung Regency are respondents in this study.

³⁴ Ibrahim, M. 2018. *Metode Penelitian Kuantitatif dan Kualitatif dalam Pendidikan*. Jakarta: Kencana.

The instrument used in this study is a closed-ended questionnaire with a Likert scale. The questionnaire is used to collect data on the influence of transformational leadership, compensation, and organizational climate on teacher performance. Each statement in the questionnaire is scored with five alternative answers reflecting the level of agreement, ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). The data collection methods used in this study are questionnaires and documentation. Questionnaires are used to collect primary data regarding the variables being studied, while documentation is used to obtain secondary data related to the research object.

The data analysis used in this study includes validity tests, reliability tests, descriptive analysis, and hypothesis testing. The validity test is conducted using Pearson's product moment correlation, while the reliability test uses Cronbach's alpha coefficient. Descriptive analysis is used to describe the characteristics of the data, while hypothesis testing is conducted using t-tests and F-tests to examine the effects of the variables on teacher performance. Simple and multiple linear regression analysis is used to test the effects of one or more independent variables on the dependent variable. To ensure the validity of the data, normality tests, multicollinearity tests, linearity tests, and heteroscedasticity tests are conducted. The normality test aims to determine whether the collected data comes from a normally distributed population. The multicollinearity test aims to detect high relationships between independent variables. The linearity test is used to ensure that the relationship between variables is linear, while the heteroscedasticity test is used to detect unequal variances in the residuals.

RESULT AND DISCUSSION

The description of the data for the variables in this study is based on the responses from 146 kindergarten teachers in Temanggung Regency. Based on the responses, the description of the variables provides an overview of the trends or patterns in the answers related to the studied variables. The variables analyzed in this study include Teacher Performance, Transformational Leadership of School Principals, Teacher Compensation, and Organizational Climate. According to the descriptive statistical table, the average score for the Teacher Performance variable (Y) is 140.08 with a standard deviation of 6.828. For the Transformational Leadership of School Principals (X1), the average score is 201.45 with a standard deviation of 11.474. Teacher Compensation (X2) shows an average score of 144.34 with a standard deviation of 10.772, while the Organizational Climate (X3) has an average score of 183.72 with a standard deviation of 11.458.

The perceptions of respondents regarding the Teacher Performance variable were measured through three dimensions: lesson planning, teaching implementation, and assessment of learning. The analysis showed that the majority of respondents rated teacher performance in the "Adequate" category, with an average score of 140.08. Based on the established categories, 38.4% of respondents rated teacher performance as "Adequate," while 15.8% rated it as "Very Good," 20.5% as "Good," and 3.4% rated it as "Poor." Transformational

Leadership of the School Principal was measured through five dimensions. The analysis showed that the majority of respondents rated the principal's leadership in the "Adequate" category, with an average score of 201.45. Only 11% rated it as very good, 22.6% as good, and 17.1% rated it as poor. Overall, respondents' perceptions of the principal's leadership showed fairly good results. Teacher Compensation was measured through three dimensions. The analysis revealed that the majority of respondents rated compensation as "Adequate," with an average score of 144.34. 39% of respondents rated teacher compensation as "Below Adequate," and only 8.2% rated teacher compensation as "Poor." Organizational Climate was measured through five dimensions. The majority of respondents rated the organizational climate in the "Below Adequate" category, with an average score of 183.72. Only 4.1% rated it as very good, and the majority (39.9%) rated it as "Below Adequate." This indicates that the organizational climate in the schools studied needs improvement.

The results of the dimension tests for the Teacher Performance variable indicate that the "Lesson Planning" dimension has the highest score, while "Teaching Implementation" shows the lowest score. This indicates that, in practice, most teachers face difficulties in effectively carrying out teaching. For the Transformational Leadership of School Principals, the "Charismatic" dimension showed the highest score, while the "Individual Consideration" dimension had the lowest score. This suggests that personal attention to subordinates, such as task delegation or individual recognition, needs to be improved. For the Teacher Compensation variable, the "Incentives" dimension received the highest score, while "Salary and Base Wages" received the lowest score, reflecting that the issue of lower salaries for honorary teachers needs further attention. For the Organizational Climate variable, the "Support" dimension showed the highest score, while "Warmth" received the lowest score, although still categorized as adequate in terms of cooperation and commitment.

