



The Correlation between Leadership, Motivation, Work Climate and High Economic Teachers' Performance in Karanganyar Regency

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Abstract

This research aims to find out and to analyze the correlation between leadership of the principle, motivation and work climate with the performance of high school economics teachers in Karanganyar Regency either partially or simultaneously. This research was conducted on the high school economics teachers in Karanganyar Regency. The population of this research is all of high school economics teachers in Karanganyar Regency as much as 38 teachers and also become sample research. Analysis methods used in this research is double linear regression method. The results showed that leadership significantly to the performance of economics teachers on coefficient 0,322 and sig = 0,037. It means that the leaders' role creates the better economics teachers' performance. Motivation related significantly to the teachers' performance on coefficient 0,403 and sig = 0,025. This means that good motivation influence of the teachers' performance well. Work climate related significantly to the economics teachers' performance on coefficient 0,452 and sig = 0,30. Furthermore, the better work climate affects the economics teachers' performance will be better.

How to Cite

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INTRODUCTION

The success of education in a school can not be separated from the effectiveness of teacher performance in the school. Performance of teachers interpreted as a result of teacher work that can be seen in quality and quantity in performing duties and responsibilities. Performance is influenced by factors such as professionalism in work, work discipline, work environment, leadership, job design, administration, payroll, means of infrastructure, work motivation and supervision. The quality of teacher performance is stated in the Regulation of the Minister of National Education of the Republic of Indonesia number 16 of 2007 on Teacher Competency Standards developed intact from the four main competencies namely pedagogic competence, personality, social and professional. The fourth competency integrated in teacher performance. However, it is very apprehensive from the results of Early Competency Test (*UKA*) teachers before getting a professional certificate conducted on 275,768 teachers nationally, from the weight of the score 100 was the lowest score of the test results is 1 and the average score is 42.25. This means that the national average of teacher competence is still far below 50, or half of the ideal. Approximately 80-90 thousand people are at intervals of 35-40. While the average national teacher competence test (*UKG*) at the national level is only 53.02 from the average target value 55. While Aljazeera released the results of his research that only about 51% of teachers who teach in Indonesia who have the competence of teaching well and professional (<http://www.aljazeera.com.programmes/101east/2013/02/201321965257154992.html>)

The circumstances of high school economics teachers in Karanganyar Regency also indicate a problem with their performance. Observations conducted in the field show the fact that many teachers have not prepared the complete learning tool, such as ignoring presences, not making latticework questions, and not analyzing learning outcomes. This indicates the motivation of work and awareness of responsibility for the task is still low which impact on performance that is less good.

Hasibuan (2015, p.94) states that performance or work performance is a result of work achieved by a person in carrying out tasks assigned to him based on his skills, experience, and sincerity and time. Similarly, according to Dewi (2015, p.25) performance is defined as the work that can be seen in quality and quantity when a person performs the tasks that are his responsibility. The performance of teachers is said to be good if able to implement the learning according to the planned targets, discipline in work, have integrity and high discipline, capable of updating in learning, creative and innovative and so forth.

Leadership is one of the important dimensions of school productivity. Hoy & Miskel (2014, p.636) broadly define leadership as a social process with individuals or groups affecting common goals, widespread leadership in organ organizations formally and informally and has a rational, social and emotional basis. Leadership is a human factor that binds a group together and gives it a motivation toward a certain goal both short and long term (Danim, 2012,p.18). The role of a leader in the highest management is on the performance of employees by providing good motivation to work then realized the improvement of positive employee's performance (Zameer et al.,2014,p.298). The principal should be responsible for the management of micro education, i.e. the stages that discuss the teaching and learning process and the teacher as the main manager of education. This is in accordance with Mulyasa's opinion (2015, p.5) that in the process dynamic quality interaction between school principals, teachers, administrators and learners plays a very important role, especially in the adjustment of various school activities to the demands of globalization, community change, technology and demands of the situation, condition, and environment. All of them are very demanding the competence and professionalism of the principal, to enable the creation of quality work. Handayani & Rasyid (2015, p.265) also argues that the professional quality of teachers is largely determined by the quality of the principal's leadership.

