



The Effect of Transformational Leadership and Madrasah Climate on Elementary School Teacher Performance

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Abstract: The purpose of this research is to find out the description of teacher performance data, transformational leadership, and school climate; and the influence of transformational leadership on teacher performance, the effect of school climate on teacher performance. The research method used is a quantitative method through an associative approach. The population in the study amounted to 94 elementary school teachers in the city of Padang. Data collection techniques through questionnaires. The results of the study revealed that: the description of the transformational leadership data of elementary school principals in the city of Padang, is included in the high category with an average of 72.14, the description of school climate is in the high category, namely 101.80, and the description of teacher performance data is also in the high category, namely 92.12; there is a positive and significant effect of transformational leadership on teacher performance of 0.917%, its contribution is 84.08%, which means that transformational leadership has a strong effect on teacher performance of 0.913%, its contribution is 83.35, which means that the school climate has a strong effect on teacher performance; there is a positive and significant effect of transformational and school climate on teacher performance of 0.604, the contribution is 36.48%, which means that transformational leadership and school climate together have a strong influence on teacher performance. The implication is that efforts to optimize teacher performance can be carried out by school principals through exemplary, motivational, democratic policies, providing rewards, making good personal relationships and approaches, and creating a sense of security and comfort at work.

Keywords: transformational leadership, school climate, teacher performance, elementary school

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INTRODUCTION

Schools play a significant role in enhancing education via learning to enhance Indonesia's quality of development as formal educational institutions. As a type of educational service to the community, learning is the primary activity of the school. Along with the advancement of science and technology, the responsibilities and functions of the teacher are becoming increasingly challenging. Teachers, who make up the majority of the educational system, have an advantage over scientific and technological advancements made possible by highly effective task completion. Performance is a translation of the word performance, which is defined as the outcome or degree of success of a person overall throughout a specific period, according to (Hermawati et al., 2021). According to the view (Akmaliah et al., 2021), performance is defined as the degree of task execution that can be accomplished by a person given their current skills and the constraints that have been imposed to meet organizational goals. A person's performance as a result of doing their job is understood to be an action or behavior that may be seen by others either directly or indirectly (Van Waeyenberg et al., 2022).

Teacher performance is influenced by various factors. According to (Asbari et al., 2020) the factors that affect performance include: 1) mental attitude (work motivation, work discipline, work ethics), 2) education, 3) skills, 4) leadership management, 5) income level, 6) salary and health, 7) social security, 8) work climate, 9) facilities and infrastructure, 10) technology, 11) opportunity for achievement. Teacher performance is influenced by three groups of variables, namely: individual variables, organizational variables, and individual psychological variables (Brandt & Uusi-Kakkuri, 2016). Concerning this research, individual variables include abilities and skills: physical abilities (in this case abilities and skills in understanding the curriculum), background: (family, social level, experience), and demographics (age, ethnicity, gender) (Seitz & Owens, 2021). Organizational variables include resources, leadership (in this case the provision of supervision services), imbalance, structure, and job design (these variables will affect and create a work climate). Psychological variables include perceptions, attitudes, personality, learning, motivation, job satisfaction, and work climate (Olsson et al., 2019).

Teacher performance can also be seen clearly in learning as shown from student learning achievement, good teacher performance results in good student learning achievement. Teacher performance is also determined by several required competencies (Praditya, 2022). These competencies include pedagogic competencies, personality competencies, social competencies, and professional competencies (Malik et al.,

2021). Therefore, to ensure the quality of teaching and learning services or good teacher performance, the existence of a school principal is very much needed. The school principal provides assistance when teachers experience uncertainty, especially in carrying out their professional duties by providing guidance to find solutions (Asbari et al., 2020). The principal is a leader and manager who is responsible for organizing, giving orders as well as protecting his subordinates, namely teachers, and solving problems that arise.

Likewise, the principal is a leader for himself and his subordinates (teachers). Leaders in all aspects, from the lowest to the highest, in the hadith above are known as shepherds or shepherds (Adzkiya, 2020). Because the basic duties and responsibilities of a leader are not much different from those of a shepherd, namely to look after, supervise and protect his flock. The success of education in schools is determined by the success of the principal in managing the education staff available at the school (Adriantoni et al., 2022). A principal is one of the components of education that is influential in improving teacher performance. The school principal is responsible for administering education, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure (Cravens & Hunter, 2021). Good school principal leadership must be able to improve teacher performance through coaching. Their fore school principals must have the personality or traits and abilities and skills to lead an educational institution professionally (Ideswal et al., 2020). Schools/Madrasahs must meet the standards of becoming school principals following *Permendiknas* RI Number 13 of 2007 Competency Standards for Principals of Schools/Madrasahs, there are 5 competencies including managerial competencies, supervision competencies, personality competencies, and social competencies.

