

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

Narullita¹, Happy Fitria², Mulyadi²

¹SMA Negeri 1 Kayuagung, ²Universitas PGRI Palembang
Corresponding Author E-mail: narullita80@gmail.com

Received 15 March 2022; Revised 21 April 2022; Accepted 20 June 2022

Abstract: This study examined and analyzed the influence of principal's leadership style and organizational culture on teacher performance. In this study, the method used was the quantitative. The data were collected using questionnaire. The results showed that there is significant influence of principal's leadership style and organizational culture on teacher performance partially and simultaneously. The paper provides the insight of principal for more upgrading leadership style and organizational culture where the school would have good teacher performance.

Keyword: Leadership Style, Organizational Culture, Teacher Performance.

1. Introduction

Education is a right given to every person under the 1945 Constitution, which states in Article 31 paragraph 1 that every citizen has the right to education and in Article 2 that every citizen is required to attend basic education and the government is required to pay for it. Because education is one of the fundamental necessities of all residents in the Republic of Indonesia's Unitary State.

To achieve good education for all Indonesians, Government Regulation No. 19 of 2005 Chapter II Article 1 addressing National Education Standards is governed. National Education Standards are the minimum criteria for the education system across the legal territory of the Unitary State of the Republic of Indonesia, and they include content standards, process standards, graduate competency standards, competency standards for educators and education

personnel, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.

Schools are educational institutions that act as a venue for the achievement of national development objectives. The achievement of educational goals in schools is dependent on human resources, including principals, instructors, students, and education employees in charge of school administration. High leadership will set an example for subordinates at work while also providing motivation and passion for work inside the organization, resulting in good performance.

The presence of a leader is critical to the success of an education. The wisdom and talents of the leadership of a school or organization that he or she covers determine whether or not educational objectives can be accomplished. A leader's function is to be a guide for future objectives and goals, a change agent, a negotiator, and a coach. Leadership is the skill and preparedness of a person to influence, encourage, invite, lead, move, direct, and, if necessary, force a person or group to accept this influence and then act to accomplish the desired goal.

Leaders must be able to lead their followers to grow and compete with others in order for the world civilization to advance. The establishment of modern and high-quality educational institutions is inextricably linked to who runs them. A leader's talent is manifested in the form of hard effort and a strong will. This leader's abilities and responsibilities can be seen in how he leads, as in Ki Hajar Dewantara's leadership theory in (Suradji & Martono, 2014), "Ing ngarsa Sung Talada, Ing Madya Mangun Karsa, Tut Wuri Handayani," that leaders must prioritize in providing role models for those who are led, in the middle are able to build an unyielding spirit, and behind encourage their subordinates to succeed.

The principal is a functional teacher who is given additional responsibilities in order to lead a school (Karwati & Priansa, 2013). The principal directs all educational activities in schools since the success or failure of education and learning implementation in schools is highly dependent on school leadership. The function of professional leadership has a significant impact on the success of educational activities. The principal must master and be able to motivate his subordinates, influence his subordinates, and comprehend what his subordinates' requirements are. As a leader, the principal must understand how to increase teacher performance in order to improve the quality and relevance of education.

According to Baharuddin and Umiarso (2012), leadership style is a collection of qualities used to influence subordinates in order to achieve

organizational goals. Furthermore, (Wahyudi, 2012) describes leadership style as a pattern of behavior and methods that leaders frequently prefer and employ. With leadership style as a technique of persuading people to do organizational activities willingly to subordinates to be always engaged and productive. As a result, the presence of a leader in an organization is seen to be total in order for him to be the captain for his subordinates.

Efforts to improve educational quality do not appear out of nowhere. Only from the boss, but it may also originate from the work environment or from peers in the same profession as organizational or work culture. Building an organizational culture in schools is crucial to achieve goals and increase school performance. The school culture in issue is a set of principles that underpin school administrators', teachers', education staff's, students', and the school environment community's conduct, customs, daily routines, and symbols.

The work environment or organizational culture in schools is a manifestation of a leader's skills and the people he manages. Subordinates' behaviors will shape an organizational culture based on how they operate. Among the behaviors seen were the teacher arriving late to class to offer lessons, some instructors smoking in the school setting, some teachers conversing about the latest news on television, and some teachers sitting on the table when explaining. There are instructors who do not wear the State Civil Apparatus (ASN) uniform to class on a regular basis (Observations and interviews with instructors conducted on April 5 and 6, 2021) at UPT SMA Negeri 1 OKI, UPT SMA Negeri 2 OKI, UPT SMA Negeri 5 OKI, and UPT SMA Negeri 13 OKI.

