

The Influence of Principal's Leadership Style and Organizational Culture on Teacher's Performance

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Abstract

The objectives of this study were to determine the influence of the principal's leadership style and organizational culture on teacher performance. This research used quantitative method with post-facto research type. The population of the study was 180 elementary school teachers with the status of State Civil Servants in Sembawa Sub-district, Banyuasin Regency. The sample of research was 108 people. The sampling technique in this study used a table to determine the number of samples developed by Isaac and Michael. Data collection techniques used a questionnaire. Data were analyzed using correlation analysis and multiple regression techniques. The results of this study showed that (1) the principal's leadership style influences teacher performance by 50.7%; (2) organizational culture influences teacher performance by 48.2%; and (3) the principal's leadership style and organizational culture simultaneously have a positive effect on teacher performance at 59.5% and others were influenced by other variables outside the study. It is recommended that elementary school teachers improve their performance through awareness in carrying out their duties and responsibilities.

Keywords: Principal's Leadership Style, Organizational Culture, Teacher's Performance, Duties and Responsibilities, High Quality Education

A. Introduction

The main focus of education development to date is improving the quality and equity of education. The focus of education development is a continuation of previous educational development, namely improving the quality of education services (Presidential Regulation No. 18 of 2020 concerning the National Medium-Term Development Plan 2020-2024). One of the factors supporting the development of education in Indonesia is human resources, the presence of teachers. Human resources are important things that are important to get attention, because they determine organizational goals (Suryani and John, 2018). The Central Statistics Agency (2019) explains that one of the things that play a very crucial role in teaching and learning activities is the available teacher or qualified teaching staff.

As stated in the Law of the Republic of Indonesia No. 14 of 2005 article 1 paragraph 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education, basic education, and secondary education. According to Sumiati and Asra (2009), teacher performance as a professional must have a main task, namely planning learning, implementing learning, evaluating learning, and providing feedback on learning outcomes. Teacher performance according to Suprehiningrum (2016) is the factor that most determines the quality of learning. Competent teachers according to Sagala (2017) are teachers who are able to prepare learning tools in the form of syllabus and lesson plans, and carry out their duties as educators. Professional teachers are teachers who have adequate expertise, have high responsibility, and have a sense of community with their peers (Danaarjati, et al, 2014).

The less than optimal performance of teachers in schools is not entirely caused by the ability of the teachers themselves. Many factors affect teacher performance, both external and internal factors. To get an overview of the factors that influence the performance of elementary teachers in Sembawa District, researchers made initial observations by interviewing five school principals and teachers in Sembawa District.

Based on the results of the interview, the researcher obtained the following findings. (1) some teachers use the previous year's lesson plan which is not necessarily in accordance with the current conditions in the classroom, without modification, innovation and development, (2) there are teachers who do not make improvements and enrichment after evaluating learning outcomes, (3) there is a decline in teacher performance during the transition period or adjustment for the change of school principals, (4) there are teachers who do not participate in school activities outside the classroom, for example community service, morning exercise together, religious activities, and other student activities, (5) based on teacher attendance list in five schools out of twenty-five elementary schools in Sembawa sub-district, there are 30% of teachers who are late for class or come to school, (6) teachers often take their own policies to solve problems at school, (7) there are indications that the relationship between school principals and teachers is not conducive, (8) some policies in schools do not come from the principal's own thinking like a leader, but from outside the organization, and (9) technology-illiterate teachers.

In addition to the description above, the low performance of teachers in Indonesia was also stated by the Ministry of Education and Culture (2016) that the performance of elementary school teachers with the status of State Civil Servants was 60.19% in the low category. Based on some of the problems encountered by the author, it is this that encourages researchers to look for the causes of these problems, especially in the leadership style of the principal and organizational culture.

Asmani (2012) explains that the principal has a vital role in arousing the spirit of achievement in the school environment, creating an organizational culture that encourages creativity, and instilling a mentality of unyielding competition. Leadership style is a behavior pattern of a typical leader when influencing group members (Mulyasa, 2009).

Ardana, et al (2014) stated that leadership style is a pattern of behavior shown by a leader in influencing others. The leadership style of the principal according to Rahmat (2016) is the principal's ability to direct the activities of school members to achieve goals. Meanwhile, according to Kartono (2008), the characteristics of a leader are assessed based on the ability

to make decisions, the ability to motivate, communicate, control subordinates, responsibility, and the ability to control emotions.

