The Effect of Principal Leadership and Organizational Culture on Work Motivation of Banda Aceh City High School Teachers

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ABSTRACT

The purposed of this research was aimed at information about, the influence of principal's leadership on work motivation and the influence of organizational culture on work motivation on teacher performance. This research was conducted at Banda Aceh city high schools with a total population of 716 became samples involving 256 respondents from 15 high schools, with a sampling technique used proportional random sampling. The data collection is made with five alternative answer choices questionnaire. The instrument used was preceded by a trial to respondents outside the sample to obtain a valid instrument. Validity test uses Product Moment correlation, whereas to test its reliability with the Alpha Cronbach formula. Before testing the hypothesis, the requirements analysis test includes the data normality test and regression linearity test. The results concluded principal's leadership had a direct positive effect on work motivation and organizational culture had a direct positive effect on work motivation. Based on those found, it could be concluded that any changes or variations that occurred at the principals' leadership and organizational culture might be effected to teacher work motivation in Banda Aceh City High School.

Keywords: Principal leadership, Organizational culture, Work motivation

1. INTRODUCTION

Teacher work motivation is a very important factor in influencing teacher performance to achieve educational goals. Motivation is the driving force for someone to do an activity that can be realized in the form of real deeds. Thus it can be concluded that the lower the motivation of a person, the lower the performance and conversely the higher the motivation of a person, the higher the level of willingness and performance abilities. So as to obtain maximum work results, the teacher must have a high work motivation, so that teachers will be encouraged and try to improve their abilities in planning, implementing and evaluating the applicable curriculum at school.

Motivation questions how to encourage the passion of the teacher's work, so that the teacher wants to work hard by releasing abilities, thoughts, and skills in order to realize the goals of education. In motivation there is a potential strength that is in a person, which can be developed individually or developed by a number of outside forces, which can affect their performance positively or negatively. This depends on the situation and conditions faced by the person concerned. When someone works less passionate or without motivation, the desire to get good results seems doubtful and vice versa working with passion or high work motivation hopes to get good results a lot of people understand. For a teacher,

In the context of work, motivation is one important factor in encouraging an employee to work. Robbins motivation is the willingness of teachers to spend high effort to achieve organizational goals. There are three key elements in motivation, namely effort, organizational goals and needs. Effort is a measure of intensity. If someone is motivated, he will make every effort to achieve the goal, but not necessarily a high effort will produce high performance.

Needs are internal conditions that give rise to impetus, where unsatisfied needs will create tension that stimulates the motivation within the teacher. This impulse gives rise to search behavior to find a specific, purpose. If it turns out there is a fulfillment of needs, there will be a reduction in voltage. Basically, motivated employees are in a tense state and try to reduce tension

by making an effort. Motivational processes that show unsatisfied needs will increase tension and impulse in a person and lead to behavior described as follows: unsatisfied needs, stresses, drives, search behavior, stress reduction and insatiable needs. In general, high performance is associated with high motivation [1].

In connection with the work motivation of teachers, it is important to see the role and function that must be carried out by the principal as a leader as explained by the Department of Education in Mulyasa including as an educator, manager, administrator, supervisor, leader, innovator and motivator [2]. The indicator or role is to improve and improve the situation of teaching and learning and the main priority is to improve and improve the quality of learning by improving the level of performance of the teachers who handle it, because teachers have great potential in each of them.

This means that the function of leadership is an impetus for all subordinates in this case is the teacher to contribute according to their maximum abilities. Referring to the Koonts definition in Ermaya, it can be understood that in order for teachers to be willing and in accordance with their abilities to successfully achieve their goals, the Principal must be able to persuade and convince teachers to carry out tasks consciously, the Principal is responsible for providing all support, equipment, facilities, regulations and atmosphere that supports activities [3]. This is also in line with the opinion of Sedarmayanti (2002) which states that leadership is a readiness and ability of a person to guide,

As research on leadership develops, a broader view of leadership emerges. This view focuses on organizational culture. For a leader to be effective, cultural issues must be clearly identified. For example cultural aspects one of which is change. A leader must be able to adjust to change (which depends on culture) when the environment changes and develops. Furthermore, leaders must provide trust and support and foster closer relationships, and gradually the task-oriented leadership style must begin to reduce and switch to subordinate-oriented leadership styles.