As teacher professionals have a different work motivation between teachers with one another. This difference in motivation to produce

will result in different performance. Motivation is the driving force and willingness to work in achieving success (Wahyudi *et al.*, 2012, p.4). Motivation of work is the process of stimulating one's self in working to achieve the goal (Hutabarat, 2015, p.297). Improving employee performance that shows the value of satisfaction is the result of motivating a leader (Ibrahim, 2015, p.1234). Motivation gives positive impact to minimize the ineffectiveness of an organization (Olusadum & Anulika, 2018, p. 63).

Low motivation is one of the causes of low teacher performance. The performance of the teacher is influenced by the condition of his soul, and otherwise his soul will influence him in teaching (Bungawati, 2016, p.2). In order to get work performance teachers must have high motivation commitment in wrestling profession as a teacher. In order to optimum working motivation to know the factors driving the growth of motivation. These factors include internal factors that are sourced from within individuals and externally sourced from outside the individual. Internal factors include, interest in work, talent, attitude, satisfaction, experience, job perception while external factors such as payroll, supervision, regulation, work environment and leadership.

The work climate that exists in an environment is crucial to the success of the worker's activity. The school climate consists of two components, namely the social environment and the physical environment (Sahney, 2016, p.948). Treputtharata & Tayiam, (2013, p.997) argues that the school climate is important because it can achieve more satisfying performance and more efficient work. Others argue that the school climate is the quality of the school environment experienced by participants (administrators, teachers, pupils) and their interplay in teaching and achieving school goals (Pashiardis, 2000, p.224). Haynes, *et.al.*, In Hoffman (2009, p.2) defines the school climate as the quality and consistency of personal interactions within the school community that affect cognitive, social, and psychological development of children. According to Litwin & Stringer in Gunbayi (2007, p.1), the school climate is defined varied by experts as a result of subjective perceptions of the formal system, principal leadership style and other important environmental

factors that influence the attitudes, beliefs, values and motivations of the individuals in the school. While Wenzkaff in Cherubini (2008, p.40) argues that the school climate informs about the atmosphere in the classroom, faculty room, office, and every angle in the school. Oluwakemi & Olanrewaju (2014, p.203) suggests that school climate mediates the relationship between teacher performance and behavior.

Working climate that supports the smoothness of duties and responsibilities in schools is needed by teachers. This is in line with Haryani's (2017, p.86) conclusion that the school organization climate has a positive and significant influence on teacher performance. Principals as administrators and supervisors should be able to create a conducive working climate for the effectiveness of teacher performance increases.

Leadership, motivation and work climate will foster commitment, responsibility, passion in work so as to contribute positively in improving the quality of teacher performance towards a better direction. Leadership, work motivation and work climate is a force that can play a role for members to change attitudes and organizational behavior in the direction of the willingness to excel.

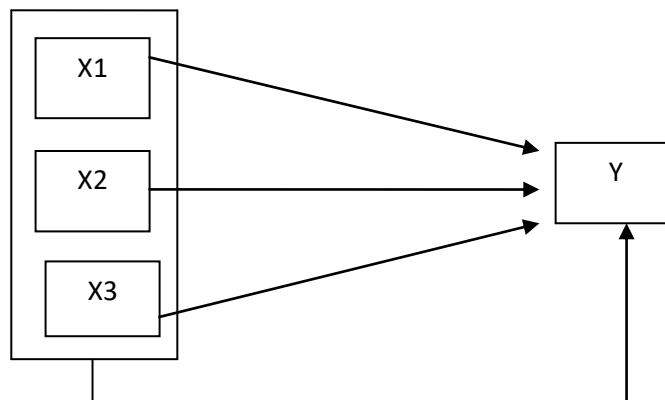
Based on that, the authors want to conduct research that focuses on leadership, motivation, work climate and economic teacher performance. This study aims to determine the relationship between leadership, motivation, work climate with the performance of economic teachers in SMA Karanganyar Regency either partially or simultaneously.

