

## **The Influence of Leadership Effectiveness, Adversity Quotient, and Organizational Culture on Teacher's Performance**

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**Abstract:** This study determined (1) the effect of principal's leadership effectiveness on teacher's performance, (2) the effect of adversity quotient on teacher's performance, (3) the influence of organizational culture on teacher's performance, and (4) the effect of the effectiveness leadership, adversity quotient, and organizational culture on the performance of high school teachers in Pulau Rimau District, Banyuasin Regency. The sample in this study were 101 teachers who teach in all high school/MA level in Pulau Rimau District. The technique of collecting data is using questionnaire. Data analysis techniques using inferential statistics, simple linear regression test and multiple linear regression test. The results of this study indicate that the results of multiple linear regression hypothesis testing between leadership effectiveness variables (X1), adversity quotient (X2) and organizational culture (X3) on the teacher's performance (Y) the value of the regression equation constant is 28.622 and the coefficient value of the independent variable b1 is 0.207, b2 is 0.215 and b3 is 0.561. This means that the effectiveness of leadership, adversity quotient and organizational culture has increased significantly on teacher's performance.

**Keywords:** Adversity Quotient, Leadership Effectiveness, Organizational Culture, Teacher's Performance

### **A. Introduction**

The population of this research is drawn from two state senior high schools and two private high schools (1 high school and 1 MA) in the Pulau Rimau District. We chose the location because we served in the region and was sufficiently familiar with the state of education development in the region, which was the purpose of the research.

Based on preliminary observations, it appears that teacher's performance in Pulau Rimau District high schools is less than optimal. This is evident in the way it operates, competencies held, and work discipline, as well as the welfare of teachers, which is not yet optimal. This is allegedly due to students' lack of awareness in following online learning, the awareness/motivation of the teacher's work itself, difficult road

access during the rainy season, pandemics that are still occurring, or even the teacher's adversity quotient.

The teacher is the most important component of the educational system and deserves to be prioritized. This figure is always a strategic highlight when discussing education issues, because teachers are always associated with other components in the education system, teachers play a major role in the development of education, particularly those held formally in schools, teachers also determine the success of students, particularly in relation to the process of learning how to teach. The teacher has a significant impact on the development of high-quality educational processes and outcomes. As a result, without the support of professional and quality teachers, any efforts to improve education quality will fail to yield significant results.

Teacher's performance, which defines teachers' achievement in carrying out their responsibilities, is influenced by the basic capital they have to work as professionals. Furthermore, it is influenced by individuals' mindsets and behaviors when interacting with all components in schools (Darusman et al., 2020).

Based on this, we concentrate their efforts on the impact of leadership effectiveness, resilience (AQ), and organizational culture on teacher's performance, particularly among high school teachers in the Pulau Rimau District.

Teachers' tasks are inextricably linked to increasing human resources through the education sector; thus, it is necessary to improve teacher quality in order for them to become professional staff. To be successful in improving the quality of education, many factors must be considered, particularly the quality of teachers (Tilaar, 2011). However, the quality of teachers will be affected by a variety of factors, including the principal's leadership, organizational culture, work quotient motivation, and adversity quotient.

Leadership is a pattern of attitudes and behavior displayed by a leader in directing and controlling subordinates to follow their will in order to achieve the goals and objectives established by an organization or by the leader itself. Simply put, leadership is a method used by a leader to influence his subordinates. The way to influence this is to develop a culture within the organization they lead. The organizational culture that exists in a school's environment will be distinct from that of other schools. This distinction is due to the existence of an environment that affects various organizations, both the external and internal environments of the organization. The difference between one organization and another, especially internally, formed by the leadership and members of the organization in achieving its goals, will affect an organization's culture. A negative perception of organizational culture will create an unfavorable school climate. This school climate is related to how colleagues, "between teachers

and school principals, between teachers and other education staff, and between other school residents" work together.

In school organizations, the principal is the leader who is responsible for the organization's continuity. The principal is one component of education that helps to improve educational quality. The principal is in charge of micro education management, which is directly related to the school's learning process.

