

The Influence of Organizational Culture and Principal Style of Leadership in High School Teacher Performance in Muaradua

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ABSTRACT

The objectives of this research are to assess the prevalence of: (1) the effect of environmental culture on teacher performance; (2) the effect of the principal's style of leadership on teacher quality, and (3) the effect of organizational culture and the main style of leadership on teacher quality at the same time. This study utilized a descriptive quantitative method. The research sample consisted of 40 respondents, namely teachers SMA Negeri in Muaradua district. The technique of data gathering is a questionnaire. The data analysis technique used two variable product moment correlation analysis and multiple linear regression. The technique of data collection is a questionnaire. The data analysis technique used two variable product moment correlation analysis and multiple linear regression. The outcome of the research stated which: 1) that there would be a great contribution of organizational culture on teacher performance; 2) there was a strong outcome of the headmaster's style of leadership on teacher quality and 3) there was a good force at the same time between the organizational culture and the principal's style of leadership on teacher performance.

Keywords: Organizational Culture, Principal Leadership Style, Teacher performance

1. INTRODUCTION

School is an educational organization which is one of the places to achieve national development goals. The success of educational goals in schools depends on human resources, namely the principal, teachers, students, administrative staff, and other educational personnel in managing the school organization. In simple terms, organizational culture being expressed as a way of thinking, a way of working, a thing of acting for employees in the performance of their respective duties.

According to Bungin [1], organizational culture is essentially a value system developed by an organization into habits, customs and the like that have been going on for a long time in the organization. This shows that there is an organizational culture when an organization has established a value system that has been in effect, the ceremonies are carried out routinely, the obedience of members to written and unwritten rules and so on.

According to Harijanto [2], the principal is a functional teacher whose job is to lead a school where a learning process is hold, and perhaps a location in which there is engagement among both

educators and pupils as teachers and recipients of lessons. The principal is a leader in the education unit he leads. The principal is responsible for organizing all activities to achieve educational goals at the school level he leads. The principal is assisted by the teacher, where the teacher is seen as a key factor directly dealing with students and environmental factors that affect the learning process.

Leading is not an easy thing to do. The more members that are led, the more challenges will be in leading. Why is that, because there are more and more characters from each subordinate, the leader must adjust the leadership style that is appropriate for each subordinate. According to Komariah [3], leadership standard is a set of personality traits that rulers are using to certainly related in order to achieve organizational objectives, or it also can be said that style of leadership is a change in behavior and techniques which a boss likes and sometimes relates. The style of leadership is the behavior pattern shown by the principal in implementing his leadership to achieve organizational goals with indicators: empowering subordinates, providing guidance, caring for subordinates, involving subordinates in making decisions, creating a

conducive work atmosphere and paying attention to subordinates' careers.

According to Mantja [4], the leadership style has three basic patterns, which are further broken down into eight patterns. The three basic patterns in the leadership style are: 1) A leadership style that is patterned on the interests of task execution; 2) A leadership style with a pattern of implementing a cooperative relationship; and 3) a leadership style that is patterned on the interests of the results achieved. The three basic patterns above cannot be separated from one another, the patterns complement one another, so that if one is not there, there will be a void from the expected results that will not be maximized.

Teacher performance in learning is a major factor in achieving educational goals, because teachers are the spearhead in the world of education. The high and low quality of teacher performance results in student learning outcomes in schools. The performance of a teacher cannot be separated from the inherent competence and must be mastered. Teachers should be able to continuously improve their performance which is the capital for the success of education.

According to Riduwan [5] performance is the result of project carried out by an individual depending on a career requirement. Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Rivai [6] states that teacher performance is the ability of the teacher to carry out learning tasks at school and is responsible for the students under his guidance.

According to Suharsaputra [7], teacher performance was an activity or behavior that stands out by teachers of field of duty that they are responsible for. The teacher performance in the main duties of the teacher are as follows: 1) Creating a teaching program / semester / year teaching and learning activity plan; 2) Creating a learning planning program; 3) Carrying out teaching and learning activities; 4) Conducting semester / year learning assessment activities; 5) Filling in the student attendance list; 6) Carrying out an analysis of learning outcomes; 7) Compiling and implementing improvement and enrichment programs; 8) Carrying out guiding activities; 9) Making notes about the progress of each student's learning outcomes; and 10) Carry out certain tasks at school.