Leadership style affects employee performance. This is reinforced by research conducted by Guterres and Supartha (2016) which states that leadership style affects teacher performance. The same opinion was also stated by Srijani (2013); Suwarni (2011); Khairizah, et al (2015); Zamroni, et al (2017); and Adam (2014) which explains that leadership style affects employee performance. Furthermore, Abas (2017) also concluded that the principal who always provides guidance and direction to teachers will improve the work ability of teachers. Hariri, et al (2018) state that successful principal leadership is able to develop a balance of at least eight national education standards.

According to Fattah (2019), organizational culture is an invisible force but can influence the thoughts, feelings and actions of people who work in an organization. Meanwhile, Situmeang (2016) argues that organizational culture is a habit that applies to organizations. A good organizational culture is a habit that allows every member of the organization to be productive, creative, working with enthusiasm and enthusiasm (Wahjono, 2010).

Sulaksono (2019) states that a leader in managing an organization builds a good organizational culture and culture and build attachments to reduce and minimize differences. One of the roles of a leader is to develop an organizational culture (Matondang, 2018). According to Kristiawan, et al (2017), school culture is something that is built from the values held by the principal as a leader with the values shared by teachers and employees in the school. Thus it can be seen that organizational culture has an influence on teacher performance as in research conducted by Fadhilah and Fahmi (2017); Wulandari (2016); Febriantina, et al (2018); Zechariah (2014); and Susilawati (2018) who get the results that organizational culture has a significant influence on teacher performance.

Based on the description above, it can be concluded that the organizational culture and leadership style of the principal are related to the performance of teachers in schools, so further research is needed. Therefore, the authors are interested in conducting research entitled "The Effect of Principal Leadership Style and Organizational Culture on Primary School Teacher Performance".

B. Methods

The research method was quantitative research with the type of ex post-facto research. This research was conducted in twenty five elementary schools in Sembawa District, Banyuasin Regency. The population in this study was 180 elementary school teachers with the status of the State Civil Apparatus. Determination of the number of samples used in this study using the table of determining the number of samples developed from Isaac and Michael (Sugiyono, 2010) with an error rate of 10%, so that the research sample was obtained as many as 108 teachers. The data collection technique used a questionnaire. The data in this study were analyzed using the classical assumption test in the form of normality test, multicollinearity test, and heteroscedasticity test, as well as statistical hypothesis testing in the form of t test analysis and F test. This study consisted of two independent variables, namely the principal's leadership style (X1) and culture. Organization (X2), and one dependent variable, namely teacher performance (Y). The data obtained were analyzed with

the help of a statistical data processing computer program, namely SPSS (Statistical Product and Service Solutions) version 21.0.

C. Results and Discussion

Normality testing is carried out to determine the residual value or differences in the study whether or not it has a normal distribution. The results of the normality test with SPSS version 21.0 obtained the following results.

Table 1. Normality Testing

Variable	Asymp. Sig. (2-tailed)
Leadership Style (X1)	0,071
Organizational Culture (X2)	0,272
Teacher's Performance (Y)	0,070

From table 1 above, it can be explained that the Asymp. Sig. (2-tailed) these three variables are ≥ 0.05 , so it can be stated that the data is normally distributed so that multiple linear regression analysis can be carried out. The multicollinearity test aims to determine whether there is a significant correlation between independent variables in a multiple linear regression model. The multicollinearity test results were obtained as follows.

Table 2. Results of Multicollinearity Testing

Variable	Tolerance	VIF
Leadership Style (X1)	0,562	1,779
Organizational Culture (X2)	0,562	1,779

From Table 3 above, it can be explained that the tolerance value for the leadership style variable (X1) and organizational culture (X2) is 0.562, greater than 0.10. While the VIF value for the variable leadership style (X1) and organizational culture (X2) is 1.779 which is smaller than 10. Therefore, referring to the basis for decision making in the multicollinearity test, it can be concluded that there is no multicollinearity between the independent variables in the regression model.

The heteroscedasticity test aims to see whether there is an inequality of variants of the residuals in the regression model observations. A good regression model is that heteroscedasticity does not occur, so that multiple regression analysis can be performed. The results of the heteroscedasticity test are as follows.