METHODS

This study is a population study so that the samples used are taken from the entire population. Population research can only be done for the finite population and the subject is not too much (Arikunto, 2010, p.174). Data collection in this study using research instruments, data analysis is quantitative with the aim to test the hypothesis that has been set. Population in this research is all teacher of economics as Karanganyar Regency which amounts to 38 teachers spread in 14 schools and also become sample research.

Data collection techniques used in this study are observation, questionnaire, and interviews. The independent variables in this research are principal leadership (X1), motivation (X2), work climate

(X3) while the dependent variable of teacher economic performance (Y). The relations between the variables are shown in the following figure 1.



Figur 1. The relations between leadership, motivation and work climate with the performance of high school economics teachers

Notes :

- X1 : Principle Leadership
- X2 : Motivation
- X3 : Work Climate
- Y : Teacher Economic Performance

The operational definitions and indicators of each variable are:

1. Principal leadership is the process of mobilizing, guiding, and influencing the principal to the school community, which includes teachers, employees, and students to perform the duties and obligations of the school. Principal leadership can be measured by guiding and directing teacher activity indicators, rewarding and punishing, establishing good relationships with teachers and other personnel, paying attention to the needs and welfare of teachers, controlling the work environment, paying attention to teacher performance, initiatives in increasing satisfaction work, assessment of teachers and other personnel (Sudarjat *et al.*, 2015, p.148).

2. Motivation is the driving force or puller that causes the behavior toward a certain goal. Motivation can be measured through indicators of increased labor productivity, increased discipline, creating a good atmosphere and working relationships, enhancing a sense of responsibility for tasks (Hasibuan, 2015, p.146).

3. Climate work is defined as a work situation that affects work behavior so as to foster morale, responsibility, which ultimately performance to the maximum. Indicators of climate measurement in this research are teamwork, openness in human relations, program, and science updates, and familiarity among school personnel (Komariah, 2014, p.123).

4. Economic teacher performance is defined as the work done by the teacher on the duties and responsibilities that can be shown through the quality and quantity in the learning process. Indicators as formulated in RI Government Regulation No. 19 Year 2005 on National Education Standards Article 28 paragraph 3 which reads competence as an instructional agent in elementary and secondary education and early childhood education include: pedagogic competence, personality competence, professional competence, social competence.

Before the instrument is tested to the respondent first tested the validity. Valid means the instrument can be used to measure what should be measured (Sugiono, 2010, p.173). Likert scale is

used to measure respondents' answers relating to the variables studied. The instruments that have been compiled are then tested to 30 respondents. Reliability shows a sense that something quite reliable instrument can be used as a data gathering tool because the instrument is already good (Arikunto, 2010, p.221). Reliability test results get Alpha Cronbac'h coefficient of more than 0.6 on all variables so declared reliable (Sugiyono, 2010, p. 121). The results of reliability of leadership of the principle variable obtained alpha value 0.960, motivation variable 0.916, work climate 0.937 and teachers' performance 0.974. From these results can be concluded that all the instruments of the four reliable variables or trusted as a data collection tool in research.

Methods of data analysis using descriptive analysis, inferential statistical analysis with multiple linear regression analysis, classical assumption test, partial test (t), simultaneous test (F) and coefficient of determination (R^2) with SPSS (Statistical product and service solution) 20.00.

RESULTS AND DISCUSSION

Results

The descriptive analysis of the results of this study was calculated by finding the percentage so as to obtain 5 (five) criteria for teacher economic performance variables (Y), principal leadership (X1), motivation (X2), work climate (X3), as follows:

Table 1. Distribution List of Variable Frequency of Leadership in Karanganyar Regency

Criterion	Interval	F	%	Cumulative	
				f	%
The Lowest	90 - 94	9	23,68	9	23,68
Poor	95 - 99	11	28,95	20	52,63
Fair	100 - 104	11	28,95	31	81,58
High	105 - 109	3	7,89	34	89,47
The Highest	110 - 114	4	10,53	38	100,00
Total		38	100,00		

Source: Processed data, 2018

Table 1 shows that the results on the criterion are very high level 10,53%, high level 7,89%, fair level 28,95%, low level 28,95% and the rest is very low 23,68%.