Organizational culture in the educational environment is strongly influenced by the leadership

of the principal. Leadership patterns that involve direction and delegation have a big impact on subordinates' job satisfaction [8]. Therefore, the embodiment of culture in schools needs to be endeavored with the conditions that support it, for example: leadership / role model of the principal and guidance of each teacher so that they are able to improve their performance and be proud of their corps.

A good organization will be reflected in the culture or good behavior of the members of the organization which will ultimately lead to the achievement of the goals that have been set together by the organization. The attitude and behavior of individuals who are not good enough will form an opinion in the work environment which will damage the process of achieving organizational goals. Such an opinion will certainly affect teacher performance to be bad. Work at will without paying attention to the rules or policies that have been agreed upon. Come and go to school as you wish. They often do not enter teaching on time, without caring about their peers. Completion of tasks cannot be done on time, for various reasons so that the work being done is neglected. Thus, it can be seen that school culture can also influence teacher performance. A good school culture will make the teacher's performance optimal in carrying out their duties.

2. METHODS

This research was conducted in October 2020. The location where this research is conducted is a high school in Muaradua District OKU Selatan. The method used for this study is the statistical descriptive research design. According to Supardi [9], descriptive method is A method for examining the existence of human communities or items, a set of circumstances, a set of ideas or a category of happenings in the present. Methodology is a determining factor for the merits of writing scientific papers [10]. The research sample consisted of 40 respondents who were high school teachers in 3 schools, namely SMAN 1 Muaradua, SMAN 2 Muaradua and SMA Muhammadiyah 1 Muaradua. Data collection techniques using a questionnaire or questionnaire, observation and documentation. The data analysis technique used two-variable product moment correlation analysis and multiple linear regression.

3. RESULTS AND DISCUSSION

Description of Data

The data description in this study is intended to calculate the minimum score, maximum score, average score, standard deviation, standard error, variance, frequency distribution and histogram of

the results of distributing questionnaires given to 40 respondents from 3 schools, with a variable, namely Culture. Organization, Principal Leadership Style and Teacher Performance. Here's the description:

a. Results of the Organizational Culture Questionnaire

Table 1. Data description of the results of the Organizational Culture Questionnaire

N	Minimum	Maximum	Statistic	Mean	Std. Deviation	Variance
40	50	63	55,90	0,606	3,835	14,708

Source: Data Processed, 2020

Based on the table above, the results obtained are a minimum score of 50, a maximum score of 63, an average of 55.90, a standard error of 0.606, a standard deviation of 3.835 and a variance of 14.708.

b. The results of the questionnaire Principal leadership style

Table 2: Description of data from the distribution of the Principal Leadership Style

N	Minimum	Maximum	Statistic	Mean	Std. Deviation	Variance
40	51	66	59,05	0,620	3,922	15,382

Source: Data processed, 2020

Based on the table above, the results obtained are a minimum score of 51, a maximum score of 66, an average of 59.05, a standard error of 0.620, a standard deviation of 3.922 and a variance of 15.382.

c. Results of the Teacher Performance questionnaire

Table 3: Description of data from the distribution of the Teacher Performance questionnaire

N	Minimum	Maximum	Statistic	Mean	Std. Deviation	Variance
40	52	67	61,50	0,674	4,261	18,154

Source: Data processed, 2020

Based on the table above, the minimum sample size is 52, the top value is 67, the average score is 52. is 61.50 standard error of 0.674, the standard deviation is 4.621 and the variance is 18.154.

Two Variable Correlation Analysis

Correlation between Organizational Culture and Principal Leadership Style

The correlation coefficient between the principal's leadership style and organizational culture is $(r) = 0.438$ accompanied by a significance of 0.005. On the basis of the above decision criteria, it can also be reached the conclusion that the similarity of the two variables is significant since this accompanying relevance is less than 0.05 ($0.005 < 0.05$). The relationship that happens is productive. The correlation that occurs between the principal's leadership style and organizational culture is in the medium category.