According to the "Law on Professional Competencies that a Teacher Must Master," the teacher's readiness is required in both physical and non-physical (mental) aspects. Especially in terms of the mental aspect that must be prepared, the teacher must inevitably have a strong desire to deal with difficulties and be capable of overcoming the difficulties that will be faced. Overcoming difficulties, of course, by involving their potential, one of which is measured by Adversity Quotient (AQ). AQ is a person's ability to survive in the face of adversity and to overcome these adversities while exceeding his performance and potential expectations. AQ functions to predict and determine a person's future success (Stoltz, 2000). AQ can also predict performance, motivation, empowerment, creativity, productivity, knowledge, energy, hope, happiness, vitality, and joy, according to Stoltz. In other words, those with a high AQ will also have a high level of performance. Improving performance by developing a high AQ is incomplete unless it is accompanied by an increase in a person's work ethic. In order to encourage the implementation of their tasks in schools, teachers must have a strong work ethic in the evolving world of education.

In this regard, research into the effects of Leadership Effectiveness, Adversity Quotient, and Organizational Culture on Teacher's performance is critical.

## **B. Methods**

This study was carried out in all public and private high schools in Rimau Island District, Banyuasin Regency, South Sumatra, namely SMAN 1 Rimau Island, SMAN 3 Rimau Island, Darul Muttaqim High School, and MA Darul Ulum. This study employs quantitative research methods such as simple correlation analysis and multiple correlation analysis. The dual correlation analysis is used to determine the amount of relationship and contribution of two or more independent variables (X) to the dependent variable (Y) (Ridwan & Sunarto, 2012).

There are four related variables in this study: X1 (Leadership Effectiveness), X2 (Adversity Quotient), X3 (Organizational Culture), and Y (Performance). Purposive sampling techniques were used by the researchers in this study. Purposive sampling is a sampling technique that is based on specific objectives. The sample was chosen for a variety of reasons, including population size, cost, research time, and data analysis (Kesumawati et al., 2019).

In this study, questionnaires and documentation were used to collect data. In this study, the researcher immediately went into the field to collect responses from respondents to use as research samples (Sugiyono, 2018). In this study, the Cronbach's Alpha technique was used with the Statistical Product and Service Solution (SPSS) software version 26 to assess the reliability of the questionnaire. The steps for performing the reliability test with Statistical Product and Service Solution (SPSS) version 26 are as follows: (1) Select Analyze; (2) Select Scale; (3) Select Reliability Analysis; (4) Enter the entire item of each variable except the total item into the items column; (5) Select OK (Kesumawati & Aridanu, 2021).

### **C. Results and Discussion**

#### **The Effect of Leadership Effectiveness on the Performance of High School Teachers in Pulau Rimau District**

The hypothesis that leadership effectiveness affects teacher's performance was tested in four high school level schools in the Pulau Rimau District. Based on the hypothesis testing results, the significant level (sig) value of the compensation variable (X1) was 0.47 less than 0.05, so  $H_0$  was rejected and  $H_a$  was accepted. This means that in the Pulau Rimau District, the leadership effectiveness variable (X1) has a positive effect on the high school teacher's performance variable (Y).

In general, measuring teacher's performance is done to determine competence, assess strengths, provide support and mentoring, ensure continuous growth through various experiences, and monitor organizational employees' decisions. All of this can be accomplished by an organizational leader.

The ratio of work results to time required to produce a product from a teacher can be used to assess teacher's performance. Superior and outstanding schools cannot be realized apart from the effective performance of teachers who work in these schools. Good performance is primarily focused on teacher behavior in carrying out work programs to achieve these goals, whereas teacher work productivity can be seen in terms of how far the teacher's work productivity can influence students. Specifically, the goals of teacher's performance also require teachers to make special decisions, "where learning objectives in schools are clearly stated in the form of behavior from a teacher, then transferred to their students. Leadership effectiveness, resilience, and organizational culture are all factors that influence teacher's performance.

