

# The Influence of School Principal Leadership and Organizational Culture on Teacher Performance

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## Abstrak

The purpose of this study is to determine the extent to which organizational culture and school principal leadership influence the performance of educators at SMK Tangerang Global Tangerang. The rationale for conducting this research is rooted in the researcher's belief that issues related to school principal leadership and culture significantly affect teacher performance. Consequently, teacher performance can improve or deteriorate under the direction of the school principal, undoubtedly shaping an organizational culture that demands compliance from school members. Thus, positive organizational culture and the quality of school principal leadership can contribute to improving teacher performance. This research method uses a quantitative approach. Quantitative research produces quantifiable results through the use of statistical procedures or other measurement methods. It is expected that school principal leadership and organizational culture development will be enhanced as a result of this research, thus optimizing teacher performance.

## Abstract

Tujuan penelitian ini adalah untuk mengetahui sejauh mana budaya organisasi dan kepemimpinan kepala sekolah mempengaruhi kinerja pendidik di SMK Tangerang Global Tangerang. Alasan untuk melakukan penelitian ini berakar pada keyakinan peneliti bahwa masalah yang berkaitan dengan kepemimpinan dan budaya kepala sekolah secara signifikan mempengaruhi kinerja guru. Akibatnya, kinerja guru dapat meningkat atau memburuk di bawah arahan kepala sekolah, tidak diragukan lagi membentuk budaya organisasi yang menuntut kepatuhan dari anggota sekolah. Dengan demikian, budaya organisasi yang positif dan kualitas kepemimpinan kepala sekolah dapat berkontribusi dalam meningkatkan kinerja guru. Metode penelitian ini menggunakan pendekatan kuantitatif. Penelitian kuantitatif menghasilkan hasil yang dapat diukur melalui penggunaan prosedur statistik atau metode pengukuran lainnya. Diharapkan kepemimpinan kepala sekolah dan pengembangan budaya organisasi akan ditingkatkan sebagai hasil dari penelitian ini, sehingga mengoptimalkan kinerja guru.

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## Kata kunci

Kepemimpinan Kepala Sekolah Budaya organisasi; Kinerja Guru.

## 1. Introduction

During World War II, Japan was bombarded by the Allied forces, specifically in the cities of Hiroshima and Nagasaki. Eventually, Japan acknowledged its defeat in World War II. At that time, the Japanese government was only concerned about the number of remaining teachers. Typically, when a country experiences a similar situation to Japan, they would immediately focus on rebuilding the nation's infrastructure. However, it was different with the Japanese government at that time, which was inquiring about the number of remaining teachers. After that incident, Japan began to slowly rise, and until now, Japan has become an advanced country dominating almost every sector. Indonesia should learn from Japan, which prioritizes quality education because the higher the quality of education, the higher the quality of human resources in a country, thus building a prosperous nation. The quality of education is also determined by the quality of a teacher. Quality teachers who educate Japanese children become a source of strength that will revive the country from its decline. However, a teacher is highly respected by the country because teachers can help improve the existing quality in humans.

In terms of educational evolution, especially what happens in institutionalized classrooms, teachers are very important. In terms of the teaching and learning process, they also determine whether students succeed or not. It is crucial that teachers are given top priority because they are the most significant factor in the success of the education system. When it comes to education policy, this person will always be the center of attention.

Teachers are the most important component in creating effective educational practices and outcomes. Thus, it is clear that initiatives to improve educational standards will fail without competent and experienced educators. Improving the standards of educators and preparing them to obtain professional status is crucial to raising the standard of education because teaching is a profession that is intrinsically linked to the development of human resources in the education sector.

However, several factors, such as organizational culture and school leadership, will influence how well a teacher performs. For an organization or business to succeed, a leader is always needed. If there is no one willing to take control and drive the management process forward, no matter how advanced and effective the existing system is, the system will fail. As a result, leadership roles are needed for management functions and vice versa. When new demands arise from progress, the need for leaders becomes increasingly urgent. A leader must be able to take a vision and turn it into goals that inspire people to do something different.

Because some people believe that leadership is innate and can be developed from birth, the topic of leadership is often explored. One common misconception is that leaders are not made; it means someone has or doesn't have the qualities needed to be a leader from birth.