Table 2. List of Frequency Distribution of Variables of Motivation in Karanganyar Regency

Criterion	Interval	F	%	Cumulative	
				f	%
The Lowest	68-71	5	13,16	5	13,16
Poor	72-75	5	13,16	10	26,32
Fair	76-79	8	21,05	18	47,37
High	80-83	13	34,21	31	81,58
The Highest	84-87	7	18,42	38	100,00
Total		38	100,00		

Source: Processed data, 2018

Table 2 shows that motivation has very high level 18,42%, high level 34,21%, fair level 21,05%, criterion on poor level 13,16% and the lowest 13,16%.

Table 3. List of Frequency Distribution of Working Climate Variables in Karanganyar Regency

Criterion	Interval	F	%	Cumulative	
				f	%
The Lowest	76-79	4	10,53	4	10,53
Poor	80-83	8	21,05	12	31,58
Fair	84-87	11	28,95	23	60,53
High	88-91	10	26,32	33	86,84
The Highest	92-95	5	13,16	38	100,00
Total		38	100,00		

Source: Processed data, 2018

Table 3 shows that the working climate on criterion is very high 13,16%, high criterion 26,32%, fair 28,95%, not high 21,05% and another is very low 10,53%.

Table 4. List of Frequency Distribution of Teacher Economy Performance Variables in Karanganyar Regency

Criterion	Interval	F	%	Cumulative	
				f	%
The Lowest	92-97	6	15,79	6	15,79
Poor	98-103	11	28,95	17	44,74
Fair	104-109	13	34,21	30	78,95
High	110-115	5	13,16	35	92,11
The Highest	116-121	3	7,89	38	100,00
Total		38	100,00		

Source: Processed data, 2018

Table 4 shows that economic teacher performance has very high criteria of 7,89%, high criterion 13,16%, enough criterion 34,21%, low criterion 28,95% and very low 15,79%.

Classic Assumption Test is required so that the regression equation can be used for prediction. Siswandari (2015, p.33) suggests there are four assumptions that must be met in using multiple linear regression analysis that is linearity, constant variance in residue, non-autocorrelation, normality, and multicollinearity.

Linearity Test and Constant Variance

To detect a linear relationship between the variables X and Y can be done by plotting between residues versus \hat{Y} . If the plot in question forms a scatter diagram or not patterned then it can be said that there is no misspecification on the regression line function, so it can be concluded that the residue is constant (homogeneous) and the

relationship between variables X and Y is linear (Siswandari, 2015: 35).

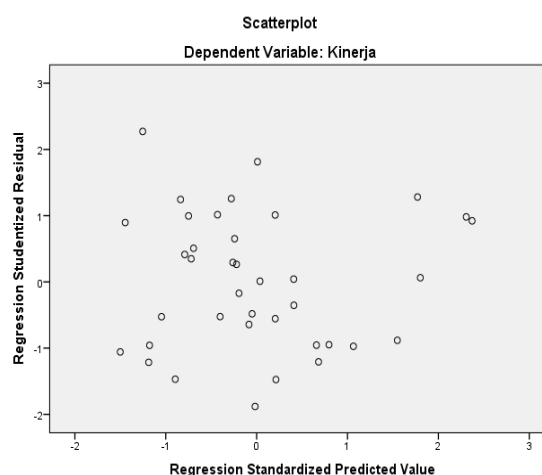


Figure 2. Linearity Test and Constant Variance

Based on figure 2, the plot between residual versus \hat{Y} forms a scatter diagram or is not patterned so it can be concluded that the residue is constant

(homogeneous) and the relationship model X with Y is linear.