As a result, the organizational culture indicated above might have an impact on other instructors, even if they are not followed by other teachers. A good organization should be reflected in the culture or excellent conduct of its members, which will eventually impede the fulfillment of the goals that the company has collectively defined.

The aggregation of individual attitudes and behaviors in the workplace will produce an opinion that will harm the process of accomplishing corporate goals. Such an opinion will almost surely have a negative impact on the teacher's performance. They do anything they want without regard for the agreed-upon norms or policies. Come and go to school as they like, frequently arriving late to teach because they are chatting with other instructors or are preoccupied with their job, without regard for their colleagues. Tasks cannot be completed on time for a variety of reasons, causing the job to be ignored.

As can be shown, corporate culture may have an impact on teacher performance. Teacher performance is another component that influences the quality of a school. Because teacher performance is the consequence of a teacher's efforts. According to (Wirawan, 2012), performance is the output provided by the functions or indicators of a job or a profession during a specific time period. Meanwhile, (Barnawi & Arifin, 2012) define performance as a person's or group's level of success in carrying out activities according to their responsibilities and authorities based on performance criteria that have been defined for a certain period within the framework of accomplishing organizational goals.

In the field, it was discovered that several teachers had not finished imparting the subject matter, particularly to the twelfth students. This is owing to the availability of time in the curriculum being cut off by university socializing events, try out activities, practical tests, and educational unit exams, causing the twelfth grade information to be provided to students incomplete. There are also teachers who do not have a lesson plan and depend only on existing textbooks while delivering topic matter in class.

This is the design that results from less-than-ideal leadership and organizational culture. Leaders must be able to safeguard and invite their subordinates to operate successfully and efficiently on an individual and collective basis. Leaders are supposed to be capable of running the business effectively by establishing a culture or conduct that may serve as an example in the organization they manage. Achieving a unified objective requires everyone in the company to work together to maximize all of their potential. So it is in the employee's best interests to work hard in order to get good outcomes.

As a result, a healthy organizational culture is essential in an educational institution, because culture cannot be divorced from the internal environment of the organization, because the cultural variety that exists in the organization is as large as the number of persons in the company.

Based on the description above, leadership style and organizational culture play an important role in the progress of teacher performance, so it is important to conduct further research, because educational institutions at the high school level in Kayuagung District are schools that have national standards from the curriculum used with the presence of complete teachers both in terms of qualifications and qualifications. education as well as from the expertise of the teacher. Competitive principal leadership with strong educational credentials and extensive teaching experience, as well as training that has been completed. In

addition to complete facilities and infrastructure, a large number of students will provide a variety of techniques and teacher abilities in carrying out their duties, making it interesting to observe and explore in a form of research entitled Influence of Principal Leadership Style and Culture Organization toward Teacher Performance.

2. Methods

The research technique is a method for collecting accurate data that will be examined throughout the research process, which tries to solve or foresee an issue. According to (Arikunto, 2013), a research technique is a scientific approach for gathering data that has unique rationale, empirical, and systematic qualities. Meanwhile, Suryabrata (2014) proposes that research is a process, that is, a sequence of activities that are carried out in a planned and methodical manner in order to solve problems or find answers to specific questions. According to Sugiyono (2015), a research technique is described as a scientific process for obtaining accurate data with the goal of finding, creating, and verifying specific knowledge that can then be utilized to analyze, solve, and foresee issues. Furthermore, Sugiyono (2015) defines *ex post facto* research as research that aims to find causes that allow changes in behavior, symptoms, or phenomena caused by an event, behavior, symptom, or phenomenon caused by an event, behavior, symptom, or phenomenon caused by an event, behavior, or things that cause changes in independent variables as a whole.

Ex-post facto research is one of several forms of research, including research in the natural sciences and social sciences (Nasution, 1992), which states that research is an endeavor to investigate an issue attentively, routinely, and meticulously. In this study, the population consisted of all school principals and teachers that worked at UPT SMA Negeri in Kayuagung District, including information on four principals and 185 teachers (Arikunto, 2013) (Sugiyono, 2015). The population samples must be properly representative. Purposive sampling was utilized as the sample approach in this investigation (Notoatmodjo, 2010). In this study, researchers used the Slovin formula computation using a total of 124 instructors as samples to restrict the population, namely all teachers, totalling 185 persons. Questionnaires and documentation were utilized to gather data in this investigation. The technical analysis of the data utilized in this study was the technical analysis of simple correlation data and multiple regression, which was performed using SPSS For Windows Version 26. The steps of analysis

implementation were as follows: (1) descriptive analysis, (2) requirements analysis test, and (3) hypothesis testing (Sugiyono, 2015).