Transformational leadership is a charismatic leader and has a central role and strategy in bringing organizational goals to reach (Pifianti et al., 2022). Transformational leaders must also have the ability to align the vision of the future with their subordinates, as well as elevate the needs of subordinates at a higher level than they need (Yang & Yang, 2019). Transformational leadership can affect subordinates because transformational leadership is leadership that has the power to influence subordinates in certain ways, such as influencing subordinates' touching emotions, providing stimulation to subordinates, inspiring subordinates, and more importantly paying attention to attention. Subordinates individually (Supardi & Anshari, 2022). So that This leader's attitude can improve teacher performance to become professional. Putra et al. (2022) define transformational leadership as a leader who has the power to influence subordinates in a certain way so that subordinates will feel trusted, valued, and respected by their leaders. In the end, it is expected that subordinates will be seen to do more than expected.

Based on the literature conducted concluded that someone who can display transformational can actually show more as an effective leader with better work results (Muliati, 2022). Therefore, it is very beneficial if school principals can apply transformational leadership in their schools. Transformational leadership is a broad range of aspects of leadership, so to be an effective transformational leader is a process and requires conscious and serious effort from those concerned. Purwanto et al. (2020) provide several tips for implementing transformational leadership: 1) Empower all subordinates to do the best things; 2) Strive to be an exemplary leader based on high values; 3) Listen to the thoughts of all subordinates to develop a spirit of cooperation; 4) Create a vision that everyone in the organization can believe in; 5) Act as a change agent within the organization by providing examples of how to initiate and implement change; 6) Help the organization by helping others to contribute to the organization.

Transformational leadership has been found to have a positive impact on numerous important outcomes, of which performance is just one (Deng et al., 2022). Transformational leadership is defined as a leader's actions that widen and elevate followers' objectives and give them the assurance to go above and beyond expectations (Berkovich & Hassan, 2023). He agreed with Burns in the basic characterization of a transformational leader as one who "tends to go further, seeking to arouse and satisfy higher needs, to engage the full person of the follower" (Seitz & Owens, 2021). Transformational leadership is a multi-dimensional variable sensitive to different cultural backgrounds and working environments. Many scholars have developed corresponding scales according to their national cultural backgrounds (Liu, 2018). Transformational leadership can be characterized by a process for building a shared commitment to organizational goals and giving followers confidence to achieve goals. In addition to transformational leadership, the madrasah climate is considered one of the solutions to overcome low performance because the school climate can motivate teachers to improve performance. Based on affective events theory we conceptualize transformational leadership as episodes experienced by followers that influence their positive affect. Episodes extend overtime during which people experience events related to a specific underlying theme, e.g., transformational leadership behaviors. When these periods have conceptual coherence, they can be used as a unit of analysis (Bader et al., 2022). As said (Santiari et al., 2020) school climate is a situation or atmosphere that arises because of the relationship between the principal and the teacher, the teacher and the teacher, the teacher and the students, or the relationship between the students which is the hallmark of the school which influences learning at school. Transformational leadership behaviors, as reviewed in a meta-analysis, are associated with increased individual performance, individual creativity, team performance, and organizational-level performance among employees (Henricks et

al., 2020).

However, the phenomena encountered in the field based on the results of an initial survey of researchers of Koto Luar Padang Madrasah Ibtidaiyah teachers found various phenomena that could be seen as teacher performance as follows: 1) some teachers seemed to carry out tasks carelessly, not shows a serious effort to teach students well, 2) does not make preparations and learning tools, 3) as a teacher is still not responsible for carrying out attendance, 4) as a teacher comes to school just to teach, 5) as a teacher less enthusiastic about teaching, it can be seen that the teacher does not provide guidance and encouragement to children who are weak in receiving lessons, letting children go in and out of class, 6) there are still many teachers who are unable to take advantage of opportunities or free time for creativity. This can be seen from the teacher's lack of seriousness, this lack of motivation can be seen from an undisciplined attitude in all respects, and self-motivation to be able to rely on it as a professional teacher, this lack of motivation can be seen from an undisciplined attitude in all respects, the field is still available No teachers come late to teach, there are still teachers who give notes until the hour ends, there are still teachers who are not disciplined, come and go home not present, and there are still teachers who do not have preparation tools such as lesson plans. The purpose of this study was to determine the effect of leadership on teacher performance and the effect of madrasa climate on performance as well as the influence of transformational leadership and madrasa climate together on teacher performance.