Non-Autocorrelation Test

Non-Autocorrelation Test is used to know the existence of time series data correlation. The test is done by DW (Durbin Watson) method. The basis of decision-making is when $DU < DW < 4 \cdot DU$ then the test is accepted which means no autocorrelation occurs (Priyastama, 2017: 131). Non-autocorrelation test results using SPSS obtained Durbin Watson value of 1,968 and the DU table value is 1,6563 so that $DU < DW < 4 \cdot DU$ or $1,6563 < 1,968 < 2,3437$ so there is no autocorrelation in the remainder.

Normality test

The normality test is used to investigate the confounding variable e from the regression required for normal distribution or not. In this study, the normality test used is to look at the normal curve.

Multicollinearity Test

Multicollinearity occurs when there is a high correlation between predictors. Correlation is stated to be high if the correlation coefficient of 0,70 is obtained. However, for certain reasons that have been empirically verified the number of 0,80 can still be tolerated (Siswandari, 2015: 33).

The result is found that a correlation between principle leadership with motivation of

0,365 and the correlation between principle leadership with work climate 0,389 while correlation between motivation with work climate 0,256 by using SPSS. From the data can be seen that the correlation between predictors less than 0,70 then it can be said that there is no multicollinearity in the regression model.

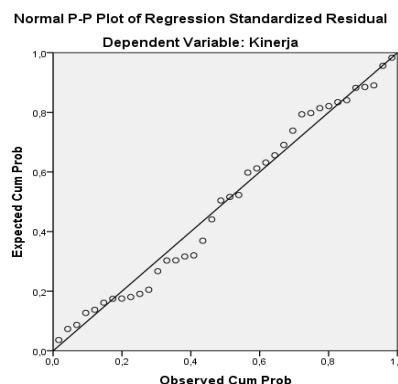


Figure 3. Normality Test

Figure 3 shows that the plots tend to form a straight line. This proves the regression passes the assumption of normality.

Regression analysis is used to prove the hypothesis proposed in the research, namely to analyze the relationship between independent variables with partially bound variable and to test the research hypothesis that has been stated previously.

Table 5. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,295	18,625		,123	,903
1 Leadership of the Principle	,322	,148	,306	2,172	,037
Motivation	,403	,172	,315	2,347	,025
Work Climate	,452	,199	,308	2,271	,030

Source: Processed data, 2018

Based on the results of multiple linear test, then obtained the equation of regression line as follows:

$$Y = 2,295 + 0,322 X_1 + 0,403X_2 + 0,452X_3 + e$$

The multiple regression equation can be interpreted:

- a. The regression coefficient (a) = 2,295 means that if the principal leadership role, motivation and work climate are constant, then the performance of economics teacher in Karanganyar Regency is 2,295 units. The value of β_1 , β_2 , β_3 which is the principal leadership variable, motivation and work climate shows the contribution

of each independent variable to the dependent variable (teacher economic performance).

- b. The coefficient of $\beta_1 = 0,322$ means if the leadership variable of headmaster has increase 1 unit, while the variable of motivation and work climate remain hence the teacher economic performance will increase 0,322. The better the headmaster's leadership the better the performance of high school economics teacher in Karanganyar Regency. Coefficient of positive value means there is a positive relationship between the principal's leadership with the performance of high school economics teacher in Karanganyar Regency. Thus the first research hypothesis which reads "There is a positive relationship between the leadership of the principal and the performance of high school economics teacher in Karanganyar Regency", accepted.
- c. The coefficient of $\beta_2 = 0,403$ means that if the motivation increases 1 unit, while the leadership variable of headmaster and work climate is still the teacher economy performance will increase by 0,403. The better the motivation the better the performance of high school economics teacher in Karanganyar Regency. Coefficient of positive value means there is a positive relationship between motivation and performance of high school economics teacher in Karanganyar Regency. Thus the second research hypothesis that reads "There is a positive relationship between motivation and performance of high school economics teacher in Karanganyar Regency", approved.
- d. The coefficient of $\beta_3 = 0,452$ can be interpreted that if climate variable have increase 1 unit, while headmaster leadership variable and motivation remain hence teacher economic performance will experience increase equal to 0,452. The better the working climate the better the performance of high school economics teacher in Karanganyar Regency. Coefficient of positive value means there is

a positive relationship between the working climate with the performance of high school economics teacher in Karanganyar Regency. Thus the third research hypothesis which reads "There is a positive relationship between work climate with the performance of high school economics teacher in Karanganyar Regency", approved.

