

Analysis of the Principal's Performance during COVID-19 Pandemic: It's Impact on Teacher's Performance

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ABSTRACT

This study aims to analyze the performance of school principals during the COVID-19 pandemic. This study also aims to analyze the effect of principal's performance, teacher competence and school climate on teacher's performance. In addition, this paper investigates the mediating role of teacher competence and school climate on the relationship of principal's performance and teacher's performance. The sample in this study was schoolteachers in Central Java. The sampling technique is purposive sampling. The research respondents were 200 public and private teachers consisting of elementary, junior high, and senior high school teachers. The data collection method used was questionnaire. The questionnaires were distributed online via google forms. The data analysis method used was path analysis. The results showed that the principal's performance was in the good category in terms of five dimensions (managerial, supervision, entrepreneurship, social, and personality). The principal's performance significantly influences the teacher's performance. The principal's performance is also a significant determinant of school climate, although it has not been proven to significantly influence teacher competence. Other results indicate that school climate and teacher competence are significant determinants of teacher performance. School climate and teacher competence have a mediating role in the relationship between principal's performance and teacher performance. The implication of this research is the importance of improving the performance of school principals during the pandemic because it will be able to significantly determine the school climate and teacher's performance. Strengthening the performance of school principals can be done by providing regular direction and monitoring by authorized parties such as school supervisors, education offices, and other officials.

Keywords: Principal's performance, teacher's performance, teacher's competence school climate.

INTRODUCTION

The COVID-19 pandemic has not only had an impact on the health sector but has penetrated other sectors including the education sector in all countries, including Indonesia. The impact on the education sector can be seen in various policy implementations, one of which is a policy related to the learning system in schools. Schools' learning system that was previously an offline face-to-face learning system turned into an online distance learning system. The basis for implementing this distance learning is Circular Letter (SE) Number 2/2020 concerning Prevention and Handling of COVID-19 within the Ministry of Education and Culture and SE Number 3/2020 concerning Prevention of COVID-19 in Education Units.

The implementation of distance learning in schools is not without problems. Teachers and principals are challenged to continue to support their students' learning remotely, while also being confined to their homes (González & Madrid, 2020). In the context of Indonesia, in implementing distance learning, several schools, especially 3T areas (Front, Outermost, and Disadvantaged) have experienced problems such as lack of access to technology for several students, limited tools/devices, internet network, electricity, and learning applications/media. In addition, teacher capacity is a problem because during the COVID-19 pandemic, there are still teachers who are not ready in digital literacy for the implementation of distance learning (Indahri, 2020).

González & Madrid (2020) stated that teachers must quickly adapt to distance teaching and maintain contact with students and their families through online platforms. Meanwhile, school principals must develop strategies to support teachers and their communities, while at the same time responding to the demands of the Ministry of Education to continue the education process as usual. With the shift in learning patterns, school principals must be able to build a harmonious, comfortable academic atmosphere, and ensure that learning can continue even in abnormal conditions. In this difficult time, the leadership of the principal is needed

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because the principal also has a role as an educator who is responsible for improving the professionalism of education personnel in schools, i.e., by encouraging and fostering enthusiasm, academic climate, work ethic for the school community (Rahmat & Kadir, 2020). During the COVID-19 pandemic, the role of school principals as leaders in existing educational units is required to make various innovations with various adjustments according to existing needs and all careful planning (Amini & Ginting, 2020). Leaders in schools are a major factor in the digital transformation of educational institutions. Digital transformation capabilities can be determined by the clarity of the leader's strategy in supporting a culture that is able to change and encourage new ideas and practices (Karakose et al., 2021).

The performance of school principals during the pandemic is very important to measure and analyze. The success of the principal in managing the resources they have will be able to have a positive impact on school achievement, especially in the implementation of online learning. The principal's performance can be analyzed through the competencies that must be possessed by the principal which includes the personality dimension, managerial dimension, entrepreneurial dimension, supervision dimension, and social dimension. The five dimensions are a complete measure to assess the extent to which the principal has the competence to carry out their duties and responsibilities. Shulhan (2018) argues that principals can motivate and encourage teachers to perform better. Through their leadership style. Further, principals can mobilize teachers to implement education policies in each school. Supervision of the principal will encourage teachers to participate more in carrying out their activities professionally (Özdemir, 2020). The principal's instructional leadership will also be decisive for teachers to improve their professional abilities (Liu & Hallinger, 2018).