Before performing regression analysis, prerequisite tests were conducted to ensure the data met the assumptions required for linear regression analysis. The prerequisite tests conducted include normality tests, multicollinearity tests, linearity tests, and heteroscedasticity tests. (1) Normality Test: The normality test aims to determine whether the data is normally distributed. The results of the normality test for the Teacher Performance (Y), Transformational Leadership of School Principals (X1), Teacher Compensation (X2), and Organizational Climate (X3) variables showed that the significance values for all four variables were greater than 0.05, indicating that the data is normally distributed. (2) Multicollinearity Test: The multicollinearity test is performed to detect high correlations between the independent variables. The results showed that the Variance Inflation Factor (VIF) for all independent variables (X1, X2, X3) was less than 10, indicating that there was no multicollinearity among the independent variables. (3) Linearity Test: The linearity test aims to ensure that the relationship between independent and dependent variables is linear. The results of the linearity test for all variables showed that the relationship between the variables is linear,

thus meeting the requirements for regression analysis. (4) Heteroscedasticity Test: The heteroscedasticity test is used to check if there is unequal variance in the residuals. The test results showed that there were no heteroscedasticity problems because the significance values for all variables were greater than 0.05.

The correlation test shows a significant correlation between the Transformational Leadership of School Principals (X1) and Teacher Performance (Y), with an r value of 0.459 and a significance value of 0.000 (less than 0.05). The ANOVA test result showed an F value of 38.379 with a significance of 0.000, which is smaller than 0.05. The coefficient of determination (R^2) was 0.210, indicating that the Transformational Leadership of School Principals (X1) has a 21.0% influence on Teacher Performance (Y). Thus, hypothesis H1 is accepted, meaning that the Transformational Leadership of the School Principal significantly affects Teacher Performance.

The correlation test shows a significant correlation between Teacher Compensation (X2) and Teacher Performance (Y), with an r value of 0.594 and a significance value of 0.000. The ANOVA test result showed an F value of 78.446 with a significance of 0.000, which is smaller than 0.05. The coefficient of determination (R^2) was 0.353, indicating that Teacher Compensation (X2) has a 35.3% influence on Teacher Performance (Y). Thus, hypothesis H2 is accepted, meaning that Teacher Compensation significantly affects Teacher Performance.

The correlation test shows a significant correlation between Organizational Climate (X3) and Teacher Performance (Y), with an r value of 0.610 and a significance value of 0.000. The ANOVA test result showed an F value of 85.147 with a significance of 0.000, which is smaller than 0.05. The coefficient of determination (R^2) was 0.372, indicating that Organizational Climate (X3) has a 37.2% influence on Teacher Performance (Y). Thus, hypothesis H3 is accepted, meaning that Organizational Climate significantly affects Teacher Performance.

The results of the multiple regression test show that the variables of Transformational Leadership of School Principals (X1), Teacher Compensation (X2), and Organizational Climate (X3) simultaneously have a significant influence on Teacher Performance (Y). Based on the regression test results, the obtained multiple regression equation is: $\hat{Y} = 37.422 + 0.124X_1 + 0.260X_2 + 0.219X_3$. With an R^2 coefficient of 0.563, this indicates that the three independent variables contribute 56.3% to Teacher Performance.

The results of the study indicate that there is a significant relationship between the transformational leadership of school principals (X1) and teacher performance (Y), with a correlation coefficient (r) of 0.459 and a significance level of 0.000. This value shows that transformational leadership has a moderately strong correlation with teacher performance. Based on the coefficient of determination (R^2) of 0.210, this indicates that the Transformational Leadership of the School Principal (X1) has a 21.0% influence on Teacher Performance (Y). The t -test results show that the t value of 6.195 is greater than the t table value of 1.9765, with a significance of 0.000

< 0.05 , indicating that the transformational leadership of the school principal significantly affects teacher performance. Therefore, H1 is accepted. This study aligns with the findings of Monoyasa and Mahardika Wardhana³⁵, which show a positive and significant influence of the transformational leadership style of school principals on teacher performance. Research by Ilma³⁶ in South Tangerang also confirmed a significant positive relationship between the transformational leadership of school principals and teacher performance in teaching. Makawimbang's theory states that transformational leadership improves organizational performance, including teacher performance³⁷.