Precision Parameter Test Accuracy

The test of the parameter accuracy of the estimator is tested by using t test. The purpose of the t test is to test the regression coefficients of the independent variables partially. Partial test is used to find out how far the principal leadership variable, motivation and work climate relate partially to teacher economic performance (Y).

Table 5 shows the results of principal leadership variables with a significant level of 0,05. The count of 2,172 is greater than the 2,0244 t table and the t significance of 0,037 where the value is less than 0,05 (sig t <0,05). Thus it can be said that the leadership role of the principal (X1) proved to have a significant and positive effect on the performance of high school economics teachers in Karanganyar Regency.

Job motivation variable with level of significant 0,05. The value of t count 2,347 is bigger than table 2.0244 and significance t equal to 0,025 where the value is smaller than 0,05 (sig t <0,05). Thus it can be said that the role of work motivation (X2) proved to have a significant and positive effect on the performance of high school economics teachers in Karanganyar Regency.

Work climate variable with level of significant 0,05 obtained by value t count 2,271 bigger than table 2,0244. The significance value of t is 0.030 where the value is less than 0,05 (sig t <0,05). Thus it can be said that the role of work climate (X3) proved to have a significant and positive effect on the performance of high school economics teachers in Karanganyar Regency. Based on t test result can be seen that the role of motivation is the most dominant variable associated with the performance of high school economics teachers can be seen from the largest t count (2,347).

F Test

Hypothesis testing simultaneously is intended to test the meaning of the relationship together between the leadership variables of principals, motivation and work climate with the

performance of high school economics teachers in Karanganyar Regency. The simultaneous significance test was tested using the F test calculated using SPSS. If significance $< 0,05$ then the hypothesis is accepted.

Table 6. F Test Results
ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	909,238	3	303,079	10,455	,000b
1	Residual	985,631	34	28,989		
	Total	1894,868	37			

a. Dependent Variable: Performance

b. Predictors: (Constant), Work Climate, Motivation, Leadership of the Principle

Source: Processed data, 2018

Table 6 shows an F value of 10,455 with a significance of 0,00 which means $< 0,05$, then the principal leadership variables, motivation and working climate are simultaneously related to the economic teacher's performance. Thus the hypothesis 4 which reads "There is a positive relationship between principal leadership, motivation and work climate together with the performance of high school economics teachers in Karanganyar Regency", accepted.

Coefficient determination (R^2)

The coefficient of determination (R^2) in essence to measure how far the ability of the model in explaining the variation of the dependent variable. The coefficient of determination is between zero and one. The value of R^2 is used to find out how much percentage influence of variable X (headmaster leadership, motivation and work climate) with high school economics teacher performance in Karanganyar Regency simultaneously.

Table 7. Coefficient of Determination (R^2)
Model Summary^b

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
,693 ^a	,480	,434	5,38416	1,968

a. Predictors: (Constant), Work Climate, Motivation, Leadership of the Principle

b. Dependent Variable: Performance

Source: Processed data, 2018

Table 7 shows the correlation coefficient (R) of 0,693 where it indicates a strong relationship between the dependent variable and the independent variable, whereas the determination coefficient (R Square) of 0,480 means that the variation that occurs in teacher economic performance (Y) is 48% can be explained by the role of leadership variables of principal, motivation and work climate, while the remaining 52% is explained by other variables outside the model.

