The Contribution of Leadership Style and Organizational Culture on Teachers' Performance at Vocational High School

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Abstrak

Permasalahan dalam penelitian ini adalah masih terdapat beberapa guru yang kinerjanya masih di bawah standar minimal. Ada banyak faktor yang dapat memengaruhi terjadinya fenomena ini. Faktor yang paling menonjol adalah gaya kepemimpinan dan budaya organisasi. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan kontribusi gaya kepemimpinan dan budaya organisasi terhadap kinerja guru di SMK. Jenis penelitian ini adalah penelitian deskriptif korelasional. Teknik simple random sampling digunakan untuk menentukan besar sampel yaitu 30 orang. Metode yan digunakan untuk mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Instrumen yang digunakan untuk menganalisis data yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analysis deskriptif kualitatif, kuantitatif, dan statistic inferensial. Hasil penelitian menunjukkan bahwa ada kontribusi yang signifikan antara gaya kepemimpinan terhadap kinerja guru dan ada kontribusi yang signifikan antara budaya organisasi terhadap kinerja guru, dan ada kontribusi yang signifikan antara gaya kepemimpinan dan budaya organisasi secara bersama-sama terhadap kinerja guru. Sapat disimpulkan bahwa gaya kepemimpinan dan budaya organisasi memiliki kontribusi yang nyata terhadap peningkatan kinerja guru. Diharapkan kepala sekolah memiliki gaya kepemimpinan yang baik dan nyata, sehingga dapat meningkatkan kinerja guru.

Kata kunci: gaya kepemimpinan, budaya organisasi, kinerja guru

Abstract

The problem in this study is that there are still some teachers whose performance is still below the minimum standard. Many factors can influence the occurrence of this phenomenon, where the most prominent factor is leadership style and organizational culture. Therefore, this study aims to describe the contribution of leadership style and organizational culture to teacher performance in SMK. This type of research is descriptive correlational research. A simple random sampling technique was used to determine the sample size, namely 30 people. The methods used to collect data are observation, interviews, and questionnaires. The instrument used to analyze the data is a questionnaire. The technique used to analyze the data is descriptive qualitative analysis, quantitative and statistical inferential. The study results found a significant contribution between leadership style on teacher performance, and there was a significant contribution between organizational culture on teacher performance. There was a significant contribution between leadership style and organizational culture on teacher performance. So it can be concluded that leadership style and organizational culture significantly contribute to improving teacher performance. It is expected that the principal has a good and honest leadership style to improve teacher performance.

Keywords: Leadership Style, Organizational Culture, Teacher Performance

1. INTRODUCTION

Teachers are one of the most important aspects, because educational institutions actually lie on their shoulders (Haber et al., 2021; Hoareau et al., 2021; Summak et al., 2010). In fact, the progress and failure of educational institutions is essentially on the shoulders of teachers. Because, the figure of a teacher who has a strategic position in "students become

smart, intelligent, skilled, moral and highly knowledgeable (Chen & Tsai, 2021; Haryani et al., 2017; Masniladevi et al., 2017). Teachers are professional educators with the main task of educating, teaching, guiding, train, train, assess and learners in the formal education pathway, and have good performance (Ozturk & Ozcan, 2020; Parmin et al., 2015). Teacher performance will be good if the teacher has a high commitment to teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in program implementation, collaboration with all madrasa citizens, leadership that is a student role model, good personality, honest and objective in guiding students, as well as responsibility for their duties (Blazar & Kraft, 2017; Gisewhite & Holden, 2019; Sánchez-Cruzado et al., 2021).

However, there are still problems related to teacher performance (Purwoko, 2018; Rosyati et al., 2020). Based on observations made at Vocational High Schools in Sungai Penuh City, it was found that the education manager stated that some teachers were still below the minimum standard of performance, this was related to learning outcomes and student achievement which were low when compared to other equivalent schools so that few graduates were can be absorbed in good further education. According to the initial survey given to a random number of 50 students regarding the student's assessment of teacher performance, it can be concluded that there were complaints from students. What the students felt were: delivery of material that was difficult to accept; lack of harmonious communication between teachers and students; sometimes not attending class because of certain business; lack of enrichment of the material being taught; there are still some teachers who have not mastered IT.