The principal's performance can also be evaluated by measuring its influence on other variables such as teacher performance. Teacher performance is also very important to observe during online learning. This study seeks to find evidence of a relationship between principals' performance and teacher performance. A good principal's performance should have an impact on teacher performance. Previous studies have shown that teacher performance will improve if the principal is able to perform their role well as well. Previous studies have shown that not many use the principal's performance as a predictor of teacher performance. Many variables are associated with the principal, including the principal's leadership, principal's supervision, and principal's role. The principal's role has a significant relationship to teacher performance (Aslamiah et al., 2019). Principal's supervision significantly determines teacher performance (Rahmatullah & Saleh, 2019). Principal's managerial leadership significantly influences teacher performance (Wenno, 2016).

The principal's performance during the pandemic will have a significant influence on teacher competence. Although learning does not run normally, the principal should be able to encourage teachers to improve their competence. Teachers will be asked to perform various activities that are able to upgrade their competence. Previous studies indicated different findings. The principal's performance will also have a significant impact on the school climate (Dermawan et al., 2018). The school climate will be better if the principal is able to show good performance during the pandemic. This means that school residents will still be able to carry out their respective obligations well even though the situation is still not normal. Students can learn with full motivation. Teachers can carry out learning in an interesting and enthusiastic manner.

This study also aims to analyze the factors that influence teacher performance other than the principal's performance. The determinants of teacher performance have been widely studied, including the principal's supervision (Handayani et al., 2021), principal's transformational leadership (Mahmudah et al., 2020), principal's motivation (Poernamawijaya et al., 2018), principal's managerial skills (Roemintoyo et al., 2021), principal's leadership (Fitria et al., 2017; Guta et al., 2021; Siahaan et al., 2020; Yani et al., 2021), work discipline (Handayani et al., 2021), organizational culture (Rivai et al., 2019; Siahaan et al., 2020), organizational climate (Rivai et al., 2019), and motivation (Guta et al., 2021; Rahmatullah & Saleh, 2019; Rivai et al., 2019; Siahaan et al., 2020; Yani et al., 2021). Teacher performance will have an impact on school effectiveness (Özgenel & Mert, 2019).

This study examines the influence of teacher competence and school climate on teacher performance. The competencies possessed by the teacher will make it easier for teachers to carry out their professional activities. This means that competent teachers will have better performance. Previous researchers have found a significant influence of teacher competence on teacher performance (Guta et al., 2021; Kartini et al., 2020; Ledun et al., 2018; Sumantri & Wardhani, 2018; Suratman et al., 2020; Yurosmo et al., 2021). School climate will also determine teacher performance. The school climate created will have an impact on teachers in carrying out their duties. The more conducive the climate, the teacher's performance will also increase. Previous studies have shown that school climate also significantly influences teacher performance (Mailool et al., 2020; Shanti et al., 2020). However, other findings show that school climate has a negative influence on teacher performance (Rivai et al., 2019).

This study also examines the indirect relationship between principals' performance and teacher performance through school climate and teacher competence. The limited findings become the basis for researchers to develop research models and test them. The principal's performance will be able to be a predictor of teacher performance if the teacher has good

competence. The principal's performance will determine the teacher's performance significantly if the school climate is formed in a conducive manner. By using path analysis, researchers make effort to prove that school climate and teacher competence are mediators of the relationship between principals' performance and teacher performance.

This study was conducted because the results of previous studies were still few which showed the findings of the influence of the principal's performance on teacher performance. The principal's performance measurement has not been fully carried out. Previous researchers used principal performance dimensions such as supervision, managerial leadership, and other dimensions. The results found a significant effect of the principal on teacher performance partially. Findings regarding the influence of teacher competence and school climate on teacher performance are also quite diverse. Several previous studies have succeeded in proving the influence of competence on teacher performance significantly (Munandar et al., 2021; Tarigan, 2018; Yurosmo et al., 2021). Meanwhile, other research evidence shows that teacher performance is not affected by teacher certification (Sudirman et al., 2021). Another study proves the significant influence of school climate on teacher performance (Mailool et al., 2020; Shanti et al., 2020). However, Other researchers have found that there is a negative influence of school climate on teacher performance (Rivai et al., 2019), even the school climate does not significantly affect teacher performance (Munandar et al., 2021).

