The role of principal in optimizing school climate in primary schools

Murtedjo, Suharningsih

1Geography Education Department, Faculty of Social Sciences and Law, Universitas Negeri Surabaya Ketintang Street, 60231, Surabaya, East Java, Indonesia Telp. +6231 8280009, Fax. +6231 8281466

2Civic Education Department, Faculty of Social Sciences and Law, Universitas Negeri Surabaya Ketintang Street, 60231, Surabaya, East Java, Indonesia Telp. +6231 8280009, Fax. +6231 8281466

e-mail: murtedjo@unesa.ac.id

Abstract. This article was written based on the occurrence of elementary school changes that never counted because of the low quality, became the school of choice of the surrounding community with the many national achievements ever achieved. This article is based on research data conducted in primary schools. In this paper focused on the role of school principals in an effort to optimize school climate. To describe the principal's role in optimizing school climate using a qualitative approach to the design of Multi-Site Study. The appointment of the informant was done by snowball technique. Data collection through in-depth interviews, participant observation, and documentation. Data credibility checking uses triangulation techniques, member checks, and peer discussions. Auditability is performed by the auditor. The collected data is analyzed by site analysis and cross-site analysis. The result of the research shows that the principal in optimizing the conducive school climate by creating the physical condition of the school and the socio-emotional condition is pleasant, so that the teachers in implementing the learning process become passionate, happy learners which ultimately improve their learning achievement and can improve the school quality.

1. Introduction

The end of this school climate is the attention of many people, especially researchers and principals and the attractiveness of the school climate as a data-driven school improvement strategy support the parents of students and students and school personnel to learn and work in order to create safer schools, more supportive of all the more interesting learning activities[1].

The attractiveness of the school climate lies in the important demands of the school climate: relationship safety, teaching and learning, institutional environment, and school improvement processes. Fostering a positive school climate is an important aspect of school improvement. This will encourage collaboration between educational institutions and motivate students to work together in a mutualistic symbiosis[2].

School climate refers to the social, physical and academic environments of the school. It is very important that events in school can encourage students to feel comfortable and able to carry out the learning process. On the other hand, educators feel respected, so they are able to perform their work effectively and efficiently. When students feel the emotional climate of a conditioning emotional
climate that encourages the achievement of academic success and personal welfare students will get higher self-esteem, it will grow a sense of empathy towards teachers and school environment[2].

If the teacher feels a significant contribution to the success of the student, then he will always have the desire to make the best effort by growing the mental fires called the need for achievement[3].

Several recommendations are submitted for application in every educational institution/ school to promote academic integrity. According to Rousmaniere, some of these recommendations are as follows.

a. Clarify the commitment of teachers and school institutions to core values that include integrity.

b. Teaching to make learning out of mastery of matter and not just a value system.

c. Greater attention when giving tests

d. Be prepared for classroom and school room discussions on social impact, the presence or lack of integrity.

Through the promotion of effective academic integration will bring school, safety, and welfare climate for students who are important antecedent variables of academic achievement. Therefore a closer look at the relationship between school climate and students' safety and well-being as well as the institutional needs of the principal's role. Institutionally the principal has an important role in optimizing the school climate[4].

Principals should have an awareness that a positive school climate is a key to tackling school challenges. Through an auto technographical approach supported by private journals and transformative leadership styles, it has a positive effect on school climate. Through the transformative leadership style and guidance of the principal with input from teachers, staff, students, which can motivate teachers in work[5].

In the context of school climate and learning policy management, principals as leaders have a responsibility to guide the school for better teaching and learning. The five main responsibilities of leaders in creating a good school climate. The involvement of the school principal and school culture had an effect on the climate of the school[6]. According, the principal responsibilities of the principal as a leader include: first, establishing a vision of academic success for all students. Although principals say in different ways but essentially the same is that effective principals have the responsibility of building a school commitment vision of the high-quality standards and the success of all students.

Having high expectations for all is key to reducing the achievement gap between lucky students and disadvantaged students. This paradigm shows a change that occurs in response to career success and a strong educational role. These ideals can be realized with high standards of academic achievement and strict learning objectives and processes[7].

Second, Create an education-friendly climate. Effective principals ensure that the notion of academic success spreading an improved learning outcome that focuses on student progress goals. These efforts can be optimized through the creation of an education-friendly climate. The principal can build an instructional climate, for teachers to develop a socio-emotional climate that can outperform the other principal in developing an atmosphere of care for high academic achievement. To change this atmosphere the principal can begin to reduce teacher isolation, negative thinking, and teacher resistance. Effective principals conduct activities with a focus on building a sense of the school community. This effort brings an optimistic, friendly, solution-oriented environment and does not blame professionalism[8].