METHODS

Following higher accreditation standards, 3 MIN in Padang City was randomly chosen as the study's place, and the study's period was from July to September 2021. The participants in the study were all instructors at 3 MIN in Padang City. Also, this study's methodology was quantitative (Hall, 2021). A quantitative strategy gathers data in numerical form for further statistical processing (Kušnierová et al., 2020). To assess the impact of the transformational leadership model and school climate on teacher performance, a quantitative technique was used in this study (Zhan et al., 2020). The type of data used in this study was primary data, specifically 94 teachers who were polled for the study. while the main information is in the. This study aims to address the problem as stated, accomplish objectives, and test various hypotheses. This study is quantitative because it uses inductive statistics and descriptive statistics to assess sample data and draw generalizations about the population.

All respondents were given questionnaires on digital leadership, school climate, and teacher performance via Google Forms as the method for gathering data for this study (Creswell, 2014). The used questionnaire instrument was set up as the Likert scale used is a Likert scale with five categories, namely 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = often, and 5 = always. After the data has been gathered, start the data analysis process. Data processing and statistical analysis activities make up data analysis activities. 1) Manual data editing is one example of data analysis operations. Editing was carried out because it might contain ambiguous information or transcription errors that would prevent the data from being processed following the research design, analysis, or tabulation. To test the validity of the instrument, the formula used was a product-moment correlation. In carrying out the analysis of all instruments it was assisted by SPSS version 28. As for testing the reliability of the instrument, the formula used is the Alpha Cronbach method.

RESULT AND DISCUSSION

To facilitate understanding of the results of this study, the first step taken was to recap the respondents' answers about the transformational leadership of the school principal (X1), the climate of the madrasah (X2), and teacher performance (Y). The description of the results of the study begins with the transformational leadership variable (X1), the madrasah climate (X2), and continues with the teacher performance variable (Y). To find out the results of transformational leadership (X1) that have been implemented in the learning process, it is done by giving several question items to several research samples. Based on the answers to the questionnaire question items that have been carried out on 94 teachers who were determined as respondents (sample), the score of the research description of the questionnaire results from transformational leadership. To facilitate understanding of the results of this study, the first step taken was to recap the respondents' answers about the transformational leadership of the school principal (X1), the climate of the madrasah (X2), and teacher performance (Y).

The description of the results of the study begins with the transformational leadership variable (X1), the madrasah climate (X2), and continues with the teacher performance variable (Y). To find out the results of transformational leadership (X1) that have been implemented in the learning process, it is done by giving several question items to several research samples. Based on the answers to the questionnaire question items that have been carried out on 94 teachers who were determined as respondents (sample), the score of the research description of the questionnaire result data about transformational leadership which was processed using SPSS

28 can be seen in the following table.

Table 1. Questionnaire Data on Transformational Leadership

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis			
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic			
Aflatoksin PPB Valid N (listwise)	94	56	46	102	6781	72.14	1.643	15.929	253.733	0.110	0.249	-0.692	0.493

Table 1 describes the descriptive data of MIN's transformational leadership in Padang City. Based on the table above, it can be explained that the valid N is 94 while the missing data is 0. It means that the average transformational leadership is 72.14. The results of the teacher's answers from as many as 94 samples obtained the highest score of 102, the lowest score of 46, a standard deviation of 15,929, a variance of 253,733, a range of 56, and a sum of 6781. Furthermore, from the table above, the distribution is said to be normal or close to normal with the average or mean of 72.14 standard deviation value of 15,929 and N = 94. Based on this average, it shows that the transformational leadership of the MIN school principal in Padang City is in the high category. To find out, based on the following leadership data distribution table, it can be interpreted as:

Table 2. Data on the Distribution of Transformational Leadership

Score	Decision
0-20	Low
21-40	Enough
41-60	Fair
61-80	Tall
81-100	Very high

Based on the table above it can be seen that the value of 72.14 is in the high category. Thus it can be said based on the answers to the total score of the respondents that transformational leadership is in the high category. To further clarify the distribution of MIN transformational leadership variable data in the city of Padang, the data is arranged into a frequency distribution table, as previously explained in the following table. From the data above, it can be seen that the distribution of MIN transformational leadership data in the city of Padang is as much as 24.46% in the 46-53 interval, as much as 0% in the 54-61 interval, as much as 19.14% in the 62-69 interval, as much as 19.14% in the 70-77 interval, as much as 17.02% in the 78-85 interval, as much as 7.44% in the 94-102 interval. Presentation of tabulation statistics in tabular form where each data is in an interval class.