LITERATURE REVIEW

Principal's Performance, Teacher's Performance, Teacher's Competence, and School Climate

The quality of education plays a very important role in the development of a country. Quality education will be able to create a quality workforce as well (Munandar et al., 2021). Management of education in schools is influenced by the ability of the principal who holds the main control over the activities carried out. The principal and the teacher are the closest observers of what activities are happening in the school. The success or failure of Education services will be greatly influenced by teacher performance (Caliskan, 2021). The position of the principal is very strategic. Therefore, the principal must have adequate leadership. The leadership in question is the mastery of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting in carrying out their roles and functions as school principals (Mulyani et al., 2020). Performance of principals can evaluate by performance standards includes general behaviors, specific behaviors, knowledge or content items and personality dimensions (Duke & Stiggins, 1985).

The success of education in schools can also be measured by the performance of teachers. Teacher performance shows the

activities of teachers in carrying out their duties and obligations as educators in schools (Hartiwi et al., 2020). Teachers are the determinants of the success of education because teachers are in direct contact with students to provide guidance so that students can succeed in accordance with predetermined graduate achievements. Therefore, teacher performance must always be improved (Tarigan, 2018). Teacher performance is a behavior or response that gives the results that have been achieved by the teacher as measured by the competency specifications that the teacher must have (Afandi et al., 2021). Teacher performance is the ability of teachers to carry out tasks in learning activities. Teachers must show actions that are able to improve student achievement and conduct coaching (Kartini et al., 2020). Grissom et al. (2018) instead examine the evaluation of school principals at scale using data from the first 4 years of implementation of Tennessee's multiple-measure administrator evaluation system.

The challenges of the 21st century require teachers to update their competencies. Teacher competencies need to be developed to empower students with changing learning strategies. One of them is collaborative problem-solving competence (Caena & Redecker, 2019). Teacher competences are understood as 'context-specific, cognitive performance dispositions that are functionally responsive to situations and demands in certain domains' (Kaiser & König, 2019). Information and communication technologies (ICT) tools, particularly digital teacher competence and teacher education opportunities to learn digital competence, are instrumental in adapting to online teaching during COVID-19 school closures (König et al., 2020). Teacher competence needs to be improved to improve the quality of teachers, especially in teaching and learning activities (Symeonidis, 2019).

School climate reflects the quality of the learning environment and is the main indicator in school development and important school outcomes. A safe and supportive school climate is critical to school effectiveness (Charlton et al., 2021). School climate refers to individual perceptions of moral, relational, and institutional aspects of school life (Grazia & Molinari 2021). School climate is the quality and character of school life. School climate is based on patterns of community experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Hypothesis Development

The Resource-Based View (RBV) theory can be used to understand the performance of school principals in dealing with learning challenges during the COVID-19 pandemic. Hameed (2009) explains that based on the RBV, management (in this case the principal) can do three things: creating economic scale, improving management capability and technological capacity. Thus, schools will be able to provide competitive value

education services even during a pandemic. The principal can manage the resources they have (teachers, facilities, and others) to provide maximum online learning services to students.

The principal's performance is closely related to the teacher's performance. The success of the principal will have an impact on the activities carried out by teachers in schools. Principals who can manage resources will encourage teachers to do their best in education services (learning). The sincerity of achievement shown by the willingness and ability of the principal in implementing quality leadership will facilitate the growth and development of teacher performance (Nurabadi et al., 2021). Principal leadership has been shown to be able to influence teacher performance (Fitria et al., 2017; Guta et al., 2021; Siahaan et al., 2020). Instructional leadership, transformational leadership and spiritual leadership are proven to be significant determinants of teacher performance (Nurabadi et al., 2021). Likewise, the supervision carried out by the principal will encourage teachers to perform better (Handayani et al., 2021).