Third, Grow leadership attitude elsewhere. In leadership theory it is stated that leaders in every level of society and all types of organizations need consensus and depend on others to achieve group goals and the need to encourage leadership development throughout the school organization. The principal will receive the impact of the teacher in creating a strong climate. Good leadership enhances teacher performance motivation and regulation, collaborates with staff in a variety of activities, including curriculum development, learning practices, assessment and problem solving and participation in peer observation the involvement of school principals and school cultures builds cultural sensitivity[9]. Fourth, managing existing resources. In other words the principal must act as a good manager.challenge is huge; To accomplish the work, effective leaders need to make a scheme for the
When it comes to data, an effective principal tries to use statistics and data evidence after learning to ask useful questions to show how to tell others. The Principal also needs to approach the work in a way that will complete the job. Fifth, improve school leadership. The facts show that without effective leadership most of the goals of educational improvement will be difficult to achieve. Regardless of that fact we are in danger of undermining the standards and goals we have set. Fortunately has developed a new paradigm of thinking process as a leader that can show the document of empirical relationship between school leadership and student growth in achieving academic standards as well as the development of an emotional socio-climate. Because this research uses multi site design then there are three (3) research location. The first step is to collect the data on the first background and the results are analyzed so that the temporary findings are made in the first setting. Subsequent data collection was conducted on the second background, the results were analyzed and compared with the first findings in the first setting, so that wider temporary findings were made. Then the data collection is done on the next background (background 3) and the results are analyzed, then the results are compared with the first findings on the first background and the second findings on the second background, thus obtaining broader final findings. And ultimately make a conclusion[9].

In this study, the researcher acts as a key instrument with tasks and functions: setting the focus of research, selecting informants as data sources, collecting data, performing data analysis, interpreting data and making conclusions. The data sources in this study can be classified into: (a) informant research, (b) observed atmosphere, (c) documentary. Data collection techniques in this study using in-depth interviews, observation, and documentation studies. The data collected through these techniques is then examined for credibility and then analyzed by site analysis and cross-site analysis, and by triangulation techniques. Then the last one is audited by the expert[10].

2. Methodology

This study focuses on the optimization of school climate with the setting on teacher performance in implementing classroom learning and the role of school principals in the optimization of teacher performance in implementing the learning process. Expressing the meaning of the learning process by the teacher and the optimization of school climate by the principal requires a deep observation with a natural setting. For this purpose a qualitative approach is used to explore meaning as intended and use multisitius study design. By combining the modified induced induction method and the constant comparative method with the following steps[11].

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In this process consists of activities: (a) preparation of learning plans. Preparation of the teaching plan is based on the understanding of the curriculum, examines the various related references, identifies learning resources and steps of activities to achieve the objectives and curriculum change has change way the teacher learning. [14] This activity is based on the idea that learning is not only to gather knowledge but also to make behavioral changes. Planning learning is a step of activity with all the learning needs to be implemented in time certain to achieve the goals that have been determined. This is an effort to provide quality education.

Figure 1. Research Design

Figure 2. Data Analysis Interaktive Model

3. Results and Discussion

Public To produce data with high accuracy, site analysis and cross site analysis is also done to find the meaning or essence of the findings or statements found in the research. Furthermore, the found meaning is formulated in the form of theme. The main theme in this research is the optimization of the school climate which is then divided into sub-themes, namely (1) the performance of teachers in implementing the learning process and (2) the role of principals in optimizing the performance of teachers in implementing the learning process. First; performance of teachers in implementing the learning process.

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In preparing lesson plans the main concern is developing a syllabus and developing a lesson plan that is worked together in a subject group and organized together in a GFC (Teacher Working Group) meeting based on a class group. (b) Implement the learning process. In the implementation of the learning process, conducted by the teacher by directing the students' attention and providing instruction related to the subject matter, giving an overview of the core of the lesson, giving the students the opportunity to take an active role in learning, and applying the right approach, drawing conclusions, carry out the assessment.