Table 3. Frequency Distribution of Transformational Leadership

Interval	Frequency	%
46-53	23	24,46
54-61	0	0
62-69	18	19,14
70-77	18	19,14
78-85	16	17,02
86-93	7	7,44
94-102	12	12,76
Interval= 8	94	100%

To find out the results of the madrasa climate that has been implemented by giving several questionnaire question items to several research samples. Based on the answers to the questionnaire question items that have been carried out on 94 teachers who were determined as respondents (research sample), then the scores for the description of the data from the questionnaire about the processed madrasah climate can use SPSS 28. The average madrasah climate is 101.80. The results of the teacher's answers with 94 samples obtained a maximum score of 112, a minimum score of 79, a standard deviation of 11,472, a variance of 131,604, a range of 33, and a sum of 9569. Based on the table above, the distribution is said to be normal or close to normal with an average or mean of 101.80 standard deviation value of 11,472, and N 94. Based on these averages it shows that the climate of the MIN madrasah in Padang City is in the very high category. To find out based on the distribution table of madrasah climate data, it can be interpreted based on the following table:

Table 5. Madrasah Climate Distribution Data

Score	Decision
0-20	Low
21-40	Enough
41-60	Fair
61-80	Tall
81-100	Very high

Based on the table above it can be seen that the value of 101.80 is in the very high category. Thus it can be said based on the answers to the total score of the respondents that the madrasah climate is in the very high category. To further clarify the distribution of madrasah climate data in Padang City MIN, the data is arranged into a frequency distribution table, as contained in the following table. From the data above it can be seen that the distribution of MIN madrasah climate data in Padang City is as much as 19.14% in the 79-83 interval, as much as 0% in the 84-88 interval, as much as 0% in the 89-93 interval, as much as 12% in the interval 94-98, as much as 10.63% in the interval 99-103, as much as 9.57% in interval 104-108, as much as 47.87% in the interval 109-113.

Table 6. Frequency Distribution of Madrasah Climate

Interval	Frequency	%
79-83	18	19,14
84-88	0	0
89-93	0	0
94-98	12	12,76
99-103	10	10,63
104-108	9	9,57
109-113	45	47,87
Interval 5	94	100%

Practical To find out the results of teacher performance (Y), which has been in the learning process, it is done by giving several questions to several research samples. Based on the answers to the questionnaire question items that have been carried out on 94 teachers who were determined as respondents (sample), the score of the research description of the questionnaire result data on teacher performance was studied using SPSS 28. The average teacher performance is 92.12. the results of the teacher's answers as many as 94 samples obtained a maximum score of 108, a minimum score of 65, a standard deviation of 11,320, a variance of 128,147, a range of 43, and a sum of 8659. Based on the table above, the distribution is said to be normal or close to normal with an average or mean of 92.12 standard deviation value of 11.320, and N = 94. Based on these averages. Shows that the performance of MIN teachers in Padang City is in the very high category. To find out how high the teacher's performance data can be interpreted based on the following table:

Table 7. Teacher Performance Data

Score	Decision
0-20	Low
21-40	Enough
41-60	Fair
61-80	Tall
81-100	Very high

Based on the table above it can be seen that the value of 92.12 is in the very high category. Thus it can be said based on the answers to the total score of the respondents that the teacher's performance is in the high category. To further clarify the variable distribution of MIN teacher performance data in the city of Padang, the data is arranged into a frequency distribution table, as contained in the following table. From the data above, it can be seen that the distribution of MIN teacher performance data in the city of Padang is as much as 6.38% at intervals 65-70, as much as 0% at intervals 71-76, as much as 22% at intervals 77-82, as much as 1% in the 83-88 interval, as much as 22.34% in the 89-94 interval, as much as 27.65% in the 95-100 interval, as much as 9.57% in the 101-106 interval, as much as 9.57.