The correlation test between teacher compensation (X2) and teacher performance (Y) shows a correlation coefficient (r) of 0.594 with a significance level of 0.000, indicating a significant relationship between these two variables. Based on the coefficient of determination (R^2) of 0.353, this indicates that Teacher Compensation (X2) has a 35.3% influence on Teacher Performance (Y). The t-test results show a t value of 8.857, which is greater than the t table value of 1.9765, with a significance level of $0.000 < 0.05$, indicating that compensation has a significant effect on teacher performance. Therefore, H2 is accepted. This finding aligns with the results of Astrie³⁸, which shows a significant influence of compensation on teacher performance at public elementary schools in Sawangan District, Depok. Furthermore, research by Suharyat and Syakilah³⁹ also proves that proper compensation management can improve teachers' teaching performance. Sastrohadiwiryono's theory: explains that compensation includes all forms of rewards received by employees as compensation for the work they perform. In this case, financial compensation in the form of salary, allowances, and other facilities plays an important role in improving teachers' motivation and performance.⁴⁰

The study results show that organizational climate (X3) has a significant effect on teacher performance (Y), with a correlation coefficient (r) of 0.610 and a significance level of 0.000. Based on the coefficient of determination (R^2) of 0.372, this indicates that Organizational Climate (X3) has a 37.2% influence on Teacher Performance (Y). The t-test results show a t value of 9.228, which is greater than the t table value of 1.9765, with a significance level of $0.000 < 0.05$, indicating a significant effect of organizational climate on teacher performance. Therefore, H3 is accepted. This study supports the findings of

³⁵ Monoyasa, M. W., and I. Mahardika Wardhana. 2017. "Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru dan Motivasi Guru di Sekolah." *Jurnal Kepemimpinan Pendidikan* 5, no. 2: 45-52.

³⁶ Ilma, R. L. 2021. "Pengaruh Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru dalam Pembelajaran di Kota Tangerang Selatan." *Jurnal Pendidikan* 9, no. 3: 101-110.

³⁷ Makawimbang, R. 2018. "Kepemimpinan Transformasional dalam Meningkatkan Kinerja Organisasi." *Jurnal Manajemen* 4, no. 1: 38-45.

³⁸ Astrie, A. 2019. "Pengaruh Kompensasi terhadap Kinerja Guru SD Negeri di Kecamatan Sawangan Depok."

³⁹ Suharyat, Y., and S. Syakilah. 2022. "Hubungan Antara Pemberian Kompensasi dengan Kinerja Mengajar Guru." *Jurnal Manajemen Pendidikan* 14, no. 1: 12-15.

⁴⁰ Sastrohadiwiryono, S. 2020. *Manajemen Sumber Daya Manusia dalam Pendidikan*. Jakarta: Bumi Aksara.

Khoirotunnisaroh⁴¹, which shows that work climate affects teacher performance in Ngaliyan District, Semarang, as well as research by Suhayat, J., Suwatno, S., and Buchdadi, A. D.⁴², which also proves the effect of organizational climate on teacher performance. In this context, organizational climate refers to the quality of the work environment, which includes social atmosphere, culture, and support within the organization. A conducive and supportive work environment positively affects teacher performance.

This study also examines the simultaneous influence of the three variables: Transformational Leadership of the School Principal (X1), Teacher Compensation (X2), and Organizational Climate (X3) on Teacher Performance (Y). The analysis results show that all three variables significantly influence teacher performance with an Adjusted R Square value of 0.554, meaning that 55.4% of the variation in teacher performance can be explained by these three variables. The F-test results show an F value of 60.947, which is higher than the F table value of 2.67, with a significance level of $0.000 < 0.05$, indicating that simultaneously, Transformational Leadership, Compensation, and Organizational Climate have a significant influence on Teacher Performance. Therefore, this study supports the hypothesis that the combination of these factors can improve teacher performance.

