

The Influence of Principal Leadership, School Culture through Motivation on Junior High School Teacher Performance.

Erna Widiyanti[✉], Murwati, Tri Joko Raharjo

¹ SMP Negeri 24 Semarang, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstract

This research aims to describe and to analyse the influence of principal's leadership, culture of school, through working motivation of the Junior High School teachers in Semarang. The research used the quantitative research of correlation with facto ex-post design. Data collection used questionnaire while analysis technique used validity, reliability, and band analyse (path analysis). The result of research shows that there is direct influence of principal's leadership to teacher's performance. There is also indirect influence of principal's leadership to performance of learning through the activity of motivation. There is direct influence of school culture to teacher's performance. There is indirect influence of school culture to learning performance through activity of motivation. There is direct influence of working motivation to teacher performance. In order to overcome the problems of teacher performance concerned with internal issue, effort from the educational intitution, teacher, and principal is needed by changing the policy program to make-up the quality of education to have efficient and effective leadership, conducting duty delegation which focuses on process of studying and students' learning result. The next research should prove the leadership of principal, school culture, and working motivation in improving teacher performance.

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[✉] Alamat korespondensi:

Instansi: JeL. Pramuka No 1 Semarang, Indonesia

E-mail: ernawidiyanti06@gmail.com

INTRODUCTION

Improvement of quality in the field of education will only be realized if teachers are motivated, creative, innovative, dynamic and active in their performance. According to Koster, the factors that can affect performance include; (a) factors that come from organizational institutions such as leadership, (b) cultural environmental factors, (c) factor that comes from the employee itself like motivation. Performance in this study is teacher performance. Organizational factors are realized in the leadership variables of the school principals. Cultural environmental factors are realized in the variables of school culture. The source of the problem from the teacher itself is actualized in the variable of working motivation.

This research is based on the gap phenomenon, based on the Regulation of the Minister of Education and Culture No. 22 of 2016, teacher performance is the standard process for elementary and secondary education units, including learning process planning, implementation of learning process, assessment of learning result, and supervision of learning process.

The quality of education in Indonesia has not shown a significant increase and even tends to decrease (Tilaar, 2011). The Result of UKG (Teacher performance test) in 2015 for Junior High School grade in Semarang City showed that 3477 UKG participants in 2015 reached an average of 70.098%. This result of UKG that is under KKM is 36.79% or there are 1279 teachers. Based on the observation, the teacher's performance is not compatible with the expectations and objectives that have been set. The teachers only copy the Lesson Plan. This makes them have a low skill and results in the teacher's low attention to the importance of self-motivation in improving the working performance, teacher's attitude and behavior toward his teaching job which is stagnant, and low realization of obeying the rules embedded in the school culture.

The existence of a research gap shows that several studies suggesting that there is a positive and significant influence on leadership, culture through motivation to performance is revealed by Adeyemi's study (2010). This study concluded that leadership is an important variable in teacher

performance and it supports the staff at high school in Delta State, Nigeria. Research conducted by Aurelia Potu (2009) showed that leaders must provide a good example, as well as motivate the employees. Berry and Houston (2012) stated that in a good performance, there must be a combination of capabilities with efforts to increase capacity and competence through the source of organizational culture.

Supporting factor towards the performance increase as above is not all acceptable. Some studies have stated that leadership, culture and motivation have an insignificant influence. The research of Dewi S Trang (2013) showed that leadership style has significance level only 44,7%. A study by Aslan (2009) stated that the longer one leads especially before the fuller, the weaker the influence is. The research by Fitriani (2015) stated that there are obstacles in the supervision of the principal because of the limitations of interaction with teachers who in fact are all women.

The researcher get the opportunity to conduct principal leadership research, school culture through working motivation that is suspected to affect the level of effectiveness of teacher performance, based on supported theory above, (gap phenomenon, research gap).

The purpose of this study is to describe and analyze the effect of: (1) principal leadership on teacher performance, (2) principal leadership on teacher performance through working motivation, (3) school culture on teacher performance, (4) school culture on teacher performance through working motivation, (5) working motivation on teacher performance.

The benefit of research for science is used as an ingredient of the academician in the Management Program of Pascasarjana, Universitas Negeri Semarang, as well as the references on the influence of leadership and culture on performance through motivation. While the benefits for the community is to provide suggestion to teachers to improve the positive culture and working motivation, along with suggestion to the principal and the educational authorities as a consideration in determining policies related to teacher performance improvement.

METHODS

This research used correlation quantitative approach, with expo-facto design, based on problem formulation as associative research, designed to know the influence of principal leadership, school culture through working motivation on teacher performance.