Table 3. The Result of Heteroscedasticity Test

Variable	Significant
Leadership Style (X1)	0,479
Organizational Culture (X2)	0,950

Based on Table 3 above, it can be concluded that there is no heteroscedasticity problem in the two independent variables. This is because the significance value of the variable leadership style (X1) and organizational culture (X2) is more than 0.05. The results of the prerequisite analysis showed that each research variable had met the requirements for further statistical testing, namely hypothesis testing. The statistical techniques used in this study were used to determine the effect between these variables, namely multiple linear regression statistical

techniques, partial test, and simultaneous test. The coefficient of determination R^2 test is useful for predicting which is useful for predicting how much influence the independent variables (X1 and X2) give simultaneously to variable Y.

Table 4. Coefficient of Determination R^2 Leadership Style (X1) And Organizational Culture (X2) towards Teacher's Performance (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771 ^a	.595	.587	5.339

Based on Table 4 above, it can be explained that the coefficient of determination R^2 (R Square) is 0.595. This means that the influence of the principal's leadership style (X1) and organizational culture (X2) simultaneously on teacher performance is 59.5% while the remaining 40.5% is influenced by other variables outside of the study.

Hypothesis testing is performed using partial test (t-test) and simultaneous test (F-test). Multiple linear regression in this study is used to determine the relationship between the independent variable and the dependent variable, namely between the principal's leadership style (X1), organizational culture (X2) on teacher performance (Y).

Partial testing is carried out to determine the significance or not of each regression coefficient (b_1 and b_2) individually on the dependent variable (Y). The t test basically shows how far the influence of one independent variable individually in explaining the dependent variable. The partial test (t) in this study is to determine the influence of the principal's leadership style (X1) on teacher performance (Y) and the influence of organizational culture (X2) on teacher performance (Y). The results of the multiple linear regression tests between the variable leadership style (X1) and organizational culture (X2) on teacher performance (Y) are presented as follows.

Table 5. Coefficient the Multiple Linear Regressions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.501	6.373		3.530	.001
	Leadership style	.360	.066	.449	5.424	.000
	Organizational Culture	.287	.060	.397	4.789	.000

The first hypothesis in this study states that there is a significant influence between the principal's leadership styles (X1) on the performance of elementary school teachers in Sembawa District, Banyuasin Regency. To prove this first hypothesis, researchers used the t test. Based on the results of the hypothesis test conducted, Table 5 shows that the principal's leadership style has a significant effect on the performance of elementary school teachers in Sembawa District. This is indicated by the t-count value for the principal's leadership style variable (X1) of 5.424 greater than t-table 1.659 and the significance value of the principal's leadership style (X1) of 0.000 is smaller than 0.05, then H_0 is rejected. So, it can be concluded that the first hypothesis is accepted.

The second hypothesis in this study states that there is a significant influence between the leadership styles of the principal on the performance of elementary school teachers in

Sembawa District, Banyuasin Regency. To prove this second hypothesis, the t test is used. Based on the results of the t test shown in Table 5, it can be seen that there is a significant influence between organizational cultures (X2) on teacher's performance. The t-count value for the organizational culture variable (X2) was obtained at 4.789. Because $t\text{-count} > t\text{-table}$ or $4.789 > 1.659$ and the organizational culture significance value of 0.000 is smaller than 0.05, then H_0 is rejected. So, it can be concluded that the second hypothesis is accepted.

The third hypothesis testing is done by using the F-test using a statistical data processing computer program SPSS (Statistical Product and Service Solutions) version 21.0. The F statistical test basically shows whether all the independent variables included in the model have a joint influence on the dependent variable. Simultaneous testing (F-test) in this study is to test whether there is an influence of the principal's leadership style (X1) and organizational culture (X2) together on teacher performance (Y).

The third hypothesis in this study states that there is a joint influence between the leadership style of the principal and organizational culture on the performance of elementary school teachers in Sembawa District, Banyuasin Regency. Based on the results of the F-test, the following results were obtained.

Table 6. Results of Simultaneous Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4396.946	2	2198.473	77.128	.000 ^b
	Residual	2992.934	105	28.504		
	Total	7389.880	107			

Based on the results of the simultaneous test results in table 6 above, the F-count = 77.128 was obtained. Because the value of $F\text{-count} > F\text{-table}$ or $77.128 > 3.08$, it can be concluded that the principal's leadership style (X1) and organizational culture (X2) simultaneously influence teacher performance (Y), which means that the third hypothesis is accepted. Based on the results of the hypothesis testing, this research resulted several findings that the principal's leadership style and organizational culture had an effect on the performance of elementary school teachers in Sembawa District, Banyuasin Regency, either partially or simultaneously.