Basically, it is a leader's responsibility to deduce, through behavior, the needs, desires, and expectations of subordinates to choose a strategy that will motivate them to act in a way that advances organizational goals. Achieving organizational goals is often difficult. Organizations must overcome a number of challenges to achieve their goals. The same problem arises when an organization wants to change to better align itself with the evolution of its human resource environment. People accustomed to the status quo will resist change. Organizations want leaders who can perform leadership tasks in various similar situations. According to George R. Terry (2015:5), leadership is the process of persuading others to work towards organizational goals. The ability to successfully achieve organizational goals by influencing and changing the culture of various personnel groups to match the organizational culture is a capacity of leadership.

One of the most important aspects of leadership is the ability to influence others. A leader can do this by using various strategies, including the use of power, influencing tactics, coaching, behavior modification, and communication, to change the behavior of others.

According to Miller (2015:103), organizational culture is a set of values held by a company and forms the basis of its management and organizational structure. If the organizational culture is able to respond to and overcome environmental difficulties accurately and quickly, then the organizational culture can be a powerful tool for gaining competitive advantage.

In general, top leadership groups or company founders are responsible for building or creating organizational culture. Their subordinates follow their philosophy or strategy as a set of instructions and principles for doing their job. The imagined or guided organizational concept will become a culture if this technique is successfully applied over a long period of time. The application of organizational culture must serve as a benchmark for all organizational operations if it wants to be standardized.

The organizational culture of an institution will differ from other institutions due to the various environments, both internal and external, that influence it. Organizational differences, especially those arising from within, are shaped by leadership and the contributions of members to the success of the organization. Leadership turnover will also impact organizational culture. Negative opinions about organizational culture will make the atmosphere at the school less conducive. Working relationships among colleagues, between educators and administrators, between educators and other staff members, and between offices within the school are determining factors in the overall atmosphere. To ensure that the selected educators meet the criteria and help improve education in Indonesia, the government or the field responsible for education must be more selective in choosing educators. Because excellent individuals will produce excellent results.

The general definition of performance is the end product of an effort. Performance includes the end product and the process of completing the work. Armstrong and Baron (2016:2) state that performance is the end result of efforts that directly impact strategic goals, customer satisfaction, and the financial condition of the organization. Performance needs to be measured to determine if it differs from the plans established before implementation, if it can be completed within the specified time, and if the results are as expected.

### **1.1. Teacher Performance**

According to Rafuddin (2015), the term "performance" originates from the words "work achievement" or "actual achievement" (i.e., tasks completed by an individual). The term "performance" refers to the quantity and quality of work achieved by employees as they carry out assigned tasks.

The Directorate General of Teacher and Education Personnel Quality Improvement, along with the Directorate of Education Personnel, has identified three classroom learning activities that can be used as indicators for assessing teacher performance: Planned learning activity programs. During the planning stage of learning activities, the teacher's understanding of the subject matter is clearly evident. Teacher skills are demonstrated through the development of syllabi and lesson plans for learning activity programs.

The process of creating syllabi and lesson plans, which is the way teachers organize learning activity programs, demonstrates teaching competence. The implementation of educational tasks. The main component of educational implementation is the execution of learning activities, which is distinguished by the use of teaching strategies and tactics, utilization of media and learning resources, and classroom management activities. It is the duty and responsibility of the teacher to carry out these tasks to the best of their ability; at this point, the teacher's ability is tested and determines whether the educator is competent or not. The implementation of lesson plans is known as learning implementation, and in this regard, it consists of the following activities: core activities, introductions, and closures.

Assessment and Evaluation of Learning. The purpose of learning assessment is to determine whether the learning process has been completed or not and whether the learning objectives have been achieved or not. At this stage, a teacher must be able to select assessment methods and strategies, create assessment instruments, process assessment data, and apply the results. Teachers must be proficient in the process of creating assessment instruments to evaluate and assess learning outcomes. Written tests, oral tests, and performance assessments are examples of assessment instruments. Test instruments can be selected by teachers based on the information provided.

## 1.2. School Principal Leadership

Depending on the perspective or viewpoint of the researchers involved—for example, from an individual's standpoint and the aspect of the phenomenon that is most interesting to them—leadership can mean many things. According to Stogdill, the number of people who have attempted to define leadership is roughly equal to the number of definitions that exist. According to Stogdill, the definition of leadership as a management concept can vary depending on one's perspective (Eneng Muslihah, 2014).

Leadership, according to Mujamil Qomar (2013), is the process of leading and controlling an organization to achieve predetermined goals. The understanding of leadership by some experts indicates that in an organization, there will be someone capable of influencing, directing, guiding others to carry out the will of superiors or leaders.