The population of this study is 177 teachers from five State Junior High Schools that are located in Gajahmungkur Sub-district, Gunungpati Sub-District, Mijen Sub-district, Semarang City and teacher's sample was taken using Taro Yamane formula, 122 permanent teachers. The preparation of research instruments using Likert scale. The research instrument is questionnaire which consisting of four variables, namely the headmaster leadership variable which is divided into 19 items of questions, the school culture is divided into 17 items of questions, the working motivation is divided into 16 question's items, and the teacher's performance is divided into 23 question items.

After consulting a competent expert, then the questions were tested to 30 respondents with a view to know the validity using Microsoft Excel tool and the reliability level (reliability) of the instrument with the help of SPSS 16.

The test is performed on the teacher outside of the respondent's research. Test validity is using correlation coefficient Pear Product Moment while reliability test is using CronbachAlpha. From Test Validity and reliability, all valid variables and all question items are reliable.

The data analyzes technique in this research is through requirement test and hypothesis test. Test requirements include: 1) Test normality based on one-sample Kolmogorov-smirnov test obtained residual value $0.350 > 0.05$. 2) Linearity test shows result of linearity value $0,000 < 0,005$. 3) The multicollinearity test shows the result of $VIF = 1.865$ and tolerance $< 0,1$. 4) Heterokedastisity test shows the data spread and does not form a certain pattern. While the hypothesis test include: coefficient of determination (R^2), T test, Path analysis.

RESULTS AND DISCUSSION

Results

The Influence of Principal Leadership on Teacher Performance

The results of this study indicate that the leadership of the principal has an effect on teacher performance with the result of coefficient of determination $R = 0.275$, $t_{hit} = 3.131 > t_{tab} = 1.976$, and significant $0.002 < 0,05$. The calculation of the direct influence of the principal's leadership on teacher performance can be seen from the calculation $(0.275)^2 = 0.075$, this means there is a direct influence amount of 7.5% toward the principal's leadership on teacher performance. Therefore, H_0 's conclusion was rejected and H_a accepted.

The Influence of Principal Leadership on Teacher Performance through Working Motivation

The result shows that $t_{hit} (1.475) < (1.976)$ and $sig 0,143 > 0,05$. So, the conclusion is H_0 is accepted and H_a is rejected. The calculation of indirect effect is $(0.320 \times 0.519) = 0,166$ bigger than direct influence that is 0.075.

The Influence of School Culture on Teacher Performance

The results showed that significance value of $0.000 < 0.05$ and $t_{hitung} (5.414) > t_{tabel} (1.976)$. In other words, the direct influence of school culture on teacher performance is $(0.443)^2 = 0,196$ or 19,6%. Conclusion H_0 is rejected and H_a is accepted.

The Influence of School Culture on Teacher Performance through Working Motivation

The results showed that $t_{hit} (2.634) > t_{tab} (1.976)$. Significantly $0.010 < 0.05$. The Conclusions are H_0 is rejected and H_a is accepted. The value of indirect effect of calculation is greater than the value of the calculation of direct influence ($0.272 > 0.196$). This shows that working motivation mediates the influence of school culture on teacher performance by 27.2%.

The Influence of Working Motivation on Teacher Performance

The result of this analysis shows that work motivation influence to teacher performance with result of coefficient value 0,519 with positive sign, $t_{hit} = 6,657 > t_{tab} = 1.976$, and significant $0.000 < 0,05$. Conclusion H_0 is rejected and H_a is accepted. The coefficient value of determination $R = 0.270$. The direct influence of working motivation on teacher performance is 27%.

Regression equation model 1

Leadership of school principals together with school culture on working motivation is $Y_1 = 0,571 X_2 - 0.069 X_1 + e_1$.

The result of determination test of *R square* = $0,277 = 27.7\%$. This indicates that the contribution of principal leadership (X_1) with school culture (X_2) toward work motivation (X_3) is 27.7% while the rest 72,3% is contribution from other variables. Value e_1 can be searched with the formula

$$e_1 = \sqrt{(1 - R \text{ square})} = \sqrt{1 - 0,277} = \sqrt{0,723} = 0,850$$

The equality of regression model 2

Leadership of school principals together with school culture on teacher performance through work motivation is $Y_2 = 0.252X_2 - 0.023X_1 + 0,395X_3 + e_2$

The result of determination test of *R square* = $0.310 = 31\%$. This indicates that the contribution of principal leadership (X_1) with school culture (X_2) to teacher performance (Y) through working motivation (X_3) is 31% while the remaining 69% is contribution from other unresearched variables. Meanwhile, the value of e_2 can be searched by the formula $e_2 = \sqrt{(1 - R \text{ square})} = \sqrt{1 - 0,31} = \sqrt{0,69} = 0,831$

Correlation between Principal Leadership and School Culture

The results are showed the value of pearson correlation which associated between each variable that is equal to 0.681 or 68.1%.