In addition to performance, leadership problems also always give an interesting impression because an organization can succeed or not is partly determined by the quality of leadership (AlNuaimi et al., 2021; Joullié et al., 2021; Metwally et al., 2019). Leadership is the process of influencing the activities of a person or group in an effort to achieve goals in certain situations (Aggari et al., 2020; Jamali et al., 2022; Kin et al., 2018; Nasution et al., 2021). So, it can be interpreted that leadership is an action taken by individuals to influence and provide direction to other individuals or groups in a particular organization to achieve predetermined goals. Leadership is one of the main factors in organizational life which plays a key role (Effendi et al., 2020; Mukhtar et al., 2021). Because the leadership of a leader acts as a regulator in the process of collaboration between leaders and individuals and leaders with groups (Durnali, 2020).

Based on the results of interviews conducted by researchers with teachers, it was said that the principal had not optimally implemented the leadership function to lead his subordinates. Because many of the policies carried out by schools do not come from the thoughts of a principal as a leader, but these policies are based on the thoughts of the teacher as his subordinate. In addition, the principal also still treats his subordinates the same without paying attention to individual differences between one teacher and another. Because many of the duties assigned by the principal to the teacher are not considered based on the abilities of the teacher. So that the principal thinks that the task given can be carried out by all teachers as subordinates. In addition to the leadership style, it is necessary to apply organizational culture in the institution (Ahmad et al., 2020; Donaldson & Mavrogordato, 2018; Kin et al., 2018). Namely the habits or norms that are applicable and owned by an organization. These habits or norms regulate matters that are generally accepted and accepted and must be obeyed by all members in an institution or organization (Derrington & Campbell, 2018; Effendi et al., 2020; Páez-Pérez & Sánchez-Silva, 2016). And is the basic philosophy of the organization which contains shared beliefs, norms and values which are the core characteristics of how to do things in the organization (Ismail et al., 2021; Kaso et al., 2021).

Through observations made at Vocational High Schools in Sungai Penuh City, it can be seen that there is still a behaviour of some teachers who tend to carry out tasks statically and hardly experience changes or updates from time to time because the teacher assumes that the job is just routine work he does as a teacher. Lack of teacher readiness to carry out work, if one teacher is absent, the other teacher rarely wants to temporarily replace the teacher to replace the teacher's responsibility. this situation is exacerbated by the lack of functioning picket teachers in many schools. The further consequence is that the empty class disturbs the other classes so that the atmosphere of teaching and learning activities becomes less conducive. As well as honorary teachers who still teach in several schools.

The cause of these phenomena is suspected to have a cause and a root cause. The low performance of teachers is not solely the fault of the teachers, but there are many factors that can influence the occurrence of this phenomenon (Purwoko, 2018; Rosyati et al., 2020). This fact is reinforced by previous research which states that there are several factors that affect performance, namely abilities and expertise, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment and work discipline (Maryati et al., 2020; Mastra, 2019; Oktaviani & Putra, 2021). Other research found that leadership style and organizational culture are factors that can influence teacher performance, but organizational culture is the most prominent factor affecting teacher performance which should be the focus of attention of the education authorities (Agustina et al., 2020; Kartini et al., 2020; Maryati et al., 2020; Prihatini et al., 2021). Therefore, two variables were indicated which indicated the most influence on teacher performance, namely: organizational culture and leadership style. There is no study on the contribution of leadership style and organizational culture to teacher performance in vocational high schools. Based on the problems described above, the purpose of this study is to analyze the contribution of leadership style and organizational culture to teacher performance.

2. METHOD

This type of research is a descriptive correlational research study. This study aims at describing how much the contribution of leadership style (X1) and organizational culture (X2) to teacher performance (Y) in vocational high schools, and also to see the relationship between the two independent variables (XI and X2) together on the dependent variable (Y). The population in this study were 60 vocational teachers in Sungai Penuh City consisting of 4 programs. To determine the sample size, a simple random sampling technique was used, where the number of samples to be taken was 30 people. Simple random sampling is done randomly because all populations have the same opportunity to be sampled. The technique used to determine the sample in this study is proportional random sampling (Sahara, 2020). The preparation of research instruments is based on indicators and theoretical studies. The questionnaire items were arranged based on a grid consisting of predetermined indicators, namely teacher performance, leadership style and organizational culture, then formulated in the form of an instrument grid in Table 1, Table 2, and Table 3. The technique used to analyze the data is descriptive qualitative analysis, quantitative and statistical inferential.