Zamroni's Theory (2000) states that a school principal acts as an innovator, motivator, and supervisor. With the assessment indicators as follows: Innovator function; Motivator function; Supervisor function.

## 1.3. Organizational Culture

Organizational culture is the structure that distinguishes one company from another, characterized by various interpretations practiced by all members. One way to define different organizations is through shared value systems and norms, or organizational culture (Robins and Judge, in Sulaksono Hari, 2015). Workplace culture forms the basis of employees' mentality to prioritize the needs of colleagues.

Workplace culture refers to shared beliefs, practices, and values that permeate the organization, serving as a roadmap for employees and enabling businesses to grow through internal and external collaboration (Nurdin Ismail, 2012).

Chaerudin (2019) states that organizational culture can be described as shared values and principles adhered to by all employees. Several definitions given above lead us to the conclusion that organizational culture is a set of norms and shared values that distinguish it from competitors.

Sulaksono Hari (2015) states that the following are indicators of organizational culture: Creative risk-taking, Results-oriented, Consideration of each employee's interests, Attention to task details.

## 2. Methods

This research adopts a quantitative methodology. Quantitative research is defined as research that produces findings that can be quantified (measured) using statistical methods or similar approaches. The quantitative approach focuses on phenomena that share similarities with variables in societal life. The quantitative approach to studying the nature of relationships between variables employs objective theories. According to Kasiram (2015:39), quantitative research is a way to further understand a subject by analyzing data numerically.

The research methodology employed in this study is quantitative correlational research. A total of thirty-six educators from Tangerang Global Tangerang constitute the population in this study. This research utilizes a nonprobability sampling method, particularly saturation sampling (census). Sugiyono (2017:85) states that when the entire population is used as a sample, it is referred to as saturation sampling. Research seeking to draw conclusions from very simple findings with a very small margin of error or using a small population (less than 100 individuals) typically employs this method. Census, where the entire population is considered for inclusion in the sample, is another term for saturation sampling. The data collection approach in this research is through questionnaires due to its usefulness. The objective of the data analysis in this research is to determine the level of relationship between the existing variables.

## 3. Results and Discussion

This study was conducted at SMK Tangerang Global located on Sawo VI Street (end) Perumnas I RT 002 RW 002, Cibodasari Village, Cibodas District, Tangerang City, Banten 15138. The following is an explanation of the research variable interpretations based on the testing results conducted. The interpretations of the coefficients in the simple linear regression equation above are as follows:

### 3.1. The Influence of School Principal Leadership on Teacher Performance

21.319 is the value of  $\alpha$ . The value 12.319, or 12.319%, will be displayed by Y (Teacher Performance) when X1 (Leadership) is set to zero. The value of  $\beta_1$  is 0.662. Thus, for every one-point increase in the value of X1 School Principal Leadership, the value of Y (Teacher Performance) will increase by 0.662 units, or 66.2%. This indicates that the regression coefficient of the School Principal Leadership variable shows a positive direction. The research findings by Asma'ul Husnah et al. in 2021 at SMAN in Sekayu City, South Sumatra Province, reinforce this conclusion. The research results indicate that the leadership style of the school principal affects the effectiveness of teachers. Teachers can achieve higher results if they are dedicated to completing their tasks. This finding also suggests that the learning facilities offered by the school principal influence the level of dedication demonstrated by teachers. Aminuddin (2017), Syamsul (2017), Kosim (2017), and Rosdina (2015) all reached the same conclusion. Teacher performance is significantly enhanced by school principal leadership. Furthermore, the research findings by Muslim et al. in 2020 indicate that power, motivation, communication, leadership skills, and decision-making are components of school principal leadership. Syaiful (2018) asserts that teacher dedication, along with responsibility, plays a crucial role in shaping students' moral character. In addition to pursuing the school's goals, vision, and mission, professional educators will be responsible for shaping the morals of their students. How educators provide service and adapt to the school environment indicates a high level of consistent teacher dedication. School principals can implement strategies such as work programs, habituation, as well as rewards and punishments to encourage teacher dedication in teaching responsibilities.

According to Ardana et al. (2012: 184), a leader's behavioral pattern when interacting with subordinates' maturity levels can also be used to determine their leadership style. This concept of maturity is not related to how maturity is generally understood but rather to subordinates' capacity and willingness to accept responsibility in determining their behavior direction. Knowledge and skills acquired through education, training, and experience shape the level of ability. On the other hand, enthusiasm, drive, and self-confidence are all related to willingness. Involving subordinates, particularly teachers who demonstrate leadership and appropriate techniques, in decision-making helps the school principal improve teacher performance. Indicators in the questionnaire instrument show that the leadership style of school administrators including subordinates (teachers, staff, committees) has not functioned efficiently. This is due to the perception gap between senior teachers and younger teachers based on factors such as rank and grade/space, length of service, age, or sentiment. These findings indicate that school principal leadership has a significant influence, consistent with the hypothesis presented in the previous chapter. This suggests that the school principal can help improve teacher performance.