Discussion

From the result of t test in table 7 it has been found the relationship between principal leadership variable, motivation and work climate on teacher economic performance. Based on the result of regression test, the value of t count for headmaster leadership variable (X1) is 2,172, for the motivation variable (X2) 2,347 and for the working climate variable (X3) 2,271 whose significance value is less than 0,05 or $0,000 < 0,05$. This proves that there is a positive and significant contribution individually

(partial) between principal leadership, motivation and work climate to teacher economic performance. In table 7 it is known that the value of F is 10,455 with significance 0,00 which means $<0,05$, hence leader of headmaster, motivation and work climate variable simultaneously related to teacher economic performance. The results will be presented in order to answer the hypothesis proposed in the study, namely:

The Correlation between the Principal's Leadership and the Economic Teachers' Performance

Hypothesis 1: There is a positive relationship between the principal's leadership and the performance of the economic teacher proven to be based on statistically significant t-test. Hypothesis testing showed that there was a significant positive correlation between principal leadership on teacher economic performance, the better the headmaster's leadership role the better the teacher's performance. Based on the research result, there are 3 teachers of economics (7,89%) who have high principal leadership, very high as many as 4 people (10,53%), enough 11 people (28,95%), low 11 people (28,95 %) and the rest is very low 9 people (23,68%). The value of regression coefficient variable headmaster leadership of 0,322 means if the leadership of the principal increases then the teacher economic performance will increase by 0,322.

The results of the above test can be taken to understand that there is a tendency for economics teachers who have good principal leadership will have the willingness to always excel, so that teachers who have good leadership will strive to achieve high performance. Conversely teachers who have bad leadership will have low performance.

The result of research and analysis of principal leadership relationship to teacher performance is in accordance with the theory proposed by Bungawati (2016); Guterres & Supartha (2016); Shahab & Nisa (2014) which proves that leadership has a positive and significant effect on teacher performance. Leadership is a personal ability possessed that can affect subordinates to do to achieve goals that are

effective and efficient. Good principal leadership will provide job satisfaction to teachers.

The Correlation between Motivation and the Economic Teachers' Performance

Hypothesis 2: There is a positive relationship between motivation and teacher economic performance.

Based on the results of data processing with regression analysis provides empirical evidence that there is a significant positive relationship between the motivation with the economic teacher performance. Data processing showed that there were 13 economics teachers (34,21%) who had high motivation, 7 economics teachers had very high motivation, enough 8 people (21,05%), low 5 people (13,16%) and very low 5 people (13,16%). The value of regression coefficient variable motivation of 0,403 means that if the teacher economy motivation increases then will improve the performance of 0,403.

The results showed that teachers have a high desire and interest in their work. The motivation is seen as a positive effort in mobilizing, mobilizing all power to be productive and successfully achieve and realize the goals set previously. Based on the regression test shows that there is a positive and significant contribution between the role of work motivation and the performance of high school economics teacher in Karanganyar Regency. This shows that the motivation of work strongly supports the improvement of economic teacher performance. Given the high motivation means that economic teachers also have a high interest in running the routine of work in accordance with what is the responsibility so as to improve the performance of the teacher itself.

The results of this study are in accordance with research by Santisi *et al.*(2014); Hutabarat (2015); Saleh *et al.* (2011); Ardiana (2017) who proved that work motivation has a positive correlation with performance.

The Correlation between the Work Climate and the Economic Teachers' Performance

Hypothesis 3: There is a positive relationship between work climate and teacher economic performance.

Testing of hypothesis 3 is done to prove there is a significant positive relationship between work climate with teacher economic performance, the better the work climate the better the teacher performance achieved. Based on the result of the research there are 10 teachers of economics (26,32%) high category, 5 economics teacher (13,16%) very high category, enough 11 people (28,95%), low 8 people (21,05%) and very low 4 people (10,53%). Coefficient of regression of work climate variable equal to 0.452 mean if work climate increase then performance will also increase equal to 0,452.

Work climate can be measured by using the average school community's perception of aspects of the aspect that determine the work environment. In school, work climate can be defined as an attribute that gives character, work ethic, inner atmosphere of each school. The results showed that more than half of respondents said it was very good to prove that the working climate felt by economics teachers in their schools strongly supports the implementation of their work. While based on the regression test showed that there is a positive and significant contribution between the working climate and the performance of economic teachers, it shows that the role of work climate in supporting the work of teachers is good so that teachers can improve their performance.