Leaders hold key positions in an organization. Therefore, in seeing the effectiveness of an organization must be seen how far the role played by leaders in it. The leader must be able to solve the problems that arise in the organization with a quick and precise solution with the skills and ability to foster others to form a work unit and together with subordinates working to achieve success [5].

Leadership is a complex and varied field of science. Leadership can be easily identified but is quite difficult to define with certainty. Principally, some leadership experts have agreed that the definition of leadership is a process that influences the influence between superiors and subordinates. Leadership has been widely studied in various theoretical basis and in context. Leadership can be described as a process and also described as a large theory and research conducted on leadership that focuses on someone to get a better understanding. Leadership is typically defined as the quantity, nature and behavior of

a leader. The study of leadership has also broadened the theoretical basis, across cultures and decades.

Another factor which together influences work motivation with the principal's leadership is organizational culture. The dynamic process of creating and handling organizational culture is an essential influence of leadership and makes one realize that leadership and organizational culture are two sides of the same. The same opinion, Haris, stated that organizational culture is composed of the values, norms, and attitudes of the people who make up the organization. Values show what is important, whereas norms state expected behavior, and attitudes show the thinking patterns of individuals. The group chooses symbols, slogans, and ceremonies to convey its values [7].

The judge argued, Organizational culture is a system of values, norms and rules that have been established by the organization so that it can serve as a reference adhesive and employees in carrying out their duties and responsibilities as a member of the organization, particularly with regard to innovation and decision risks, attention to detail, outcome orientation, people orientation, team orientation and aggressiveness and stability [8]. By definition, a strong organizational culture is a culture in which the core values of the organization are held intensively and can be shared widely by all members of the organization. Whereas a strong organizational culture is an ideal organizational culture in which the strength of culture influences the intensity of behavior. In determining the strength of organizational culture, there are two factors in it namely, identity and togetherness. Togetherness can be shown by the large degree of similarity held by members of the organization about the core values shared. While intensity is the degree of commitment of organizational members to the core values of the organization's culture.

The characteristics of a strong organization that has a strong organizational culture are members of the organization loyal to the organization, knowing clearly the goals of the organization and understanding the behaviors that are considered good and not good. Code of conduct for people in the company has been clearly established and must be understood and obeyed. The values adopted by the organization must be expressed and lived in daily life and daily behavior consistently by many people who work in the company, not just to be used as a slogan. The organization or company gives a special place to the heroes who have set an example for the company. Many things in the context of rituals that start with the simple to the luxurious. Having a cultural network that holds stories about the greatness of the exemplary employees. So, as a company or organization whose members jointly increase business activities in the face of competition, a strong organizational culture is needed to make the company provide certainty for each member or individual in the company [9].

Schein and Haris shared the same view of understanding organizational culture, namely leadership must be able to shape the organization from the values, norms, a set of structures, and rules followed by

members of the organization. Meanwhile, Veizhal states that organizational culture is a concept that is less formed than the organizational climate. Culture leads to assumptions and values to find out why attitudes and activities are rewarded. Furthermore, Schneider revealed by Rivai and Basri a lot of research on organizational climate makes two assumptions namely (1) people try to achieve the environment they create through thinking (2) people try to create their environment so they can adjust their attitudes to the work environment effectively [10]

The results of previous studies indicate that the principal's leadership is interconnected with the concept of educational administration which includes organizational structure, motivation, decision making, communication and change [11]. This is supported by Nasrun who argues that there is a direct positive influence on the principal's leadership on the teacher's work motivation. The contribution of the principal's leadership to the teacher's work motivation is 0.249 or 25%. This means that 25% of teachers' work motivation is influenced by the school leadership variable [12].

In other studies Setiyati in her journal about the influence of school principal leadership, work motivation, and school culture on teacher performance. Based on the analysis of the results that have been carried out, it can be concluded that there is a significant positive influence between leadership on organizational culture.

Based on the previous description, it is necessary to conduct research to find out the factors that are suspected to influence the work motivation of teachers in Banda Aceh High School, namely leadership and organizational culture.

2. METHODS

This research can be classified as a type of causal ex post facto research, because the purpose of this study is to reveal a causal relationship between the research variables to be studied, namely the principal's leadership, job satisfaction, work motivation, organizational culture, and teacher performance. Harun Sitompul and Muhammad Ardansyah asserted that ex post facto research aimed at finding causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables as a whole have occurred [13]. This study wants to prove the effect of five exogenous variables on teacher performance variables.