Based on the data from the hypothesis test results, the researcher will describe by combining or comparing the theory and previous empirical findings with the empirical findings of research results that have been statistically tested in order to obtain a new theoretical construct and the development of existing theories.

The Influence of Principal Leadership Style (X1) on Teacher Performance (Y)

Based on the results of the data analysis discussed earlier, the results of the leadership style coefficient (X1) were 0.360, it can be said that the principal's leadership style had an effect on teacher performance by 0.360. From the Coefficients table, the effect of the principal's leadership style on teacher performance obtained the t-count for the principal's leadership style variable (X1) of 5.424. While the value of t table at a significance level of 0.05 with degrees of freedom ($df = n - k - 1$ or $108 - 2 - 1 = 105$ (n is the number of respondents and k is the number of independent variables), then the obtained t-table = 1.659. Because $t\text{-count} > t\text{-table}$

or $5.424 > 1.659$, then H_0 is rejected. H_a is accepted. Based on the results of the analysis of the coefficient of determination, the results of the R^2 value discussed earlier showed that the principal's leadership style had an effect on the performance of elementary school teachers in Sembawa District, Banyuasin Regency by 50.7% while the remaining 49.3% was influenced by other variables.

Based on the results of this analysis, according to researchers the principal's leadership style has an influence on teacher performance. The principal needs to improve his ability to apply the right leadership style to lead his subordinates in school. Thus, teacher performance will also increase in line with the principal's ability to lead his subordinates. This is in line with the research conducted by Guterres and Supartha (2016) that the right leadership model can increase the enthusiasm of teachers at work so that teachers show better performance. Furthermore, research that supports is research by Srijani (2013) which states that leadership style affects employee performance as much as 50.7%. In addition, research conducted by Fitria, et al (2017); Adam (2014); Khairizah, et al (2015); Zamroni, et al (2016); Suwarni (2011); and Muniroh (2015) who obtained the results that there was a positive and significant direct influence between the leadership style of the principal on teacher performance.

The abilities that need to be improved are the ability to make decisions, motivate, communicate, control subordinates, responsibility, and the ability to control emotions. The ability of school principals to coordinate teachers has a very large effect on the progress of education, especially education in schools. The school principal is a leader in the school, so the principal should be a role model for his subordinates at school. This is in accordance with the opinion of Riani (2011) that a leader is a role model for employees in the organization.

The poor performance of teachers in schools is not entirely caused by the ability of the teachers themselves. Many factors affect teacher performance, both external and internal factors. One of the influencing external factors is the principal's leadership style. The way a person deals with problems faced in an organization shows the level of competence and ability as a leader. Therefore, school principals need to improve and develop teacher performance by creating a fun, safe and challenging work atmosphere so as to encourage teachers to always develop their potential in carrying out their assignments (Susanto, 2016).

The findings in this study are also supported by the opinion of Baharuddin and Umiarso (2012) which states that an effective leadership style can affect performance. In addition, Jasmani and Musthafa (2013) state that the principal should know and understand the differences that exist in each teacher, so that they can strive for maximum teacher performance.

So, the findings of researchers and previous theoretical studies and empirical studies related to the leadership style of school principals on the performance of elementary school teachers in Sembawa District state that a good and appropriate leadership style will improve teacher performance. The better the leadership style of the principal, the better the teacher's performance at the school.

The Influence of Organizational Culture (X2) on Teacher Performance (Y)

Based on the results of the multiple linear regression analysis discussed earlier, the results of the organizational culture coefficient (X2) of 0.287, it can be said that organizational culture

affects teacher performance by 0.287. From the Coefficients table, the influence of organizational culture on teacher performance, the t-count for the organizational culture variable (X2) is obtained at 4.789. While the value of t table at a significance level of 0.05 with degrees of freedom (df) = $n-k-1$ or $108-2-1 = 105$ (n is the number of respondents and k is the number of independent variables), then the obtained t-table = 1.659. Because $t\text{-count} > t\text{-table}$ or $4.789 > 1.659$, then H_0 is rejected. H_a is accepted. So, it can be concluded that organizational culture (X2) affects teacher performance (Y). Likewise, the results of the R2 determination analysis discussed earlier showed that organizational culture influenced the performance of elementary school teachers in Sembawa District, Banyuasin Regency by 48.2%, while the remaining 51.8% was influenced by other variables outside the study.