Competence is a basic characteristic of a person that shows how to think, behave, and act and draw conclusions that can be carried out and maintained by someone at a certain time (Mulang, 2021). Competence can affect teacher performance significantly. Good competencies should be owned by teachers so that they can improve their performance. Teachers with good competence will be better at thinking and making decisions. Tarigan (2018) found a significant effect of teacher competence on teacher performance. Findings from Hartiwi et al. (2020) indicates that certified teachers have a significant influence on teacher performance. However, other researchers found different results that teacher certification did not have a significant effect on teacher performance (Sudirman et al., 2021).

Teacher performance is also influenced by school climate. School climate shows the level of comfort and safety felt by school residents (Munandar et al., 2021). Schools with a good climate will enable teachers to carry out their responsibilities better. However, previous studies have shown mixed results. Some researchers have succeeded in proving the significant influence of school climate on teacher performance (Mailool et al., 2020; Shanti et al., 2020), while other researchers found no significant effect of school climate (Munandar et al., 2021), even the effect is negative.

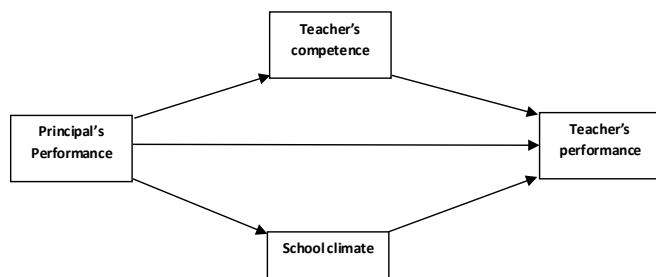


Fig. 1: Research Model

This study seeks to analyze the effect of the principal's performance on teacher performance, teacher competence, and school climate. In addition, the influence of teacher competence and school climate on teacher performance is the goal of the next research. The purpose of the next research is to analyze the indirect effect of principal's performance on teacher performance through teacher competence and school climate. The proposed research model is shown in Figure 1.

METHOD

Research Design

This research is quantitative research using descriptive analysis design and inferential analysis to test the relationship between variables by testing the hypothesis. This study describes the performance of school principals and analyzes the effect of principals' performance, teacher competence and school climate on teacher performance during the covid-19 pandemic. In addition, this study also aims to examine the mediating role of teacher competence and school climate on the relationship between principal and teacher performance.

Population and Sample

This study uses the teacher's perspective to analyze the principal's performance and examine its influence on teacher performance, teacher competence, and school climate. The research sample was teachers at the elementary and secondary levels in Central Java. The sampling method used was purposive sampling. The criteria used in determining the sample are teachers have worked for more than 5 years from schools that have been accredited A by the School Accreditation Board. During the 2 months of the study, 200 research respondents were obtained.

Data Collection

The data collection method used was questionnaire. The questionnaire was developed from experts and previous researchers' opinions to measure the four research variables (principal's performance, teacher performance, teacher competence, and school climate). Questionnaires were distributed to respondents online (via google form). The research variables were measured with 5 Likert scales. The principal's performance was measured by 30 statement items. Teacher performance was measured by 17 question items. Teacher competence was measured by 30 statement items. Meanwhile, school climate was measured by 17 statement items.

The validity test has been carried out using the Pearson correlation test. The results show that all items in the questionnaire are declared valid because of the sign. value each item is less than 0.05. The reliability test was carried out by looking at the Cronbach alpha value. The test results indicate

that the research variable can be declared reliable because it has a Cronbach alpha value of more than 0.60. Cronbach's alpha coefficients of principal performance is 0.982; teacher competence is 0.937; school climate is 0.928 and teacher performance is 0.937. IBM SPSS software is used in validity and reliability tests.

Data Analysis

The data analysis methods used were descriptive analysis and path analysis. Descriptive analysis was used to describe the variables statistically (mean, minimum, maximum, and standard deviation value). Also, to describe the performance of school principals during the COVID-19 pandemic with 5 measurement dimensions (managerial, entrepreneurial, supervisory, personality, and social). Path analysis was used to examine the relationship between research variables. The first test is to analyze the effect school principal, teacher competence, and school climate on the teacher performance. The second, to test the effect of principal performance on the teacher competence and school climate. And the third, to test the mediating role of teacher competence and school climate on the relationship between principal performance and teacher performance. The software used was warpPLS.