Based on the results of those two analyses obtain the causality relation between KKS, BS, MK and KG as shown in Figure 1.

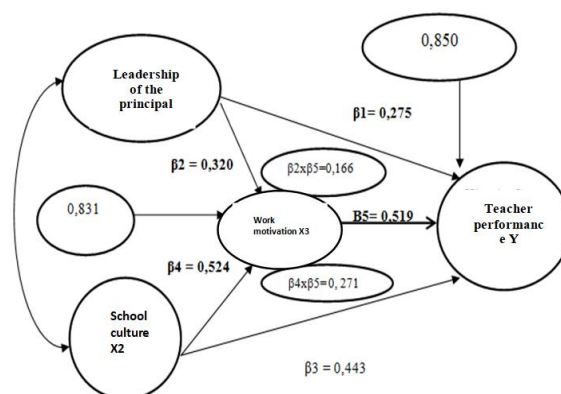


Figure 1. Causal relationship between KKS, BS, MK, KG

Discussion

The Influence of Principal Leadership toward Teacher Performance

It means there is a positive and significant influence of headmaster leadership on teacher performance. If Headmaster leadership is good then teacher performance will also be optimal. The results of this study support the research Hardono, Haryono, and Amin Yusuf which states that there is a positive influence and significant leadership of school principals on teacher performance. Kurniawan (2005) also stated that there is influence of headmaster leadership on working motivation and teacher performance.

This is supported by the theory of Hoy & Miskel, (2014) that "the principal's instructional leadership is one of the direct leadership styles that directly affects students through teachers with an emphasis on improvement, upgrading and development of teaching and learning".

The influence Principal Leadership on Teacher Performance through Working Motivation

The leadership of the principal has an insignificant effect on the teacher's performance, indirectly through working motivation, the poor principal's leadership has a weak influence, so the teacher's performance becomes less favorable. The indirect effect is greater than the direct effect of proving the motivation variable can mediate the indirect influence of the principal's leadership on teacher performance by 16.6%. The results of this

study is supported by Aslan's research stated that there was a negative and insignificant relationship between tenure with charismatic leadership and OCB.

The Influence of School Culture on Teacher Performance

Efforts to improve teacher performance should be done through the improvement of school culture and then learning motivation. The results of this study in harmony with Clisson & Durrick who stated that the job satisfaction of a person and his work depends on the suitability between individual characteristics with organizational culture contained in an organization.

The Influence of School Culture on Teacher Performance through Working Motivation

School culture has an effect on teacher performance significantly. It means that the better school culture will improve the performance of teachers and vice versa, the decrease of school culture will degrade teacher performance. The results of this study supported by the research of Dewi S Trang, organizational culture has a positive and significant influence on employee performance.

The Influence of Working Motivation on Teacher Performance

The higher the teachers have motivation to work, the better the performance of teachers. The result of research is supported by Luhgiatno, Shahzadi, Khanam.F and KirujaEK research which stated that the motivation influences the performance.

Regression Expressions 1 and 2

The value of Headmaster's Beta leadership is negative and the value of sig, $t_{hit} < t_{tabel}$ hence it can be said that the leadership of headmaster (X1) has negative and insignificant effect on working motivation and teacher performance. While the school culture (X2), working motivation (X3) is has positive value and the value of sig, $t_{hit} < t_{tabel}$, has meaning that school culture, working motivation has positive and significant influence on teacher performance.

Correlation between Principal Leadership and School Culture

The results of the study found a significant correlation between principal leadership (X1) and school culture (X2). This is consistent with the illustration of Sri Rahmi (2014) which stated that:

"The leader breaks down his leadership behavior through organizational spaces where there are values and beliefs, and shared beliefs that guide members of the organization to behave and attitude as a form of their identity."

This study reinforces Aslan's research, that there is an insignificant influence of principal leadership on teacher performance through working motivation. The benefits of the research as reference and enrichment of the academicians in the Management Program of Pascasarjana Universitas Negeri Semarang, For the related community should be able to take the policy for the leadership of the principal is really effective in improving the performance of teachers, even before the rolling or the end of his tenure.

CONCLUSION

Based on the data analysis and hypothesis testing that has been presented, it can be concluded as follows: principal leadership has a positive and significant impact on teacher performance, principal leadership has no significant effect on teacher performance through working motivation, school culture has a positive and significant impact on teacher performance, school culture has a positive and significant effect on teacher performance through working motivation, working motivation have positive and significant effect to teacher performance. The result of path analysis showed that there is influence of headmaster leadership and school culture on teacher performance through working motivation as mediation variable.

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