3. Results and Discussion

The findings of this study are to answer the formulation of the problem and to determine the veracity of the hypotheses given in the study, so that the study's objectives may be met. According to the findings of the research, there is an influence of the principal's leadership style on the performance of teachers at UPT SMA Negeri in Kayuagung District, with a 16.0 percent influence; there is an influence of organizational culture on teacher performance at UPT SMA Negeri in Kayuagung District, with a 27.8 percent influence; The principal's leadership style and organizational culture have an impact on teacher performance at UPT SMA Negeri in Kayuagung District, accounting for 35.1 percent of the effect, with the remaining 64.9 percent impacted by elements not stated in this study.

Partial Effect of Principal's Leadership Style on Teacher Performance

According to the findings of the coefficient of determination study using simple linear regression, the principal's leadership style has a link with teacher performance at UPT SMA Negeri in Kayuagung District. The Output Model Summary value is derived by a R number of 0.400, indicating a reasonably strong association of 40%. While the value of R Square, or the coefficient of determination, is obtained to be 0.16. This suggests that the X variable has a 16 percent contributing influence on the Y variable, with evidence indicating the correlation value ranges between 0.400 and 0.599.

The effect of the principal's leadership style on teacher performance at the UPT SMA Negeri in the Kayuagung District produced a t-count of 4.872 based on the findings of the coefficients of simple linear regression analysis. If $t\text{-count} = 4.872$ and $t\text{-table} = 1.979$, then $t\text{-count} > t\text{-table}$, indicating that H_0 is rejected and H_a is approved. Thus, it can be claimed that the principal's leadership style has an impact on the performance of teachers at UPT SMA Negeri in the Kayuagung District.

Partial Influence of Organizational Culture on Teacher Performance

The impact of organizational culture on teacher performance at UPT SMA Negeri in Kayuagung District was investigated utilizing the findings of a coefficient of determination analysis using simple linear regression. The R

number retrieved from the Output Model Summary is 0.527. Thus, by 27.8 percent, organizational culture has a reasonably substantial association with teacher performance at UPT SMA Negeri in Kayuagung District. Standard Error of Estimated (Standard Deviation) refers to the variance of the anticipated value in this study, which is 4.630.

The effect of organizational culture on teacher performance at UPT SMA Negeri in Kayuagung District received a t-count of 6.847 based on the findings of simple linear regression analysis coefficients. The t-table got a score of 3.072 using a two-tailed test (significant = 0.025). According to the explanation, "t-count 6.847 and t-table = 3.071, thus t-count > t-table, indicating that Ho is rejected and Ha is accepted." As a result, it can be claimed that organizational culture has an impact on teacher performance at UPT SMA Negeri in Kayuagung District.

The Simultaneous Effect of Principal Leadership Style and Organizational Culture on Teacher Performance

Based on the findings of multiple linear regression tests, $R = 0.592$, indicating a pretty substantial link of 35.1 percent between the effect of the principal's leadership style and organizational culture. While 35.1 percent of the Y variable yields the value of R Square or the coefficient of determination. The remainder ($100\% - 35.10\% = 64.9\%$) is explained by additional independent factors not included in this study. The modified R Square value of 0.340, or 34%, represents the independent variable's contribution to the dependent variable.

According to the findings of multiple linear regression analysis, the principal's leadership style and organizational culture have an influence on the performance of teachers at UPT SMA Negeri in Kayuagung District. The F-count value obtained was 32.711. It is known that $F\text{-count} = 32.711$ and $F\text{-table} = 3.0711$ where $F\text{-count} > F\text{-table}$ or $32.711 > 3.071$, which suggests Ha is accepted or that the principal's leadership style and organizational culture combined have an influence on teacher performance at UPT SMA. The District of Kayuagung's State.