FINDINGS

We obtained data from 200 respondents. Description of respondents is shown in table 1 below. There were more female teachers than male teachers, as much as 70% of the research respondents. A total of 42.5% of respondents were teachers at the Senior High (SMA/MA/SMK) level, while

39% were teachers at the Junior High (SMP/MTs) level, and 18.5% or 37 teachers at the Elementary level. Thus, most of the research respondents were secondary education teachers. Descriptive statistics analysis indicates the performance of principals has 84 of minimum value and 155 maximum values (Tabel 2). Principal performance at high criteria. It means principal has good competence. Teacher competence also at high criteria. Teachers had good competence to design their learning activities during pandemic. School climate also at high criteria. The teachers can perform well during a pandemic.

The Performance of School Principals During the COVID-19 Pandemic

The school principals' performance during the COVID-19 pandemic is shown in table 3 below. The principal's performance was measured by 5 dimensions on a 5 Likert scale. All dimensions of the principal's performance during the pandemic show high criteria. The teacher considers the principal to have a good performance. The social dimension is the dimension with the highest score. The teacher believes that the principal has a very good social side to aid and guidance to teachers in performing their duties during the pandemic. The principal's personality dimension obtained the lowest average score. There is a consideration that the principal needs to improve their personality.

Research Hypothesis Testing Results; the Effect of principal Performance, Teacher Competence and School Climate on Teacher Performance

The research hypotheses were tested using WarpPLS software. The results of the prerequisite test show that the research model has met the requirements. This can be seen from the indicators of Average path coefficient (APC), Average R-squared (ARS), Average adjusted R-squared (AARS), Average block VIF (AVIF), and Average full collinearity VIF (AFVIF). APC = 0.242, P < 0.001. ARS = 0.185, P = 0.002. AARS = 0.178, P = 0.002. AVIF = 1.338, acceptable if <= 5, ideally <= 3.3. AFVIF = 1.399, acceptable if <= 5, ideally <= 3.3. Thus, the research model can be continued for hypothesis testing. Composite reliability coefficients for each research variable have also met the requirements. It is known that the coefficients are 0.983, 0.944, 0.948 and 0.937 for the variables of principal's performance, teacher competence, teacher performance, and

Table 1: Description of Research Respondents.

No.	Description	Frequency	Percentage
1.	School Level		
	SD (Elementary)	37	18.5
	SMP/MTs (Junior High)	78	39.0
	SMA/MA/SMK (Senior High)	85	42.5
	Total	200	100
2.	Gender		
	Female	140	70
	Male	60	30
	Total	200	100

Table 2: Descriptive statistics of variables.

No.	Variables	Min.	Max.	Mean	Std. Dev.
1	Principal's performance	84,00	155,00	126,93	18,62
2	Teacher competence	36,00	150,00	117,74	14,68
3	School climate	55,00	100,00	81,35	11,00
4	Teacher's performance	37,00	85,00	68,03	10,80

Table 3: Description of the Principal's Performance during the COVID-19 Pandemic

No.	Principal's Performance Dimension	Average Score	Criteria
5	Managerial dimension	4.09	High
6	Personality dimension	4.00	High
7	Social dimension	4.19	High
8	Entrepreneurial dimension	4.11	High
9	Supervision dimension	4.12	High

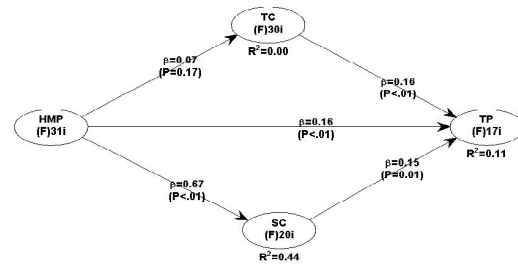


Fig. 2: Path analysis result

Table 4: Hypothesis Testing Results.