Table 1. Teachers' Performance Instrument Grid

No	Indicators	Item	
		(+)	(-)
1	Ability to prepare lesson plans	1-13	
2	Ability to Arrange the implementation of learning	14-27	

No	Indicators	Item	
		(+)	(-)
3	Ability to Compile learning assessments	28-31	
4	Ability to follow up on assessment results	32-35	
Total of Item		**35**	

Table 2. Leadership Style Instrument Grid

No	Indicators	Item	
		(+)	(-)
1	Decision-making	23, 33	2, 13, 17
2	Division of tasks to subordinates	25, 34	8, 10, 14
3	Subordinate initiatives	26, 35	6, 12, 18
4	Giving sanctions / penalties	28, 30	5, 21
5	Awarding achievement	29	1, 4, 19
6	Establish communication	31	11, 15
7	Monitoring the implementation of duties	32	7, 9, 16
8	Work meeting	24, 27	3, 20, 22
Total of Item		**35**	

Table 3. Organizational Culture Instrument Grid

No	Indicators	Item	
		(+)	(-)
1	Observed behaviour regularities	1-5	
2	Norms	6-11	
3	Dominant value	12-18	
4	Philosophy	19-24	
5	Rules	25-30	
6	Organization climate	31-35	
Total of Item		**35**	

3. RESULT AND DISCUSSION

Result

Based on the results of the simple linear correlation test, it is found that the sig. The leadership behaviour is smaller than 0.05 [P-*v*alue=0.000], it means that there is a significant contribution between leadership style on teacher performance. Based on the analysis result, it shows that the correlation coefficient (r) is 0.707 and the determination coefficient (r2) is 0.499. This shows the performance of the teachers at Vocational High School in Sungai Penuh City that 49.9% is determined by the leadership style variable. Meanwhile, 50.2% of the leadership style variable is determined by other variables. Based on the results of the simple linear correlation test, it is found that the sig. from the organizational climate greater than 0.05 [P-*v*alue=0.000], it means that there is a significant contribution between organizational culture on teacher performance. The results of the simple linear correlation test contribution of organizational culture to teacher performance are presented in Table 4.

Based on the results of data analysis, it shows that the correlation coefficient (r) is 0.655 and the determination coefficient (r2) is 0.429. This shows the performance of the teachers at Vocational High School in Sungai Penuh City that 42.9% is determined by the organizational culture variable. Meanwhile, 57.1% of organizational culture variables are determined by other variables.

Table 4. Simple Linear Correlation Test of Organizational Culture Contribution on Teachers'
Performance

No	N	P-Value	Correlation (r)	Determination Coefficient (r^2)
1	30	0,000	0,655	0,429

Based on the results of multiple linear correlation test, it is found that the sig. of the residual regression is less than 0.05 [p-value=0.000], it means that there is a contribution of leadership style (X1) and organizational culture (X2) on teacher performance (Y). The results of the multiple linear correlation test contribution of organizational culture and leadership style to teacher performance are presented in Table 5.

Table 5. Multiple Linear Correlation Test of Organizational Culture and Leadership Style
Contribution on Teachers' Performance

No	F Value	P-Value	Correlation (r)	Determination Coefficient (r^2)
1	14,446	0,000	0,719	0,517

Based on the results of data analysis, it shows that the correlation coefficient (r) is 0.719 and the determination coefficient (r2) is 0.517. This shows the performance of the teachers at Vocational High School in Sungai Penuh City that 51.7% is determined by the variable of leadership style and organizational culture. Meanwhile, 48.3% of the leadership style and organizational culture variables were determined by other variables.