Table 8. Frequency Distribution of Teacher Performance

Interval	Frequency	%
65-70	6	6,38%
71-76	0	0%
76-82	22	23,40%
83-88	1	1,06%
89-94	21	22,34%
95-100	26	27,65%
101-106	9	9,57%
I07-112	9	9,57%
Interval 6	94	100%

This study is one of the studies that aims to test the truth of the theory of conditions that occur in the field by using statistical formulas or what is known as quantitative research types and based on this research data collection method. including correlational research. The researcher is interested in raising the title of this research with the background to test a theory that with a strong stimulus, the resulting response will be high. This theory is reduced in the context of MIN Teacher Performance in Padang City, that by providing a strong stimulus (transformational leadership and madrasa climate) from the principal, the teacher's performance will be high.

In carrying out this research in the field, researchers are always guided by the steps set out in the quantitative research methodology, this is so that the results obtained are truly objective, namely obtaining results following existing theoretical concepts. Similar to data collection in the field, it must be adjusted to the procedures for data collection instruments that have been determined, namely using questionnaires and documents. With the existence of data collection instruments that are used to obtain all types of data needed, researchers get some data or information needed to answer the existing problem formulation. In the case of distributing the questionnaire to teachers, the questionnaire was distributed twice, the first questionnaire was distributed to test the validity and reliability of each item of the questionnaire question.

The distribution of the first questionnaire consisted of 164 items of questionnaire questions which were distributed to 94 research samples after testing the validity and reliability of the instruments. It turned out that of the 164 items of questionnaire questions, only 99 items of questionnaire questions were proven to be valid and reliable. Next, the researcher distributed a second questionnaire with 99 valid question items to conduct data analysis. After the data obtained from the field was collected, the next step was for the researchers to process the data and analyze the data that had been obtained from 94 teachers. Used as a sample in this study. So that in the end, the researcher got various answers to the teacher's questionnaire needed to answer the three problem formulations in this study.

The discussion on transformational leadership has a significant effect on teacher performance. [Aminuddin \(2017\)](#) leadership is the capacity to translate vision into reality. A leader, apart from having to be able to create the vision, mission, and goals of the organization he leads, must also be able to "flow" them into programs, both long-term and strategic plans (*renstra*), as well as periodic operational planning approaches (*renop*) to provide understanding to his followers ([Hager et al., 2022](#)), realizing all programs that are inspirational motivation gives an opinion on the character of a creative leader, which tends to encourage change, is objective, thinks positively, has broad insight, is full of brilliant ideas, is idealistic, has a high motivation, is energetic, intellectual, and "can do" oriented/spirit" leadership behavior does not exist in an empty context, but is determined by multi factors ([Oyerinde, 2020](#)). One of them is the encouragement from within the leader to perform as high as possible, both from within and from outside. The encouragement that comes from within the principal in carrying out his duties and functions has a different value from encouragement that comes from outside himself. The drive from within is manifested in the form of a willingness to try and achieve high. The level of the school principal's efforts to excel will describe his leadership pattern in carrying out his duties and functions ([Pfitzner et al., 2017](#)). Willingness to work hard is a factor that can improve the performance of teachers and employees in schools.

Transformational leadership ([Rasyid, 2019](#)) has characteristics that are different from other leadership so transformational leadership is considered to be able to activate an institution more. One of the core activities of leadership is transformation. The principal's transformational leadership demands his abilities, especially persuasive communication ([Polatcan et al., 2021](#)). Principals who can communicate persuasively with their community will become a supporting factor in the process of transforming their leadership. On the other hand, leaders who are unable to communicate persuasively with their community will hinder their leadership transformation. In addition, communication and motivation from the school principal also color teacher performance in the school environment. According to ([Hamzah & Faruq, 2020](#)) transformational leadership in

developing its organization always reflects the needs of group values and beliefs, so the implementation of school programs is following the paths and rules set and decided through the principal's policy as a transformational leadership leader will produce effective performance if leadership has the values of transformational leadership.

Transformational leadership places more emphasis on empowerment activities by increasing the positive self-concept of subordinates/members of the organization. The subordinates/members of the organization who have a positive self-concept try to instill and encourage the subordinates/members of the organization to be critical of the opinions and views that have been established in the organizational environment or those set by the leader so that with self-awareness they build a high commitment to achievement (Montgomery, 2016). organization and able to overcome problems by using their respective potentials, without feeling pressured or pressured (Akbar & Imaniyati, 2019). Transformational leadership is not only based on the need for self-esteem but raises awareness in leaders to do their best following the study of management and leadership development which views humans, performance, and organizational growth as the most influential sides (Windasari et al., 2022). So the transformational leadership style applied by the principal greatly influences teacher performance because teachers will feel happy if the principal has a clear vision and mission and can influence all teachers to work together in achieving school goals.