In carrying out the teacher's learning seems eager: it is seen when delivering material smoothly, systematically, using clear and understandable language, mastering the material. The creation of a conducive learning atmosphere is intended to motivate students to learn. (c) Implementing the learning process is influenced by work morale and school climate. The teachers have a high morale visible from the excitement and sincerity in implementing the learning process. Responsibility in implementing the learning process by teachers perceived by the principal as a form of responsibility for the task and attendance. The school environment is perceived as the physical condition of the school, and the socio-emotional climate conditions. This factors explains that the school environment is associated with health psychology teachers to works and class behaviour[15].

Second, the role of headmaster in optimizing school climate. Through indications of teacher performance in implementing learning, include: (1) provide coaching as an effort to optimize the performance of teachers in implementing the learning process. Development of teachers is done by school meetings and meetings in teacher working groups, (2) supervise. In the supervision of the principal to supervise and control the implementation of classroom learning by doing class visits and group discussions. In addition to classroom visits and group discussions, teachers are included in seminars, workshops, further studies, (3) creating a conducive school climate. Influencing the spirit of personnel and school environment, is the principal's main job. A democratic, more than transformative leadership, open trusting attitude, respecting achievement results in a positive work climate that can improve teacher performance and improve academic performance.[16]

Based on the results of the above research shows that there is a link between the curriculum with learning. Oliva explained that between the curriculum and learning is a unity. The curriculum is at the design concept level, while the learning process occupies the implementation space of management, processes and applications. This means that learning is an implementation of the curriculum with all its demands. The findings of this study indicate that teachers in carrying out the preparation of lesson plans refer to the current curriculum with to development sensitivity.

There are two things that affect the performance of individual factors and work environment so that one can show good performance. This is done by every teacher through three processes: stimulus, response and consequences. This process results in the effectiveness and effectiveness of activities resulting in an increase in academic achievement. Thus the role of teachers in optimizing the school climate is critically related to school success.is really felt for scholl who are treading the process of teacher performance development and increasing academic potential. With the managerial and leadership skills of the school principal, school climate can be optimized by reducing the constraints faced by educational instrumentation, education management system and education management substance factor.

The findings of this study have demonstrated the demands of headmaster service assistance to school climate optimalization. Able to develop a school environment that enables schools to achieve and be able to provide educational facilities for the community, which in turn can overcome the social problems that occur in the school environment. School is a very important element of society. Students and teachers learn a lot about lessons and academics. The principal realizes that a more positive school climate is the key to success in facing the many challenges that occur in schools is specialized in class[17]. The statement illustrates that the development of school climate is related to the transformative leadership of a principal. Always working with teachers, staff, students and parents as well as the community leads the school to become a more positive and caring place to learn and for everyone involved.[18]

Referring to Government Regulation Number 19 Year 2005 concerning National Education Standards. [18] CHAPTER II, Article 2 paragraph (1) on the scope, function and objectives, then: (1)
teachers in preparing lesson plans based on the curriculum covering the competencies must be achieved by each student, (2) in preparing the teacher's learning plan to implement syllabus development and program plan teaching, (3) the number of graduates reaches 100 percent. This shows that graduates have experienced academic improvement as expected so as to meet the competency standards of graduates, (4) based on data about teachers in the research area showed that 82.4 percent have S1 degree, 5.8 percent have Strata two, the rest are diploma two (D II). So the educational staff has fulfilled the standard as educator and educator, (5) Physical facilities and supporting learning have been owned by all schools in research area, (6) in research area have been able to cooperate with parents / guardian of student so that have been able to advance process learning and academic achievement, (7) at three schools where the research is able to develop the financing standard, (8) to find out the results of study carried out daily exams, midterms and final exams semester. This indicates that the research school has been able to develop a standardized assessment system.

4. Conclusion
From the description above can be seen that the role of school principals in optimizing the school climate through teacher performance has reached the intended end goal.-School is a very important element of society. Students and teachers learn a lot about lessons and academics. For that the role of the principal is needed. The principal realizes that a more positive school climate is the key to addressing all the challenges that arise in school. Principals should look as transformative leaders because transformative leadership attitudes have a positive effect on school climate.

The essential demands of school climate such as learning, institutional environment and the process of school improvement are the main standards for fostering a positive school climate which is an important aspect of school improvement efforts. This encourages collaboration between principals, and staff and motivates students to be interdependent.

School climate refers to the social, physical, and academic environments of schools. These three environments make students more comfortable learning, educators feel respected so as to be able to carry out their work well. If a student knows that their teacher cares for academic success and personal well-being, students feel high self-esteem. The rest when teachers feel as a contributor to the success of students, then the teacher will always want to perform the best activities.

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