### 3.2. The Influence of Organizational Culture on Teacher Performance

14.081 is the value of  $\alpha$ . The value of Teacher Performance (Y) will be 14.081% or 14.081 if the value of Organizational Culture (X2) is zero. The value of  $\beta_2$  is 0.607. This indicates that the organizational culture variable has a positive regression direction on its regression coefficient, indicating that for every one-point increase in the value of organizational culture X2, the value of Y (teacher performance) will increase by 0.607 units, or by 60.7%.

This finding indicates that organizational culture affects the effectiveness of educators. Research by Yusuf (2017) also identified the necessary steps to build an appropriate organizational culture for use in educational institutions. Workplace culture can range from highly participative to highly authoritarian, and this can be caused by several factors, including methods used to build culture (such as mechanical and organic solidarity) and strategies used to strengthen it (all of which can be applied simultaneously). This should be a roadmap that all schools can follow to achieve their goals. The findings of this research indicate that organizational culture affects teachers' commitment to completing tasks. A teacher's strong commitment to the school where they work is evident from their high sense of responsibility for their work. Always committed and involved, they never miss a beat.

A dedicated educator is one who fulfills their responsibilities seriously and never becomes complacent in the classroom. How this occurs depends on the school's organizational culture. School organizational cultures should vary from one another. Students and the community can expect different services depending on the types and characteristics of the prevalent culture within the school system. Observations indicate that management/school principals, teacher behavior, and the local community are three key elements influencing school organizational culture. Several elements influence organizational culture, including work structure, incentives, punishments, decision centralization, job pressure, security, threats, character, status, recognition, and service (Steers, 1991). According to this theory, it makes sense. Many of these issues may arise in educational institutions.

In addition to delineating the regression equations, this research incorporates an F-test, which is used to ascertain whether the independent variables X1 and X2 (School Principal Leadership and Organizational Culture) collectively influence the dependent variable Y (Teacher Performance). Below are the hypotheses that need to be formulated before making decisions: Organizational culture (X1, X2) and school principal leadership (Ho) do not have a significant influence on teacher performance (Y).

There is a significant relationship between school principal leadership and organizational culture (X1, X2), which in turn affects teacher effectiveness (Y).

"School principal leadership and organizational culture (X1, X2) influence teacher performance (Y)." We can conclude that Ha is true and Ho is false because the calculated F value is higher than the tabulated F value. Based on the output results, the calculated F value is 13.450. Finding the tabulated F value (with df 36-2-1 and alpha 0.05 two-tailed) is the next step after determining the tabulated F value to be 3.28.  $F_{\text{calculated}} > F_{\text{tabulated}}$  ( $13.450 > 3.28$ ) with  $p < 0.05$  ( $0.000 < 0.05$ ). "Organizational culture (X1, X2) and school principal leadership influence teacher performance (Y)." Ha is accepted while Ho is rejected based on this.

The conclusion of this study aligns with previous research by Ester Manik and Kamal Bustomi (2011), who found a correlation coefficient of 0.670. This figure falls between 0.60 and 0.799, indicating a strong correlation between school principal leadership and organizational culture in relation to teacher effectiveness. The school principal leadership variable correlates significantly with the teacher performance variable ( $t_{\text{calculated}} 5.180 > t_{\text{tabulated}} 1.690$ ). The reasons why school principal leadership impacts teacher performance can be better understood through this research.

#### 4. Conclusion

This study aimed to examine the relationship between organizational culture and school principal leadership as related to the performance of teachers at SMK Global Tangerang. The following conclusions were drawn from a research sample consisting of 36 respondents:

From SMK Tangerang Global, 36 educators (22 males and 14 females) completed the survey provided. The survey comprised thirty questions investigating the relationship between school principal leadership and organizational culture as related to teacher effectiveness.

The results indicate that the school principal leadership variable has a positive and substantial influence on teacher performance. Consequently, the organizational culture variable has a beneficial and substantial impact on teacher performance. The findings of this study demonstrate that the characteristics of school principal leadership and organizational culture have beneficial and substantial effects on teacher performance.

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