To achieve the objectives of this study, data will be collected in the form of facts from the symptoms that are felt from the five existing variables, without special treatment given to these variables and this study uses survey methods in data collection techniques. Judging from the method of data collection using surveys, this study also belongs to the type of "explanatory or confirmatory" research that is research that will explain the causal relationship and at the same time conduct hypothesis tests [14].

This research was conducted from May 28, 2019 to January 29, 2020. The population in this study was all high school teachers in the city of Banda Aceh, amounting to 716 people. Judging from the teaching assignments in the 2016/2017 academic year. The sampling technique in this study was determined by the Proportional Random Sampling technique. To determine the number of sample members using the Slovin Formula in Umar i.e. [15]:

$$n = N / \{1 + (N \times e2)\}$$
(1)

$$n = 716 / \{1 + (716 \times 0,0025)\} = 256.6$$

Information

n : Sample Size

N : Total Population

e : Degree of Error

Then the sample used in this study was 256 teachers or 35.8% of the total population of 716 teachers at the Banda Aceh City High School level. For the population of 716 teachers in SMA Negeri Banda Aceh in 2017, it was determined that the sample was 256 teachers from the population.

3. RESULTS AND DISCUSSION

Description of the data presented in this section includes data on Leadership variables (X1), Organizational Culture (X2) and Work Motivation (X3). The data is the result of the quantification of respondents' answers to the questionnaire distributed to teachers. The number of questionnaires distributed was 256 sets.

Table 1. Variables each data

Variable	Leadership (X1)	Organizational Culture (X2)	Work Motivation (X3)
N Valid	256	256	256
The mean	117.91	122.22	119.17
Median	119.00	122.00	118.50
Mode	119	121	118
Std. Deviation	11,982	10242	10,381
Variance	143,572	104,895	107,766
Range	53	50	53
Minimum	88	90	86
Maximum	141	140	139
Ideal Minimum	30	30	30
Maximum Ideal	150	150	150
Mean Ideal	90	90	90
Std. Dev Ideal	20.00	20.00	20.00

3.1 Normality test

Testing for the normality of research data is used the Kolmogorov-Smirnov Test formula. The hypothesis proposed is:

Ho: data come from normally distributed populations

Ha: data does not come from normally distributed populations

To find out whether the research data is normal or not, it is done by comparing the absolute biggest difference or the highest value (Dhitung) with the value of Dtable and Asymp values. Sig. (2-tailed) at the significance level $\alpha = 0.05$, provided:

- If the significance is$> \alpha$, then the data comes from normally distributed populations.

- If the significance obtained $<\alpha$, then the data does not originate from a normally distributed population.

Based on the calculation of normality test the results of normality test data of each research variable are as in Table 2 below:

Table 2. Summary of calculation of normality kolmogorov-smirnov test

Variable		X1	X2	X3
N		256	256	256
Normal Parametersa ,, b	The mean	117.91	122.22	119.17
	Std. Dev	11,982	10242	10,381
Most Extreme Differences	Absolute	.064	.72	.061
	Positive	.053	.043	.50
	Negative	-.064	-.072	-061
Kolmogorov-Smirnov Z		1,017	1,149	.980
Asymp. Sig. (2-tailed)		252	.142	292

The summary of the calculation results in Table II above shows that the Asymp value. Sig. (2-tailed)> 0.05 for all variables, so it can be concluded that the data distribution of Leadership (X1), Organizational Culture (X2) and Work Motivation (X3) does not deviate from the normal distribution, meaning the assumption of data normality has been fulfilled.

3.2. Linearity Test and Meaning of Regression Equations

To test the linearity assumption based on a linearity test with the F test on the data of each endogenous variable over the exogenous variable. The hypothesis proposed in the linearity test is

Ho: Regression is not linear

Ha: linear regression

Linear testing criteria: reject Ho if the significance of Fcount> 0.05 or accept Ho if the significance value of Fcount <0.05.

