

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

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Abstract: This research aims to influence the school culture and the leadership style of the school principal towards the performance of teachers in the state Junior high School in subdistrict Gelumbang. This research uses quantitative methods with a correlational approach. Analysis of the data used is a double linear regression analysis. Data analysis results concluded that: (1) A partial school culture had a significant effect on the teacher's performance; (2) A partial variable of leadership style significantly affected the teacher's performance; and (3) simultaneously the school culture and leadership style of the headmaster has a significant impact on the performance of teachers in the state Junior high School, Gelumbang sub-district.

Keywords: Leadership Style, Performance, School's Culture

A. Introduction

Teachers are one of the most important factors influencing student success in the classroom since they are human people who interact intimately with children on a regular basis. According to Article 1 Paragraph 1 of Law Number 14 of 2005 Concerning Teachers and Lecturers, teachers are professionals in education whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate pupils in formal education. both elementary and secondary schooling.

According to Minister of National Education Regulation Number 16 of 2007 regulating qualifications and competencies, teachers are an essential part of the learning process and are required to possess four competencies. Pedagogical competence, personality competence, professional competence, and social competence are the four abilities that educators need to possess. These four requirements for instructors can serve as an example of how well they function in their role-playing capacities. To support students in achieving physical, mental, and intellectual maturation as well as social and personal maturity and religious moral maturity (moral and religious maturity), Hikmat (2014) claims that teachers' job descriptions in their capacity as educators include a variety of activities.

Teacher performance is the result of work that can be achieved by teachers in an organization (school), by the authority and responsibility given by the school to achieve the vision, mission, and goals of the school concerned legally, without violating the law and by morals and ethics (Madjid, 2016). A teacher's performance is determined by his or her ability to fulfill their mandate, their vocation, and their morality. Teacher performance, to put it briefly, is the outcome of the teacher's labor, which takes the shape of knowledge, skills, values, and attitudes in the performance of their tasks and functions, which are demonstrated in their demeanor, behavior, and output.

A kind of teacher performance is the primary responsibility of instructors, which is carried out in both teaching and learning activities and teacher tasks at institutions. An improvement in teacher performance will translate into higher-quality output. Therefore, to increase teacher effectiveness, support from a variety of sources is required. If the principal, the school environment, the teachers, the staff, and the students are all integrated, then the performance of the teachers will be at its best.

A school's ability to survive, grow, develop, and adapt to various existing environments, as well as the occurrence of an internal integration process that allows the school to carry out items, are all made possible by the culture that exists within it. School climate is often referred to as school culture. This describes the atmosphere of working relationships between fellow teachers, teachers and principals, teachers and other educational staff, as well as between institutions in the environment.

The term "school culture" refers to the ideals, beliefs, catchphrases, customs, and rituals that have been established over a long period and are sincerely adhered to by every student in the school (Zamroni, 2013). School culture is dynamic, a product of the school's journey, the interaction of many factors that enter the school, and it belongs to every student. The mix of every student's diverse social life experiences and constant interaction with one another creates a value system that permeates the school and becomes a shared characteristic. This results in dynamic school settings. Daryanto & Tarno (2015) posit that the establishment of a school's culture has the dual purpose of fostering more consistent behavior and informing school staff about appropriate behavior to develop their personalities in a school setting that aligns with the physical and cultural climate of the school.

Research on the impact of school culture on teacher performance, such as that conducted by Listyorini (2017), has shown that performance is significantly impacted by school culture. Similar results were found Fadhillah (2017) that there is a positive and significant influence between organizational culture on teacher performance as reflected in the rules and policies in the division of tasks, organizational climate, habits and norms that apply in schools, teacher involvement

in the formulation of vision and mission and school regulations. so that it can increase the commitment, responsibility, and skills displayed by teachers. Research on the impact of school culture on teacher performance, such as that conducted by (Listyorini, 2017), has shown that performance is significantly impacted by school culture. Similar results were found Fadhillah (2017) that there is a positive and significant influence between organizational culture on teacher performance as reflected in the rules and policies in the division of tasks, organizational climate, habits and norms that apply in schools, teacher involvement in the formulation of vision and mission and school regulations. so that it can increase the commitment, responsibility, and skills displayed by teachers.

How well a teacher performs in the classroom is influenced by school culture and leadership style. The dynamic nature of school culture can be attributed to shifts in the principal's leadership tenure. The leadership style of the principal will also influence the cultures of the various schools. Of course, some differences are to the teacher's habits, and vice versa. The quality of education in schools is primarily decided by the success of the principal in managing the educational professionals available at the school. Among the elements of education that have an impact on enhancing teacher performance is the school principal. The principal of the school oversees the planning of instructional programs, administration, hiring and training of additional teachers, and upkeep of infrastructure and facilities. This gets more significant when the needs of school leaders grow more complicated and need more effective and efficient performance support.