Leaders, according to Mukhtar, are basically the main figures who greatly determine an organization's progress and competitive advantage. He is not only an effective manager but also a transformational leader. Leaders are expected to be able to lead organizations/institutions to exceed expectations in a sustainable manner. In difficult circumstances, it is critical for a leader to steer the organization in a clear and

consistent direction in order to effectively anticipate and respond to future demands. Leaders play a role in selecting the best alternatives from a variety of options. As a result, an effective leader is required, a leader who is able to use his authority properly and constructively, a leader who is able to formulate clear and achievable goals based on the capabilities of the resources he has, a leader who is able to communicate to his members what is on his mind, a wise leader who always prioritizes ratios while still considering taste when dealing with and solving problems. Strictly speaking, an effective leader is one who fights hard for the ideals to be realized (Mukhtar et al., 2016).

This is consistent with Hasmayati's research, which states that if the calculation results of the correlation analysis are significant both individually and simultaneously, it is interpreted so as to provide information objectively and know the amount of contribution (contribution) or the value of the Coefficient of Termination ( $KD = r^2 \times 100\%$ ) between variables that the effect of the principal's leadership on teacher competence.

### **The Effect of Adversity Quotient on High School Teacher's performance in Pulau Rimau District**

Based on the results of the hypothesis testing, it was discovered that the significance level (sig) of the work environment variable (X2) was 0.041, which was less than the value ( $\alpha$ ) 0,05, implying that  $H_0$  was rejected and  $H_a$  was accepted. As a result, the Adversity Quotient (X2) variable has a significant effect on the performance of high school teachers (Y) in the Pulau Rimau District. This means that high school teachers' resilience in Pulau Rimau Subdistrict influences their performance.

Adversity Quotient, also known as resilience, is a measure of a person's response to understanding himself in order to increase success in all aspects of life. Adversity quotient is also an assessment that measures a person's attitude in facing a problem to be empowered to become an opportunity. The adversity quotient can indicate how strong a person is in the face of adversity, whether the person is willing to back down halfway or refuse to accept even the most minor challenge. Adversity Quotient can also be used to assess mental responses to adversity. Because a teacher with a high AQ will never stop being passionate about educating the best generations. Teachers with high AQ will also provide positive energy to their students, resulting in enthusiasm in both the teacher and the students. As a result, resilience is essential for a teacher or educator. Because a teacher with a high AQ will never stop being passionate about educating the best generations. Teachers with high AQ will also provide positive energy to their students, resulting in enthusiasm in both the teacher and the students (Solihin, 2015).

These findings are supported by Nicco Nurman's research, which shows that the regression coefficient value of the Adversity Quotient variable (X1) is 0.308, indicating that the Adversity Quotient has a positive relationship with employee performance (Y). This shows that each unit increase in the Adversity Quotient score, assuming the other independent variables remain constant, increases the performance score by 0.308 units. That is, the higher the perception of employee performance, the higher the perception of Adversity Quotient (Nurman, 2018).

### **The Impact of Organizational Culture on High School Teacher's Performance in the District of Pulau Rimau**

Based on the results of the hypothesis testing, it was determined that the significance level (sig) of the work environment variable (X2) was 0.027, which was less than the value ( $\alpha$ ) 0.05, implying that  $H_0$  was rejected and  $H_a$  was accepted. As a result, the Adversity Quotient (X2) variable has a significant effect on the performance of high school teachers (Y) in the Pulau Rimau District. This finding is consistent with Nicco Nurman's findings, which show that the regression coefficient value of the organizational culture variable (X2) is 0.370, indicating that organizational culture has a positive relationship with employee performance (Y). This demonstrates that increasing the organizational culture score by one unit, while holding the other independent variables constant, increases the performance score by 0.370 units. That is, the higher the perception of employee performance, the higher the perception of organizational culture (Nurman, 2018).

Handayani's findings indicate that school culture has a positive and significant influence on teacher's performance in Muara Padang District (Handayani et al., 2020).