Research Hypotheses	Path Coefficients	P Value	Decision
Principal's performance has a significant influence on the teacher's performance	0.161	< 0.010	Not rejected
Teacher competence has a significant influence on teacher performance	0.162	< 0.010	Not rejected
School climate has a significant influence on teacher performance	0.152	0.014	Not rejected
Principal's performance has a significant influence on teacher competence	0.067	0.171	Rejected
Principal's performance has a significant influence on the school climate	0.667	< 0.001	Not rejected
Principal's performance has a significant influence on teacher performance through teacher competence	0.162	0.010	Not rejected
Principal's performance has a significant influence on teacher performance through the school climate	0.152	0.014	Not rejected

school climate. Meanwhile, the values of Cronbach's alpha coefficients are 0.982, 0.937, 0.941, and 0.928.

The results of testing the research hypotheses are shown in Figure 2.. Figure 2 shows the significant influence of principal's performance on teacher performance (P Value or probability value < 0.01). Teacher competence and school climate also have a significant influence on teacher performance (P value less than and equal to 0.01). Other results indicate that the principal's performance can significantly influence the school climate (P value less than 0.01 or less than 0.05). However, the principal's performance was not able to influence teacher competence (P value = 0.17 or greater than 0.05). In addition, P values of indirect effects for paths with 2 segments is 0,05. P values for total effects is < 0,001. So, the teacher competence and school climate have a mediating role to significantly influence the relationship between principal performance and teacher performance.

Table 4 shows a summary of the results of testing the research hypotheses. The direct influence of the principal's performance on teacher competence is a rejected hypothesis. While the other hypotheses are not rejected. This means that the principal's performance has a significant influence on teacher performance and school climate. Teacher performance is significantly influenced by teacher competence and school climate. Other results prove that the principal's performance has an indirect influence on teacher performance through teacher competence and school climate.

DISCUSSION

The Performance of School Principals During the COVID-19 Pandemic

Online learning during the pandemic has a serious impact on all parties, especially teachers and students. The role of school principals is needed to help overcome the problems they face (González & Madrid, 2020). The principal's ability to provide solutions is a significant form of performance towards the successful implementation of online learning policies. Principals are required to be able to take strategic steps towards the needs of teachers in implementing online learning. The managerial competence of the principal appears in decision making. Social and personal competencies are also needed to strengthen the efforts that have been made by teachers. Teachers need assistance and attention from teachers so that they will be able to design online learning better.

Hadriana et al. (2021) argues that the main actor in the successful implementation of online learning is the principal. The principal is the party who directly takes the policy towards the implementation of online learning policies during the pandemic. However, each agent must be able to work together. This success cannot be separated from the leadership model applied by the principal. The COVID-19 pandemic condition requires school principals to be more creative in implementing education policies in schools. His managerial ability will determine the strategic and technical steps in providing education services during the pandemic.

The principal must be able to ensure the implementation of the online and blended learning process by complying with the health protocol. Government policies are also very flexible considering the development of COVID-19 cases. Principals and teachers must be able to create quality learning. With their supervisory capabilities, principals can periodically monitor teacher activities in the online learning process. The principal can provide guidance if needed. The social and personality dimensions of the principal will affect the teacher in carrying out his duties and obligations. Teachers will find it helpful if the principal is willing to understand their needs during online learning. Thus, the teacher will still perform well even though the conditions have not improved. Teachers remain committed to creating quality learning. The performance of the principal will greatly affect the performance of teachers in a pandemic.

The effect of Principal Performance, Teacher Competence and School Climate on Teacher Performance

The results of the study confirm that the principal's performance has a significant influence on teacher performance. Principals who can carry out their roles will require teachers to continue to do their best, even in limited circumstances due to the pandemic. The principal will carry out their role as a supervisor and manager to provide supervision and assistance to teachers in carrying out their professional activities, especially in the implementation of teaching and learning activities. Teachers who feel supervised will try to do their best. Likewise, teachers who receive assistance from the principal will also mobilize their capabilities to be able to create interesting online learning. Principals who can organize the resources of the school will also motivate and facilitate teachers in the implementation of online learning. The principal will provide solutions to the obstacles faced by teachers. This finding strengthens the opinion and previous findings that the role of the principal will have an impact on teacher performance (Aslamiah et al., 2019). Supervision by the principal will also determine teacher performance (Handayani et al., 2021; Özdemir, 2020; Rahmatullah & Saleh, 2019).