As the most powerful individual in the school, the principal sets the direction for its advancement. As such, he needs to be highly committed, have strong administrative abilities, and be adaptable in his work. This is consistent with the view expressed by Murtiningsih & Lian (2017) that the principal's leadership is how the principal tries to motivate, inspire, direct, and influence educators, students, parents, and other relevant parties to work toward and take part in the accomplishment of the established objectives.

A strong school principal must be able to work toward enhancing the effectiveness of teachers by implementing a staff development program. As a result, the principal needs to possess the right attitude, traits, aptitudes, and competencies to oversee a school. To ensure that teachers continue to perform at their highest level, the principal must be able to attend to the needs and emotions of his staff in his capacity as a leader. Anizah & Maretta (2017) assert that a principal's leadership will falter if he is unable to exert influence on his subordinates, which will impede the organization's progress.

Prior research on the relationship between school principal performance and leadership style was carried out by (Rukmana, 2018). The study's findings indicated

that the principal's work motivation and leadership style had a positive and significant impact on teacher performance. The study also highlighted managerial efforts aimed at enhancing the relationship between teacher performance and work motivation, as well as school principal performance, by enhancing the variables that determine these relationships. Firmawati (2017) study, however, found that teacher performance was significantly impacted by the principal's leadership by 35.8%. This suggests that the two factors may be correlated, with higher teacher performance levels being associated with more supportive leadership from the school principal. The results of this study demonstrate that teacher performance is significantly impacted by the principal's leadership style. In addition to the leadership style of the principal, school culture is also believed to have an impact on teacher performance. School culture provides all levels of management to focus on school goals and school culture becomes a cohesion that binds together in carrying out a common mission.

Researchers conducted preliminary observations at State Middle Schools in the Gelumbang District from June 3 to June 8, 2019. These schools included Gelumbang 1 State Middle School, Gelumbang 2 State Middle School, Gelumbang 3 State Middle School, Gelumbang 4 State Middle School, Gelumbang 5 State Middle School, SMP Negeri 6 Gelumbang, and SMP Negeri 7 Gelumbang. The observations revealed that teachers continue to base their lessons on their past experiences, believing they have mastered the material by heart. They are also resistant to trying new things, such as learning methods, media use, and assessment systems that are poorly understood. In addition, the educational backgrounds of the teachers do not match. Instances such as these indicate that teachers who teach subjects unrelated to their educational background and lack a bachelor's degree or fourth diploma are undoubtedly less qualified or not yet ready to teach.

Teachers in the Gelumbang District's State Middle Schools must be flexible enough to adjust to the frequent changes in the school's culture, which is characterized by principals taking on new roles. In addition, teachers who still base their instruction on their prior experiences believe they have mastered the material by rote and are resistant to trying new things, such as rote learning, the use of media, poorly understood assessment systems, or teaching without any prior preparation. Some principals of schools have not utilized a leadership style that fits the personalities of their subordinates or carried out leadership duties in an ineffective manner. Another issue is that some schools lack any uniqueness or distinguishing features. This is because the qualities that set a school apart need the principal's skillful hands to create a positive school culture, which will ultimately result in high performance from all of the students.

Based on the description of the background above, this research intends to conduct research entitled: "The Influence of School Culture and Principal Leadership Style on Teacher Performance in Public Middle Schools in Gelumbang District".

B. Methods

This research was carried out at State Middle Schools in Gelumbang District. The research method used in this research is descriptive quantitative. According to Sujarweni (2016), quantitative descriptive research is a type of research that produces discoveries that can be achieved (obtained) using statistical procedures or other methods of quantification (measurement). According to (Arikunto, 2010), the population is the entire research subject. The population in this study were teachers at State Middle Schools in Gelumbang District in 2019, totaling 267 people. In this research, the technique used in sampling was cluster random sampling (area sampling). According to (Sugiyono, 2011) cluster random sampling is used to determine the sample if the object to be studied is in the form of groups. With this technique, samples were taken from 3 schools from 7 existing schools randomly, resulting in SMP Negeri 1 Gelumbang, SMP Negeri 4 Gelumbang, and SMP Negeri 5 Gelumbang with a total of 115 people. The data collection technique in this research is a questionnaire. The questionnaire in this study consisted of 64 statement items consisting of 24 school culture variable items, 20 leadership style variable items, and 20 teacher performance variable items.

C. Results and Discussion

The discussion in this research is a description that explains the research results as stated above and is confirmed by the opinions of experts.

1. The Influence of School Culture on Teacher Performance

With a regression coefficient value of 0.353 for the school culture variable and testing the hypothesis, count 4.764 and significant $0.00 < 0.05$, the research conducted using t-test analysis shows that school culture has a positive and significant influence on teacher performance. This indicates that factors related to school culture have a favorable impact on teacher effectiveness. This implies that when the school culture improves, teacher effectiveness will as well. Based on the questionnaire results, it is known that the majority of respondents said that the school organizes a ceremony every Monday, while the least number said that teachers participate in community service projects with their students. You can strengthen solidarity and togetherness, cultivate a sense of nationalism, become accustomed to discipline, and create a leadership and neat appearance by attending a flag ceremony on Monday.

