

The Effect of Organizational Culture and Principal Leadership on Teacher Performance

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ABSTRACT

This study aims to determine the effect of organizational culture and principal leadership on teacher performance. The research was conducted at the State Junior High School, Makarti Jaya District. This type of research is correlational quantitative. This type of correlational research aims to determine the existence of a cause-and-effect relationship that affects each other and is related to research variables. The study population was 100 respondents with a research sample of 100 respondents with data collection techniques in the form of a questionnaire. The results show that: 1) there is an influence of organizational culture on the performance of the teachers of the Makarti Jaya District Middle School, 2) there is an influence of the principal's leadership on the performance of the teachers of the Makarti Jaya District Middle School, 3) there is an influence between organizational culture and the leadership of the principal on teacher performance Makarti Jaya District Junior High School.

Keywords: Organizational Culture, Principal Leadership, Teacher Performance

1. INTRODUCTION

Principal leadership has a significant role in the success of undergraduate students. The leadership of the principal has an effect on the quality of teaching [1]. The better the leadership of the principal, the greater the economics of the teacher in carrying out their teaching duties. The performance of a teacher is considered very important because it can be seen through performance how well the teacher's ability to perform the duties and responsibilities he was given [2]. In carrying out their main duties as a teacher, performance can be seen in the aspect of activities carrying out obligations and quality. The dominant elements in the classroom learning process are teachers, students, and teaching materials [3].

The school organizational atmosphere often plays a role in enhancing the success of students, in addition to the leadership of the principal. A positive work climate may offer a sense of ease in working such that it impacts the consistency of the work of the instructor [4], [5]. Culture is very influential in the formation of productive colleges; Schools are a category of entity community of its own that shapes the characteristics of a full and distinctive structure [6], [7].

What is happening in such colleges, though, is contradictory to the fact. School principals' schedules, which are also erratic, such as meetings at the education office, supervising school health procedures with all teachers who are also present at school, and if studying is online and offline, the principal is not often willing to supervise his teachers for this much action. The principal was met with an unprecedented level of activity during the COVID-19 pandemic which has which has influenced many aspects of human life [8], [9], [10].

In comparison, the degree of knowledge of certain teachers is still poor in the execution of their duties and responsibilities at school. As the bell sounds a symbol of beginning school, which is implied, there are already several teachers talking in the teacher's office. Similarly, when learning is in progress, the teacher sometimes leaves the classroom who they think they want to go to the toilet, but in reality, they talk with fellow teachers at the office. The teacher does not appear to be conscious of the work that is essentially teaching.

In reality, often it makes the instructor less imaginative because the teacher thinks like he has been a senior, he feels experienced in teaching. This is demonstrated by the presence of the teachers of many

gangs or blocks. The practices of teachers that sometimes contribute to disputes are regular interactions and instructor discussions that lead to arguments that split up partnerships.

The research question that will be answered through this study is: Is there an effect of organizational culture and principal leadership together on the performance of teachers in Makarti Jaya Junior High School Banyuasin Regency?" Thus, this study aims to "determine the level of influence of organizational culture and main leadership jointly on teacher performance in Makarti Junior High School Banyuasin Regency.

2. METHOD

The research was carried out at Makarti State Middle School Subdistrict, Banyuasin Regency, South Sumatra Province, which took place from July to December 2020. The method used was quantitative with a descriptive approach.

A study population of 100 people from Makarti State Middle School teachers in the Makarti Jaya District. Samples from private junior high school teachers were taken randomly, for a total of 27 respondents.

Techniques for gathering data using evaluation, documentation, and questionnaires. It is first checked by three validators with their qualifications before the questionnaire is distributed to respondents.

The next move is to perform experiments on experimental respondents after being considered legitimate. It turns out that all statement items are accurate and reliable and can be used for study questionnaires with the results of testing on three variables.

An analysis is conducted with the aid of the SPSS Version 22 software after all the results of the questionnaire has been obtained. The analysis criteria test is carried out first before the analysis is carried out, namely: (1) the normality test, (2) the linearity test, and (3) the classical assumption test.

3. RESULTS AND DISCUSSION

In this research, the hypothesis suggested is the effect on teacher success of organizational culture and principal leadership. The results of the current study and the results of the research analysis can be seen in the tables below.

Table 1 Result of the coefficient of determination Variable Organizational Culture (X1) Against Teacher Performance (Y)

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0,786 ^a	0,618	0,614	3,616

a. Predictors: (Constant), Organizational culture

Table 2 Result of the coefficient of determination Principal Leadership Variables (X2) on Teacher Performance (Y)

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0,748 ^a	0,559	0,554	3,883

a. Predictors: (Constant), Principal Leadership

Table 3 Result of the coefficient of determination Variable Organizational Culture (X1) and Principal Leadership (X2) Toward Teacher Performance (Y)

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0,850 ^a	0,723	0,717	3,095

a. Predictors: (Constant), Principal Leadership, Organizational culture

The results of this study are in accordance with the findings of research conducted in Wonosobo by Handayani & Rasyid [11], it was observed that the participatory leadership style had a substantial effect of 18.9 percent on teacher efficiency. The Principal's Leadership Style, Organizational Culture and Job Discipline had an effect on teacher results [12]. Additionally, the success of teachers is determined by leadership style, principal academic supervision, and organizational culture [13], [14].

4. CONCLUSION

The inference that can be drawn from the research that has been done is that, based on the outcomes of the

F study, organizational culture and principal leadership have a shared impact on teacher performance. This indicates that corporate culture, leadership, and school leadership have a common impact on the success of the company. The third assumption was answered by teachers at the Makarti Jaya District Middle School.

There are insights from the above findings that can be communicated to teachers who should not hesitate to communicate with school principals and school supervisors on problems in the teaching and learning process and their social relationships with fellow teachers, students, and the community to help improve the quality of learning and achieve educational goals.

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