According to Abdul Aziz Wahab, there are four sorts of leadership styles, including the authoritarian type, the laissez-faire type, the democratic type, and the pseudo-democratic type, based on various expert viewpoints that support the theoretical analysis in this research. An successful leadership style is one that can influence, encourage, direct, and move the people being led based on the context and conditions so that they are motivated to work passionately for organizational

goals. Meanwhile, Paul and Kenneth (1994) define situational leadership as "telling, selling, participating, and delegating" dependent on the maturity level of subordinates. Leadership Style is defined by Baharuddin and Umiarso (2012), Instructive Style, Consultative Style, Participatory Style, and Delegative Style are all examples of leadership styles. So, whatever leadership style a leader employs, the principal's leadership style is the attitude or behavior that the principal exhibits toward his subordinates in order to influence, move, and direct them so that they are willing and able to work in accordance with the school organization's agreement in order to achieve the school institution's goals.

Because the principal's leadership style can effect teacher performance, the principal's leadership style is vitally essential in work organizations. Finally, teacher performance can be enhanced, educational goals can be readily achieved, and the realization of a complete and competitive intelligent human being may be realized as a result of an education/learning process. It is almost guaranteed that a good principal's leadership style and being a manager at school, supported by a solid organizational culture, can boost teacher performance in the learning process.

According to Siagian (2014), organizational culture is a collective agreement regarding shared values in organizational life that is binding on all members of the company. A value system formed by an organization into habits, conventions, and the like that have lasted a long time in an organization, are permanent, obeyed, and run by all members of the organization. Organizational culture, according to Robbins, is a collection of values, beliefs, assumptions, understandings, and expectations held by members of an organization or group and utilized as guidance for conduct and problem solving. Organizational culture, according to Wibowo (2010), is a general perception held by members of the organization, a system about the meaning of togetherness. Organizational culture in educational institutions refers to the shared meaning of all organizational members in an educational institution in terms of the values, norms, beliefs, traditions, and unique ways of thinking that they adhere to and manifest in their behavior, thus distinguishing one educational institution from another.

Teacher performance evaluation is a procedure that seeks to determine or comprehend the level of performance of one teacher in comparison to the level of performance of another teacher or in comparison to preset criteria. In the guidebook for teacher performance appraisal by supervisors, it is explained that teacher performance standards are related to the quality of teachers in carrying out

their duties such as: 1) working with students individually, 2) preparation and planning of learning, 3) use of learning media, 4) involving students in various learning experiences, and 5) active leadership from the teacher.

According to Uno (2010) in his book *Educational Profession*, assessing a teacher's skill or performance involves the capacity to design instructional plans, educate in the classroom, and establish personal relationships with students. According to Soedijarto (1993), there are four skill group activities that a teacher must master. A teacher must be capable of: (1) creating teaching and learning programs; (2) implementing and leading the teaching and learning process; and (3) assessing the progress of the teaching and learning process; (4) Establish rapport with pupils. Assessing teacher performance is the process of measuring a teacher's level of success in carrying out the primary duties of teaching by employing certain criteria. For instructors, performance appraisal provides input on a variety of topics, including talents, strengths, flaws, and potential. In terms of significance and importance in decision making, the outcomes of teacher assessments are critical for schools.

Based on relevant research that supports the charges in this study, such as prior research by Ulyadi (2012) titled *The Influence of Organizational Culture on Employee Performance in the Highways and Irrigation Service Office of Karawang Regency*. The following year, Nuraisyah (2014) published a paper titled *The Influence of Principal Leadership, Organizational Culture, and Teacher Work Motivation on Teacher Performance in Public Junior High Schools in Pandan District, Central Tapanuli Regency, North Sumatra*.

Dirun (2016) discovered that the principal's leadership style had a partly favorable influence on teacher performance in SMA and MA in Palangka Raya City. Jaliah, et al (2020) conducted research titled *The Influence of Principal Leadership and Principal Management on Teacher Performance*. According to the findings of the analysis, the principal's leadership variable (X1) and management variable (X2) had a substantial influence on the variable (Y) teacher performance at Prabumulih State Junior High School. Teacher performance may be enhanced by strengthening principal leadership and administration.

According to the findings of Rusnita et al, (2021) study, *The effect of principal leadership and teacher work motivation on teacher work discipline at SMP Negeri 11 Prabumulih*, 1) there is an influence of principal leadership on teacher work discipline at SMP Negeri 11 Prabumulih. That is, the greater the Principal's Leadership, the greater the Work Discipline. At SMP Negeri 11

Prabumulih, there is an effect of teacher work motivation on teacher work discipline. That is, the more the job drive of instructors, the greater their work discipline. The principal's leadership and teacher work motivation have an influence on the work discipline of teachers at SMP Negeri 11 Prabumulih. As a result, the principal's leadership and teacher work motivation might have an impact on work discipline. Together, principal leadership and teacher work motivation can impact work discipline.