Based on the results of the discussion, it can be concluded that Transformational Leadership of the School Principal (X1) contributes 21.0%, Teacher Compensation (X2) contributes 35.3%, and Organizational Climate (X3) contributes 37.2% to Teacher Performance (Y). These three factors mutually support the improvement of teacher performance effectiveness, which, in turn, impacts the achievement of educational goals in schools. Inspirational leadership styles, adequate compensation, and the creation of a conducive organizational climate are important factors in enhancing teacher performance overall.

CONCLUSION

Based on the results of the data analysis, it can be concluded that the transformational leadership of school principals has a positive and significant effect on teacher performance. This is evidenced by the t-test results, which show a t value of 6.195, greater than the t table value of 1.9765, with a significance level of 0.000, which is smaller than 0.05. Therefore, H1 is accepted, indicating that there is a significant influence of the transformational leadership of school principals on the performance of kindergarten teachers in Temanggung Regency. The magnitude of the influence of the

⁴¹ Khoirotunnisaroh, S. 2017. "Pengaruh Iklim Kerja terhadap Kinerja Guru PAI SD di Kecamatan Ngaliyan Semarang." *Jurnal Pendidikan Agama Islam* 16, no. 2: 122-134.

⁴² Suhayat, J., S. Suwatno, and A. D. Buchdadi. 2023. "Pengaruh Iklim Organisasi terhadap Kinerja Guru di Sekolah Dasar." *Jurnal Manajemen Pendidikan* 24, no. 1: 70-85.

transformational leadership of school principals on teacher performance is 21.0%. Furthermore, teacher compensation also has a positive and significant effect on teacher performance, as demonstrated by the t-test results showing a t value of 8.857, greater than the t table value of 1.9765, with a significance level of $0.000 < 0.05$. Thus, H2 is accepted, and teacher compensation has a 35.3% influence on teacher performance. Similarly, organizational climate has a positive and significant effect on teacher performance, with a t value of 9.228, greater than the t table value of 1.9765, and a significance level of 0.000, which is smaller than 0.05. H3 is accepted, indicating that organizational climate has a 37.2% influence on teacher performance. Moreover, simultaneously, the three variables transformational leadership of school principals, teacher compensation, and organizational climate have a significant effect on teacher performance. The F-test results show an F value of 60.947, which is greater than the F table value of 2.67, with a significance level of $0.000 < 0.05$, meaning that these three variables contribute 55.4% to teacher performance.

However, this study has several limitations. First, the research was conducted only in Temanggung Regency, and thus the findings may not be generalizable to other regions or educational contexts with different demographic or cultural characteristics. Second, the study employed a cross-sectional design, which limits the ability to assess causal relationships and only provides a snapshot of the variables at a single point in time. Longitudinal studies would be beneficial to track the long-term effects of transformational leadership, teacher compensation, and organizational climate on teacher performance. Third, while the study focused on kindergarten teachers, the findings may not apply to other educational levels, such as primary or secondary education, where the dynamics of leadership, compensation, and organizational climate may differ. Lastly, the study relied on self-reported data from teachers and principals, which may introduce response bias or inaccuracies. Future research should consider using mixed methods or objective performance metrics to triangulate the findings.

Based on the results of the study, several recommendations can be made. For the Education, Youth, and Sports Office of Temanggung Regency, it is recommended to improve teacher performance in Temanggung by enhancing the transformational leadership of school principals and paying attention to teacher compensation for kindergarten teachers. For teachers, in order to improve performance, it is recommended that they encourage collaboration among teachers to share ideas, lesson plans, and teaching strategies, form small teams for specific projects or case studies, conduct regular training on the latest teaching methods, use technology in the classroom, and develop communication skills, as well as provide teachers with access to attend workshops, seminars, and online courses. For school principals, it is

recommended to improve the organizational climate and teacher performance by establishing clear and transparent communication channels between the principal, teachers, staff, and parents, listening to feedback and suggestions from all parties, especially teachers, and providing opportunities for teachers and staff to participate in regular professional training and development.

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