To test the significance of the regression equation, the hypothesis proposed is

Ho: Regression is not significant

Ha: significant regression

Significant testing criteria: reject Ho if the significance of Fcount> 0.05 or accept Ho if the significance value of Fcount <0.05. The summary of the results of the linearity test and the significance of the regression equation for each pair of exogenous variables with endogenous variables are presented in Table 3 below:

Table 3. Summary of linerity tests and father tests

No.	Exogenous Variables with respect to Endogenous Variables	Linearity Test			Test the Significance of Regression		
		Fh	Sig	Status	Fh	Sig	Status
1	X3 over X	1,395	0.062	Linear	17,431	0,000	Means
2	X3 over X2	0.869	.689	Linear	29,278	0,000	Means

Based on the summary of the calculation results in Table 3 above, it can be seen that for the linearity test, that is the Fh value of all values of significance (sig.)> 0.05, so it can be concluded that all pairs of exogenous variables with endogenous variables have a linear relationship.

The significance of the regression test can be seen from the Fh value of all pairs of exogenous variables with endogenous variables has a significance value (sig.) <0.05, so it can be stated that the regression coefficient is meaningful. So, the results of the analysis conclude that all forms of regression are linear and significant at the significance level $\alpha = 0.05$

Testing requirements analysis has been met, then testing the research hypothesis is carried out to answer the research problems that are formulated. Based on the causal model formed theoretically the path diagram in Figure 1 below is obtained.
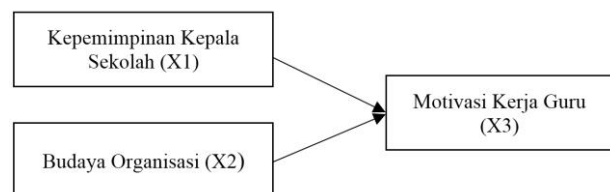
Figure 1. Variables research diagram

The results of statistical calculations, can be obtained correlation coefficients and path coefficients, which are presented in Table 4 below:

Table 4. Summary of correlation calculations, lane coefficient and significance calculations

Hypothesis Number	Correlation coefficient	Path coefficient	t$_{hitung}$	Sig.	Information
1	r13 = 0.253	ρ31 = 0.197	3,319	.001	Means
2	r23 = 0.321	ρ32 = 0.282	4,748	0,000	Means

3.3 Direct and Indirect Effects

In accordance with the path diagram of the research variable and referring to Pedhazur's explanation in the correlation decomposition, the relative magnitude of the exogenous variable is calculated for endogenous variables. Based on the calculation results, a summary of the relative direct influence of Leadership (X1), Organizational Culture (X2), on Work Motivation (X3) is summarized in Table 5 below:

Table 5. Summary of relative and proporsional leadership leadership (x1) and organizational culture (x2), on work motivation (x3)

Variable	Direct Effect on Work Motivation (X3)	
	Relatively	Proportional
Leadership (X1)	.197	0.039
Organizational Culture (X2)	.282	0.079

3.4 Information

Relative Effect: The direct effect which states the numerical value of an exogenous variable against endogenous variables. Proportional Effect: The magnitude of changes in endogenous variables is determined by exogenous variables.

Based on Table 5 above it can be seen that the relative direct influence of Leadership (X1) on Work Motivation (X3) is 0.197, the relative direct effect of Organizational Culture (X2) on Work Motivation (X3) is 0.282. Furthermore, by using the formula of proportional influence from Al-Rasjid the results of the calculation of the proportional influence of Leadership (X1) on Work Motivation (X3) of 0.039, or 3.9%.

So, the power of Leadership (X1) directly determines change-changes in Work Motivation (X3) amounted to 3.9%. Furthermore, the proportional direct influence of Organizational Culture (X2) on Work Motivation (X3) is 0.079 or 7.9%. So, the strength of Organizational Culture (X2) directly determines changes in Work Motivation (X3) of 7.9%. The direct influence of Leadership (X1) and Organizational Culture (X2) which effectively determine changes in Work Motivation (X3) amounted to 0.141 = 14.10%. So, the power of Leadership (X1) and Organizational Culture (X2) which effectively determine changes in Work Motivation (X3) is 14.10%.

3.5 The Principal's Leadership Has Positive Direct Effect on the Work Motivation of Public High School Teachers in Banda Aceh City.