4. Conclusion

There is a partial influence of the principal's leadership style on the performance of teachers in UPT SMA Negeri in Kayuagung District, accounting for 16.0 percent; there is a partial influence of organizational culture on the performance of teachers in UPT SMA Negeri in Kayuagung District, accounting for 27.8 percent; and there is a simultaneous influence of leadership style and organizational culture on the performance of teachers in UPT SMA Negeri in Kayuagung.

5. Acknowledgement

Thanks are given to all parties who have contributed to the completion of this project 1) Director of Postgraduate Program Universitas PGRI Palembang; 2) Chief of Study Program Educational Management; 3) Principal SMA Negeri 1 Kayuagung; and 4) Respondent in this study.

6. References

- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik [Research Procedure A Practical Approach]*. Jakarta: Rineka Cipta
- Baharuddin., & Umiarso. (2012). *Kepemimpinan Pendidikan Islam [Islamic Education Leadership]*. Yogyakarta. Ar-Ruzz Media.
- Barnawi & M. Arifin. (2012). *Manajemen Sarana dan Prasarana Sekolah [School Facilities and Infrastructure Management]*. Yogyakarta: Ar-Ruzz Media.
- Dirun. (2016). The Principal's Leadership Style Influence Teacher Performance in SMA and MA in Palangka Raya City.
- Government Regulation No. 19 of 2005 Chapter II Article 1.
- Jaliah., Fitria., & Martha. (2020). The Influence of Principal Leadership and Principal Management on Teacher Performance.

- Karwati & Priansa. (2013). *Kinerja dan Profesionalisme Kepala Sekolah: Membangun Sekolah Yang Bermutu [Principal Performance and Professionalism: Building Quality Schools]*. Bandung: Alfabeta.
- Nasution. (1992). *Metode Penelitian Naturalistik Kualitatif [Qualitative Naturalistic Research Methods]*. Bandung: Tarsito.
- Notoatmodjo, S. (2010). *Metodologi Penelitian Kesehatan [Health Research Methodology]*. Jakarta: Rineka Cipta.
- Nuraisyah. (2014). The Influence of Principal Leadership, Organizational Culture, and Teacher Work Motivation on Teacher Performance in Public Junior High Schools in Pandan District, Central Tapanuli Regency, North Sumatra
- Paul, H., & Kenneth, H. B. (1994). *Management of Organizational Behavior: Utilizing Human Resources*. Jakarta: Erlangga.
- Rusnita., Arafat, Y., & Mulyadi. (2021). The Effect of Principal Leadership and Teacher Work Motivation on Teacher Work Discipline at SMP Negeri 11 Prabumulih.
- Siagian. (2014). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Jakarta: Bumi Aksara.
- Soedijarto. (1993). *Menuju Pendidikan Nasional yang Relevan dan Bermutu [Towards Relevant and Quality National Education]*. Jakarta: Balai Pustaka
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D [Quantitative, Qualitative, and R&D Research Methods]*. Bandung: Alfabeta
- Suradji, G., & Martono, E. (2014). *Ilmu dan Seni Kepemimpinan [The Science and Art of Leadership]*. Bandung: Pustaka Reka Cipta
- Suryabrata, S. (2014). *Metodologi Penelitian [Research Methodology]*. Jakarta: Rajagrafindo Persada.
- Uno, H. B. (2010). *Profesi Kependidikan: Problema, Solusi, Dan Reformasi Pendidikan Di Indonesia [The Educational Profession: Problems, Solutions, and Educational Reform in Indonesia]*. Jakarta: Bumi Aksara
- Ulyadi, D. (2012). The Influence of Organizational Culture on Employee Performance in the Highways and Irrigation Service Office of Karawang Regency.
- Wahyudi, B. (2012). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Bandung: Sulita.
- Wibowo. (2010). *Manajemen Kinerja [Work management]*. Jakarta: Rajawali Pers.

Wirawan. (2012). *Evaluasi Kinerja Sumber Daya Manusia [Human Resources Performance Evaluation]*. Jakarta: Salemba Empat.