The results of this study are in line with research conducted by Adejumubi & Ojikutu (2013) that the school climate is significantly correlated with teacher performance. Conducive school climate contributes positively and improves performance (Sinaulan, 2016).

The Correlation between Principal Leadership, Motivation, Work Climate and the Economic Teachers' Performance

Hypothesis 4: There is a positive relationship between principal leadership, motivation and work climate together with the performance of economic teachers.

Based on the result of F test with 95% confidence ($\alpha = 0,05$) is 10,455 with significant 0,000 or smaller than 0,005 so it can be said that leadership variable of headmaster, motivation and work climate together have significant influence to

performance variable high school economics teacher in Karanganyar Regency.

Hypothesis 4 testing performed simultaneously shows the three factors that is principal leadership, motivation and work climate on teacher economic performance showed positive and significant results, it shows that the better or higher the headmaster's leadership, motivation and work climate, the greater the tendency economics teacher to have a good performance. Conversely, the less good or low the leadership of principals, motivation and work climate, the greater the tendency of economic teachers to have poor performance or low.

Principal leadership, motivation and a better work climate to strengthen a person to perform the desired activity so that the better the three things are expected to get a good performance as well. Teachers who have good leadership will work with sincerity and responsibility, the impact teachers are motivated to excel. While a good working climate makes teachers feel comfortable in doing their work, thus encouraging teachers to work harder, which ultimately brings achievements not only to themselves but also to students and schools.

CONCLUSION

High teacher performance results in a high quality of education. Performance success is influenced by many factors including work discipline, administration, payroll, infrastructure, supervision. Other factors such as principal leadership, motivation, and work climate are the variables studied in this study.

Based on the result of the analysis and discussion, it can be concluded that (1) there is a positive and significant relationship between the principal's leadership and the performance of high school economics teacher in Karanganyar Regency; (2) there is a positive and significant correlation between work motivation and high school economy teacher performance in Karanganyar Regency; (3) there is a positive and significant correlation between work climate and high school economy teacher performance in Karanganyar Regency; (4) There is a positive and significant relationship between principal

leadership, motivation and work climate together with the performance of high school economics teacher in Karanganyar Regency.

The most influential variable to the performance of high school economics teacher in this research is motivation variable, therefore the teacher is required to increase work motivation in achieving effective and efficient school goals. The world of education is increasingly progressing so that economic teachers need to improve teaching skills, follow the development of technology for learning, as well as more creative and innovative looking for learning models to attract. Learning planning is arranged systematically in accordance with the needs of students. The results of this study also proves that good principal leadership, good motivation and a good working climate improve and play a positive role in the performance of high school economics teachers in Karanganyar Regency. The Principal is expected to maintain and improve his / her leadership, always motivate, guide the teacher in assessing the learning process and learning outcomes of the students, and create conducive working conditions for teachers to perform their tasks with vigor and responsibility. In addition, teachers are also expected to maintain a good working climate in order to improve its performance.

The results of this study will provide theoretical implications of opening the discourse to the next researchers that the study of factors that contribute to the performance of teachers, especially teachers of economics in high schools throughout Karanganyar Regency is very broad, and among them the leadership of principals, motivation and work climate to improve performance teacher. Practically, the results of this study will give a real psychological impact to the school, high school economics teacher in Karanganyar Regency and to the students, the extent of contribution of headmaster leadership, motivation and work climate to the performance of high school economics teacher in Karanganyar Regency. Nevertheless, there are still some obstacles in the presence of factors that are still hampering to improve the performance of teachers so as not to fully meet the expectations of the principals, teachers and other related parties.

Teacher performance variation can be explained by principal leadership variables, motivation and work climate. However, there are other variables that are not included in this research model that may affect teacher performance. This opens up opportunities for future researchers to conduct empirical studies related to teacher performance. Future research is expected to expand the object and subject of research in different areas. If possible expanded again in a provincial region and conduct research related to other factors that contribute to the performance of teachers, especially teachers of economics. It is expected that with more research related to the performance of teachers will be broaden the horizon and can be used as a reference in improving the quality of education.

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