The data processing carried out by researchers is based on the seven characteristics of organizational culture developed by Fattah (2019), innovation and risk taking, attention to detail, result orientation, people orientation, team orientation, aggressiveness, and stability. A good organizational culture will affect the performance of organizational members, one of which is teacher performance. This is in accordance with the opinion of Sule and Priansa (2018) which states that one of the factors that affect employee performance is organizational variables.

Based on the results of data analysis, it was found that there was a significant influence between organizational cultures on teacher performance. This is illustrated by involving teachers in formulating the vision and mission of the school, giving awards for teachers who excel, habits, norms and rules that apply in the school environment, policies in the division of tasks, thereby increasing the performance shown by teachers to be more oriented towards the needs of participants. This is in line with research conducted by Fadhilah and Fahmi (2017) which states that the created organizational culture can increase the commitment, responsibility and skills displayed by teachers. In line with the above opinion, research conducted by Febriantina, et al. (2018) found that the results of organizational culture influenced teacher performance by 54.97%. In addition, research conducted by Wulandari (2016); Zechariah (2014); Susilawati (2018); and Fitria (2018) who get the results that there is a positive influence between organizational culture on teacher performance.

The findings in this study are supported by the opinion of Tobari (2015) which states that organizational culture is a source of strength and inspiration for an organization. Organizational culture can have an influence on the habits of a teacher and will influence other teachers in the organization. This is as stated by Sutrisno (2018) that a strong and positive culture greatly influences organizational performance. A good organizational culture is a habit that allows each member of the organization to be productive, creative, working with enthusiasm and high enthusiasm.

So, the findings of this research and previous theoretical studies and empirical studies related to organizational culture on the performance of elementary school teachers in Sembawa district state that a good organizational culture will improve teacher performance. The better of the culture in a school is the better of the performance of teachers in that school.

The Influence of Principal Leadership Style (X1) and Organizational Culture (X2) on Teacher Performance (Y)

Based on the results of the simultaneous data processing, the value of F-count = 77.128. At the significance level of 0.05, $df (n1) = k-1 = 3-1 = 2$; and $df (n2) = n-k = 108-3 = 105$ (k is the number of variables, and n is the number of respondents), it is obtained that F-table = 3.08. Because the value of F-count > F-table or $77.128 > 3.08$, it can be concluded that the principal's leadership style (X1) and organizational culture (X2) simultaneously influence teacher performance (Y).

Likewise, the results of the R² determination analysis discussed earlier showed that the principal's leadership style and organizational culture had an effect on the performance of elementary school teachers in Sembawa District, Banyuasin Regency by 59.5%. The remaining 40.5% is influenced by other factors which are not the focus of this study.

The combination of a good principal leadership style and supported by a good and developing organizational culture can improve the performance of elementary school teachers in Sembawa District, Banyuasin Regency. This is in line with the research conducted by Handayani et al (2020) which found that there was an influence of the principal's leadership style and organizational culture on teacher performance both partially and simultaneously. So it can be stated that the better the principal's leadership style and organizational culture, the better the teacher's performance at the school.

D. Conclusion

There is a partially significant influence between the principal's leadership styles on teacher performance. This means that a good leadership style for school principals will improve the performance of elementary school teachers in Sembawa District, Banyuasin Regency. The effect of the principal's leadership style (X1) partially on teacher performance is 50.7%, with t-count 0.05 = 5.424 more than t-table 0.05 = 1.659. There is a partially significant influence between organizational cultures on teacher performance. This means that organizational culture has an effect on teacher performance. High organizational culture has a positive effect on the performance of elementary school teachers in Sembawa sub-district, Banyuasin district. The effect of organizational culture (X2) partially on teacher performance is 48.2%, with t-count 0.05 = 4.789 more than the t-table value 0.05 1.659. There is a simultaneous significant influence between the principal's leadership style and organizational culture on teacher performance. The principal's leadership style and organizational culture jointly influence the performance of elementary school teachers in Sembawa sub-district, Banyuasin district. The effect of the principal's leadership style and organizational culture simultaneously on teacher performance was 59.5%. With the F-count value of 0.05 of 77.128 exceeding the F-table of 0.05 of 3.08.

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