This has been implemented by MIN school principals in Padang City (MIN Koto Luar, MIN Gunung Pangilun, MIN Lubuk Buaya) as can be seen from the research results which describe leadership in the way the principal leads who can bring transformational teachers to influence teacher performance by 0.917 and also teachers work following their respective main tasks and are also able to improve teacher performance, this can happen because the principal already has expertise in the form of a principal's certificate and also coupled with experience in the field. From the description above, it is clear that transformational leadership can affect teacher performance because transformational leadership style is one way to make teachers enthusiastic about activities in carrying out the teaching and learning process.

The discussion on madrasah climate has a significant effect on teacher performance. Asbari et al. (2020) defines school climate as the quality and consistency of interpersonal interactions in the school community that affect the cognitive, social, and psychological development of children. Asbari et al. (2020) explained that school climate is an important component of creating an effective school. The school climate is a friendly, relaxed, polite, calm, and energetic youth environment. The overall climate of the school can be enhanced by the positive attitudes of students and teachers. The school climate is related to a productive and conducive environment for student learning with an atmosphere that prioritizes cooperation, trust, loyalty, openness, pride, and commitment. It means that the madrasah climate is an effort for cooperation, trust, loyalty, openness, pride, and commitment of all elements of the school, be it the relationship between teachers and students, students and students, teachers and principals, or teachers and the environment.

This has been implemented by MIN school principals in Padang City (MIN Koto Luar, MIN Gunung Pangilun, MIN Lubuk Buaya) can be seen by the presence of school guards, and teachers have greeted and shook hands, this proves that the school climate is good and this can improve teacher performance to be more advanced, including usually teachers are quite often late, now they are diligent because the school climate is already good. The results of the research that has been described also illustrate the significant effect of the madrasa climate on teacher performance of 0.913. From the description above, it can be understood that the meaning is that a conducive atmosphere of learning, such as the absence of outside interference, the relationship between students and students is well established, the relationship between teachers and students is well established, the relationship between teachers and students is well established, it will be able to improve teacher performance for always improve performance procedures. Transformational leadership and madrasa climate significantly influence the performance of MIN teachers in Padang City because transformational leadership and madrasa climate are very effective in improving teacher performance. Transformational leadership is the leadership style of the principal who can influence his subordinates to be able to work together to realize the school's vision and mission.

The principal's transformational leadership can motivate teachers to work as much as possible without expecting anything from what they are doing and can also bring pleasure (Ireland, 2008) and calm for teachers to be in school because they can work together with the principal in solving every problem they face either problems related to the teacher or problems related to the students themselves (Medley & Coker, 1987). Madrasah climate is the condition of the school in a safe condition, both internally and externally, if the internal conditions of the school, for example, the relationship between students and students is harmonious, the teacher-teacher relationship is also harmonious, the student-teacher relationship is harmonious, the principal's relationship with all teachers are harmoniously intertwined (Koedel et al., 2019). If it is related to the external, for example, the relationship between the school and the environment or the parents of students. From the above understanding the madrasa climate applied in schools can improve teacher performance, teachers will feel comfortable if the school environment is orderly and safe otherwise teacher performance will be less

enthusiastic if the climate in the school environment is not conducive maintained. Therefore, if you want good performance and what you want to achieve, one thing that must be improved is how do we keep the environment conducive. Thus transformational leadership and the madrasa climate are not only a way of conditioning the environment but also can improve teacher performance.

CONCLUSION

Based on the results of hypothesis testing, shows that the three hypotheses proposed in this study are accepted. Some of the research conclusions can be formulated as follows: Description of the transformational leadership of elementary school principals in the city of Padang in general shows that they are in the high or good category. The principal's transformational leadership is measured through four dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Meanwhile, the school climate has a significant effect on teacher performance of 0.913. This information provides information that the madrasa climate variable has a strong influence on teacher performance. Transformational leadership and climate towards madrasahs simultaneously have a significant effect on teacher performance. The magnitude of the influence of transformational leadership and madrasah climate variables simultaneously on teacher performance is 0.604. This information provides information that transformational leadership and madrasah climate simultaneously have a strong influence on teacher performance. The implication of this research is the need for efforts to optimize teacher performance by principals through exemplary, motivation, democratic policies, providing rewards, making good relationships and personal approaches, and creating a sense of security and comfort at work. The school principal also needs to conduct systematic and directed guidance and supervision so that teacher performance continues to improve the quality of education.

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