Correlation between Organizational Culture and Teacher Performance

The correlation coefficient between organizational culture and teacher quality is $(r) = 0.530$ accompanied by a significance of 0.000. On the basis of the above decision criteria, it can also be reached the conclusion that the similarity of the two variables is significant since this accompanying relevance is less than 0.05 ($0.005 < 0.05$). The relationship that happens is productive. The correlation between organizational culture and teacher quality is in the medium category.

Correlation between Principal Leadership Style and teacher performance

The correlation coefficient between the principal's style of leadership and teacher quality is $(r) = 0.620$ accompanied by a significance of 0.000. On the basis of the above decision criteria, it can also be reached the conclusion that the similarity of the two variables is significant since this accompanying relevance is less than 0.05 ($0.005 < 0.05$). The relationship that happens is productive. The correlation between the principal's style of leadership and teacher quality is in strong category.

Determination Coefficient Test

The coefficient of determination is 0.467 or 46.7%. Thus, it can be said that the teacher's performance was given a contribution by the independent variables of Organizational Culture and Principal Leadership Style of 46.7%, while the ones left 53.3 % were effect by certain factors from outside linear regression.

Hypothesis test

After testing the *tcount*, the findings demonstrate that *tcount* (2.397) > *ttable* (1.684) or a substantial count (0.022) < 0.05, then H_0 is rejected and H_a is accepted, which means that there can be a strong impact between the organizational culture on teacher quality.

After the t test was carried out, the analysis indicated that *tcount* (3.591) > *ttable* (1.684) or a meaningful scale (0.001) < 0.05, then H_0 was rejected and H_a was accepted, which means that there was a strong impact between the Principal's Style Of leadership on teacher quality.

After the multiple linear regression analysis test was carried out, it was found that the value of the constant (a) 10.856 was the absolute value of Y if the other variables were 0. The regression coefficient of the Organizational Culture variable (X_1) was 0.356, which means that if the Organizational Culture variable (X_1) increased by 1 unit, the output (Y) would increase by 0.356, assuming that the other regression coefficient, namely the Style Of leadership (X_2), is constant. The regression model of the Style Of leadership variable (X_2) is 0.521, which means that if the Leadership Style variable (X_2) increases by 1 unit, the quality (Y) rises by 0.521, assuming that other independent variable, namely Organizational Culture (X_1) is constant.

On the basis of the above equation, it can be concluded the regression coefficient of all variables reveals a significantly positive relationship. The above implies that an increase in the organizational culture and leadership style of the principal will improve the performance of teachers, while a decrease in the performance and leadership style of the headmaster will reduce the performance of teachers. The independent variable that has the greatest influence is the principal's leadership style variable which is indicated by the greatest number of regression coefficients which is 0.521, the t value is 3.591 and the significance level is 0.001 which indicates that the principal's leadership style will improve teacher performance.

After the *Ftest* is held, the results show that *Fcount* (16.213) > *Ftable* (3.25) or a significant level (0.000) < 0.05, H_0 is then rejected and H_a is accepted, which means there is a significant positive effect between the Organizational Culture variable and Principal's Leadership Style on teacher performance

4. CONCLUSION

On the basis of the evaluation of the respondents, this can be categorised into three types: 1) There is a good force of the organizational culture on the quality of teachers. Organizational culture variables contribute to the performance of teachers. The above implies that the better the organizational culture, the better the performance of SMA teachers in Muaradua District, OKU Selatan Regency; 2) there is indeed a big effect on the principal's style of leadership on the quality of teachers. The Principal's style variable contributes to the quality of the teacher. The above indicates that the better the style of leadership shown by the principal, the higher the performance of high school teachers in the Muaradua district of the South OKU Regency. The principal's leadership style is the behavior shown by the principal in an effort to influence, encourage, guide and direct and move the teacher by approaching certain situations with the level of maturity (maturity) of the subordinates being led; and 3) There is a good impact of organizational culture and leadership style of the principal simultaneously on teacher performance. SMA in Muaradua District, South OKU Regency. The existence of a good leadership style from the principal, a good organizational culture, will improve the performance of SMA teachers in Muaradua District, Ogan Komering Ulu Selatan Regency.

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