Performance emphasizes the outcomes of one's efforts. Work results are measured by examining the standard rules that have been established in an organization. The organization's work standards serve as the foundation for evaluating one's performance. Each organization has its own set of standards based on the type of work performed. Work standards for school principals can be determined in schools based on their primary duties, functions, and responsibilities. There are five aspects that can be used as an assessment measure in order to get the most out of the school principal's performance evaluation: quality of work, timeliness, initiative in completing work, ability to complete work, and ability to foster cooperation with other parties. The principal is expected to learn his strengths and weaknesses through periodic performance appraisals, which will then serve as a reference material for future performance improvement.

Employee behavior is generally shaped by organizational culture. As a result, when someone enters an organization or company, he will adopt the organization's customs, habits, and culture.

The organization's function includes facilitating planning for the institution's continuity. Making it easier to plan is one of the organizational functions of management. Organizational functions include assisting management in producing analysis and evaluation reports on the performance of the company or business.

### **The Effect of Leadership Effectiveness, Adversity Quotient and Organizational Culture on Teacher's performance**

Based on the results of testing the multiple linear regression hypothesis between the variables of leadership effectiveness (X1), adversity quotient (X2) and organizational culture (X3) on teacher's performance (Y) the constant value of the regression equation  $\alpha$  is 28.622 and the coefficient value of the independent variable b1 is equal to the independent variable b1 of 0.207, b2 of 0.215 and b3 of 0.561, then the regression equation is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 38,622 + 0,207X_1 + 0,215 X_2 + 0,561X_3$$

This means that the impact of leadership effectiveness, adversity quotient, and organizational culture on teacher's performance has significantly increased.

Based on the statistical test results, it is clear that the majority of respondents (more than 50%) gave a positive response to the answers in the questionnaire provided. Thus, the variables of leadership effectiveness, adversity quotient, and organizational culture all have a significant influence on teacher's performance variables.

From the calculation results of the One Sample Kolmogorov-Smirnov Test based on the Asymp. Sig. (2-tailed) of the three variables, including the independent variables X1, X2, X3 and the dependent variable Y, the value of 0.200 is greater than 0.05. This means that it can be concluded that of the three variables studied showed a greater value of 0.05, for that it can be said that all variables are normally distributed.

The results of the linearity test can be seen in the output table above. It is known that the significance of the ANOVA table shows Deviation of Linearity with a significant work environment value of  $0.086 > 0.05$ . So, it can be concluded that the results obtained show that each variable is declared linear.

Based on the table above, the data seen is from tolerance, the value obtained at tolerance is greater than  $0.874 > 0.10$ , it can be concluded that there is no multicollinearity.

In his research, (Sulistiya, 2015) stated that there was a significant influence between the leadership of the school principal on teacher's performance at SMP Agus Salim Semarang in the 2012/2013 academic year. There are 3 indicators of teacher's

performance that must be achieved: (1) mastery of teaching materials, (2) ability to manage learning, and (3) commitment to carrying out tasks. That organizational culture has a positive and significant influence with the average questionnaire having a high effect on teacher's performance. Although not the only factor, school culture is a factor that has a larger portion in influencing teacher's performance than the principal's supervision variable (Suhayati, 2013).

Dimensions of organizational culture and principal leadership have a significant influence on the performance of teaching staff, namely the variables of accuracy, result orientation, team orientation, and stability (Arifin, 2018).

#### **D. Conclusion**

The effectiveness of leadership has a significant impact on the performance of high school teachers in the Pulau Rimau District. The resilience to adversity (Adversity Quotient) of high school teachers in the Pulau Rimau District has a significant influence on their performance. Organizational culture variables have a significant impact on teacher's performance. Leadership effectiveness, adversity quotient, and organizational culture all have a significant impact on the performance of high school teachers in the Pulau Rimau District. The results of statistical tests using Multiple Linear Regression show that leadership effectiveness, adversity quotient, and organizational culture all have a significant impact on teacher's performance.

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