Leadership has a direct positive effect on teacher work motivation in state high schools in the city of Banda Aceh, meaning that if the leadership is better, it will increase teacher work motivation. This is based on testing the hypothesis with a path coefficient ρ31 = 0.197 and t = 3.319 with a significance level of 0.001 (the hypothesis is accepted if the significance level of tcount <0.050), so that the direct effect of direct leadership on work motivation is 0.197. Furthermore, based on the results of proportional calculations the total direct leadership influence on work motivation is 0.039 or 3.9%. So changes in work motivation are determined by leadership at 3.9%.

The results of this study are in line with the theory put forward Gibson explains a leader tries to use his influence to motivate individuals to achieve the same goal. This can be interpreted that leadership as a process of influencing others to achieve results in accordance with organizational goals. The process of influence by the leader to subordinates who are expected to subordinates will take actions or act through the influence caused by the leader, to achieve the goals set [16]. Efforts to influence subordinates run through a two-party communication process (between leaders and subordinates) that can be done directly or indirectly. The results of this study support the results of research conducted by cadets who found that leadership had a significant positive direct effect on work motivation [17]. The findings of this study are also consistent with Sianturi's research findings which found that leadership had a significant positive direct effect on work motivation (Sianturi, 2013: 15). The Principal as a leader in the School must be able to show their role to invite and guide the teachers in carrying out their work so that the teachers are motivated in carrying out their duties. The principal can be an inspirator for teachers so that teachers are motivated and motivated to move forward in improving good results and continuously to achieve the expected school goals. The findings of this study support the theory used as a basis for proposing a theoretical model of research variables, the Organizational Behavior Integration Model which explains that Leadership has a direct effect on Motivation [18].

Knowing the principal's leadership has a direct positive effect on teacher work motivation. Efforts to increase work motivation of high school teachers in the city of Banda Aceh can be done by increasing skills in influencing, skills in mobilizing, and skills in mobilizing principals in an effort to improve leadership.

3.6 Organizational Culture Has a Positive Direct Impact on the Work Motivation of Public High School Teachers in Banda Aceh City

Organizational culture has a direct positive effect on teacher work motivation in state high schools in Banda Aceh City. Hypothesis testing results with a large path coefficient $\rho 32 = 0.282$ and $t = 4.748$ with a significance level of 0.000 (hypothesis is accepted if the significance level of tcount <0.050), so that the direct effect of the organizational culture on work motivation is 0.282. Furthermore, based on the calculation results obtained by the total direct proportional influence of organizational culture on teacher work motivation of 0.079 or 7.9%. So changes in work motivation are determined by organizational culture by 7.9%. Organizational culture is the beliefs, attitudes and daily behavior of every teacher in carrying out their duties in school in accordance with regulations.

The results of this study support the research findings of Kreitner and Angelo's statement that organizational culture influences work motivation [19]. The findings of this study support the theory used as a basis for proposing a theoretical model of research variables, the Organizational Behavior Integration Model which explains organizational culture directly influences motivation [20]. So, the findings of this study, namely: Organizational Culture directly has a significant positive effect on Teacher's Work Motivation in accordance with the results of the research and theory referred to in this study.

Based on the results of the research discussion, organizational culture has a direct positive effect on teacher performance so that the value system and habit patterns and guidelines for thinking in running an organization must be better in an effort to increase teacher work motivation in state high schools in Banda Aceh City.

4. CONCLUSION

4.1 Conclusion

Based on data obtained from the data field, a number of facts were found and based on this data analysis and discussion of the results were carried out in order to obtain the following research conclusions:

- Leadership has a direct positive effect on the work motivation of state high school teachers in Banda Aceh City. This indicates that the higher or better the leadership, the higher the motivation of the work of teachers in state high schools in the city of Banda Aceh.
- Organizational culture has a direct positive effect on the work motivation of State High School Teachers in Banda Aceh City. This indicates that the stronger the organizational culture, the higher the motivation of the work of teachers of state high schools in the city of Banda Aceh.

4.2 Suggestion

Based on the conclusions of the results of the study, in order to improve the performance of high school teachers in the city of Banda Aceh, several suggestions were made as follows. First, giving work instructions to school principals and teachers to make their work easier. Second, improve communication and good cooperation with school principals and teachers to improve organizational culture. Third and finally, improving work patterns to increase teacher work motivation by involving principals and teachers in upgrading activities, seminars to improve teacher competence.

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