Discussion

Interpretation of this influence indicates that changes in the performance of Vocational High School teachers as a result of the principal's leadership style are real. This is in line with the research, the research results show that the principal's leadership has a significant effect on teacher performance. (Agustina et al., 2020; Bintara et al., 2021; Lukman et al., 2020). Basically, teachers have various characters. The character of humans who are capable and capable, capable but lacking will, incapable but have the will, and incapable and lack of will (Haryani et al., 2017; et al., 2019; Zaenab et al., 2020). Each of these characters receives a different treatment known as delegating, participating, selling, and telling. The empirical results indicate that if the head of the department can optimally implement the concept, the lecturers' performance will increase which in turn can create professional and high-quality lecturers. The implementation of this concept is that the principal provides specific direction by disseminating strategic plans, operational standards, conducting periodic evaluations, two-way communication, meetings, workshops, seminars, giving proportional and relevant responsibilities, and so on (Effendi et al., 2020; Kin et al., 2018; Páez-Pérez & Sánchez-Silva, 2016). With these efforts, it is hoped that the effect of increasing teacher performance is expected.

Organizational culture has an effect on lecturer performance. This means that organizational climate shows a positive and significant effect (Kaso et al., 2021; Navaridas-Nalda et al., 2020). Interpretation of this influence indicates that changes in the performance of Vocational High School teachers as a result of the influence of organizational culture are real. Thus, the things given by the principal, such as providing support, strict regulations, checking work, and so on will have a significant effect on teacher performance. The influence of organizational culture on teacher performance in Vocational High Schools. The results of this study obtained a significance result that is 0.005 which is smaller than 0.05, so

that organizational culture is stated to have a significant effect on teacher performance. And also supported by research which states that there is a positive and significant influence of organizational culture on teacher performance (Prihatini et al., 2021; Suprapto et al., 2021).

From the researcher's observations, what can make the value of organizational culture high is the harmonious relationship or interaction within the organization. Indeed, organizational culture does not just appear, but when it does emerge then the culture is difficult to extinguish, meaning that it will be embedded in the organization (Ariyani, 2021; Astuti et al., 2020). The habits, traditions and general practices that were practiced before and the degree of success obtained by such endeavours. A leader with his style and behaviour can create values, work rules that are mutually understood and agreed upon, and able to influence or regulate the behaviour of the individuals in it, so that these values become a collective role model behaviour, namely what is called organization culture (Abu Nasra & Arar, 2020; Hastuti et al., 2020). Organizational culture can also be formed because within the organization there is interaction (association) between individuals (members who have different cultural backgrounds of the community) (Bintara et al., 2021; Prihatini et al., 2021). In the interaction of individuals, there will be mutual understanding, learning, and even mutual influence on behaviour brought from the culture of the community where they come from. If the culture has been formed, the practices within the organization act to maintain it by providing employees with a similar set of experiences such as the presence of human resources who strengthen the organizational culture.

Organizational culture is an invisible social force that can move people in an organization to carry out work activities (Maryati et al., 2020; Suprapto et al., 2021). With a good organizational culture, teachers will be responsible for their work and can be resolved effectively and efficiently. A good organizational culture will reflect a person's sense of responsibility for the tasks assigned to him. This encourages work passion, morale and the realization of organizational goals (Ozturk & Ozcan, 2020; Suprapto et al., 2021). The principal tries to provide opportunities for teachers to carry out their duties responsibly and dare to face risks (Bintara et al., 2021; Lumban Gaol & Siburian, 2018). In addition, teachers are given the opportunity to interact, work together, give recognition to their abilities. Meanwhile, teachers who have a need for power are given challenging jobs, freedom to improvise, and are given full confidence to carry out their work. The position of a teacher in schools is so important, especially its influence in the implementation of learning, it is not surprising that all parties involved, including the government, education organizers, parents of students, students themselves and other stakeholders are very concerned about the quality of education (Prihatini et al., 2021; Suprapto et al., 2021). in the school environment in Sungai Penuh City really depends on the ability of the teacher. The results of this study will contribute to existing knowledge, especially in determining the influence of Leadership Style and Organizational Culture individually and collectively on Teacher Performance; The test method used is also useful for future research or for further research purposes; The results of this study can be a guideline or basis for researchers who will further research with titles related to this research.

4. CONCLUSION

Based on the research findings, it can be concluded that the higher the teacher's performance, the higher the leadership style and organizational culture. Therefore, the leadership of the principal needs to create conditions that support the improvement of teacher performance. the leadership of the principal needs to strive for a better leadership style. A conducive organizational culture and teacher satisfaction are fulfilled in order to be able to carry out their main duties and functions.

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