The role of the principal during online learning is increasingly complex, ranging from managing teaching and learning activities to providing emotional support to teachers who are tired and frustrated at work (González & Madrid, 2020). Principals who can have good competencies should also be able to invite teachers to improve their competencies. However, this study has not succeeded to find empirical evidence that the principal's performance was able to significantly influence teacher competence. Other findings even strengthen the opinion that the principal's performance has a significant influence on the school climate. Principals who can work well will have the impact of creating a conducive school climate. The principal can create a school atmosphere

that will encourage the citizens to do their best, including the teachers in preparing online learning activities. The principal does not make the atmosphere cloudy so that teachers feel threatened or pressured in the implementation of online learning.

Other findings show that school climate and teacher competence are significant predictors of teacher performance. Teachers who have competence will certainly be able to carry out their obligations easily. Competent teachers will be more creative and innovative in carrying out online learning. Teacher performance will be better for competent teachers. Teacher competence shows the ability possessed by teachers to be able to carry out their professional responsibilities. Competent teachers are teachers who can carry out their roles as educators, facilitators, and motivators for their students. Thus, students will be able to achieve the predetermined graduate achievements. Teachers are parties who are directly involved in helping students to gain meaningful learning experiences. Therefore, competent teachers are needed. These results corroborate previous findings that significantly prove the influence of teacher competence on teacher performance (Guta et al., 2021; Kartini et al., 2020; Ledun et al., 2018; Sumantri & Wardhani, 2018; Suratman et al., 2020; Yurosmas et al., 2021). However, there are previous studies which found that teacher competence was not significant on teacher performance (Sudirman et al., 2021).

The school climate shows the conditions of comfort and security felt by school residents, including teachers. The school climate is formed by all parties who are directly involved in the implementation of education in schools. A conducive school climate will also encourage teachers to carry out their professional activities comfortably. Teachers will be able to generate ideas in designing online learning. Teachers will not be preoccupied with non-technical problems at school. Teachers will focus more on preparing their academic assignments. and school climate (Mailool et al., 2020; Shanti et al., 2020) on teacher performance. However, Rivai et al. (2019) obtained different results that the school climate has a negative influence on teacher performance.

The Mediating Role of Teacher Competence and school Climate on the Relationship between Principal Performance and Teacher Performance

We also managed to find evidence that the principal's performance can influence teacher performance through teacher competence and school climate. This means that teacher performance will further improve teacher performance if teacher competence is good, and the school climate is created well. Principals who have good managerial skills will be able to encourage their teachers to always improve their competence. The principal will provide funding facilities so that teachers can participate in education and training activities to improve

their abilities, especially in learning innovation. The principal will supervise the professional activities of the teacher. Thus, teachers will tend to have good performance. The indirect influence between the principal's performance and the teacher's performance will be stronger if the teacher's competence is good. This is similar for the influence of school climate on the relationship between principal and teacher performance.

CONCLUSION

This study found a significant influence of principal's performance on teacher performance. Principals who have good performance will influence teachers to perform better. The principal will not let teachers not perform well during the pandemic. Principals will continue to demand teachers to do their best in the implementation of online learning. The principal's performance will also have a significant impact on the school climate. The principal will show the best performance to create a conducive school climate during online learning. Other results show that teacher performance is significantly influenced by teacher competence and school climate. Adequate teacher competence will determine its performance. A conducive school climate will also enable teachers to give their best in online learning. Researchers also found empirical evidence that school climate and competence are mediators of the relationship between principals' performance on teacher performance.

LIMITATION

The limitation of this study is the scope of the research respondents because the researcher only used the purposive sampling method. In addition, the researchers also did not examine the determinants of the principal's performance. This analysis is also important to understand the factors that will be able to improve the performance of school principals during the pandemic. Future researchers can develop a research model by including an analysis of the principal's performance determinants. The principal's performance measurement is also still interesting to develop. In addition, further studies can also add many interesting variables to identify the factors that will determine teacher performance.

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