The activities that are part of the school community's routines reveal the school culture at SMPNs around Gelumbang District. The instructor always embodies the 5S culture (smile, greet, be nice, polite), just like the picket teacher who is ready to greet kids at the school gate, before and after learning begins and concludes with prayer, and at the school where a large family meeting of school staff is held in an

intimate setting. To pupils, and so forth. This is consistent with the Sukadari (2018) assertion that school culture is the collective behavioral standards of the school community and a consensus made up of a variety of positive and negative customs, traditions, and habits. Members of the school community act according to conventions, rituals, myths, and traditional values, which are the fundamental principles that guide their actions.

School culture is dynamic, a product of the school's journey, the interaction of many factors that enter the school, and it belongs to every student. The mix of every student's diverse social life experience and constant interaction with one another creates a value system that permeates the school and becomes a shared characteristic. This results in dynamic school settings.

The results of this study support those of the Listyorini (2017) research, which found a substantial relationship between school culture and performance. Similar findings were made by Fadhilah (2017), who discovered that school culture has a positive and significant impact on teacher performance as evidenced by the policies and procedures governing task division, the organizational climate, customs and norms that are followed at school, and the involvement of teachers in the creation of the school's vision and mission. This can enhance the dedication, accountability, and proficiencies of teaching staff.

2. The Influence of the Principal's Leadership Style on Teacher Performance

The results of the research, which were analyzed using the t-test, stated that the principal's leadership style had a positive and significant influence on teacher performance, with the regression coefficient value for the principal's leadership style variable being 0.561 and testing the hypothesis obtained a t-count of 7.611 and a significant $0.00 < 0.05$. This indicates that teacher performance is positively impacted by the principal's leadership style variable. This means that if the principal's leadership style improves, teacher performance will also increase. Judging from the results of the questionnaire, it is known that the highest percentage of answers is that the principal is happy to accept suggestions put forward by the teacher, while the lowest is that the principal gives room for teachers to take the initiative in decisions.

School principals in SMPNs in Gelumbang Subdistrict, which serves as the research sample, exhibit a leadership style that is demonstrated by their use of trustworthy and accountable language, fairness in resolving internal school conflicts, consideration for the consequences of their decisions, equal opportunities for teachers to grow as professionals, concern for issues that impede teachers' performance so they are prepared to offer incentives to get back on track, and the ability to impose sanctions for work that deviates from protocol. This is consistent

with Ahmadi (2009) that leadership is the capacity of an individual (a leader or leaders) to persuade others (those being led or their followers) to act in a way that the leader desires.

A well-functioning school administrator may manage the organization of the school, ensure that communication channels are clear and efficient, and ensure that all staff members are well-organized to fulfill their responsibilities in the achievement of shared organizational objectives.

Because of the principal's distinct habits, temperament, character, and personality, his conduct and mannerisms set him apart from other people. His conduct and leadership style will undoubtedly be influenced by this way of life. According to Thoha (2010), a person's leadership style is a behavioral norm that they employ when attempting to shape other people's conduct in his opinion. Some leaders are harsh and controlling, uninspiring, and instill dread in their subordinates; some leaders are compassionate and well-liked by their followers. The leader's performance in completing his tasks indicates whether he is successful or unsuccessful as an individual. The principal, or leader, plays a significant role in raising worker performance. This makes it necessary for the organization to have leaders who can use their leadership style to guide and foster the work of subordinates to accomplish organizational goals and elevate the standard of education, particularly teacher performance.

This finding is consistent with research by Rukmana (2018), which found that work motivation and the principal's leadership style have a positive and significant impact on teachers' performance. The study also found that managerial efforts to improve the principal's work motivation and style, as well as teachers' performance, were successful primarily because these variables' determining dimensions were increased. Firmawati (2017) study, however, found that teacher performance was significantly impacted by the principal's leadership by 35.8%. This suggests that the two factors may be correlated, with higher teacher performance levels being associated with more supportive leadership from the school principal.

3. The Influence of School Culture and Principal Leadership Style on Teacher Performance

The hypothesis testing results showed an F-count of 652.773 and a significant $0.00 < 0.05$. These findings support the idea that school culture and the principal's leadership style together (simultaneously) have a positive and significant influence on teacher performance. This indicates that factors related to school culture and the leadership style of the principal positively impact teacher effectiveness. This means that if the school culture and leadership style of the principal improves, teacher performance will also increase. Judging from the results of the questionnaire, it is

known that the highest percentage of answers is that the teacher completes the assigned work well, while the lowest is that the teacher respects every opinion expressed by his colleagues.

In general, teachers at the State Middle Schools in the Gelumbang District perform well. The number, quality, and efficient utilization of work time, as well as teamwork, all demonstrate this. Aside from that, teachers can take proactive measures to improve and enhance their work to achieve goals, finish assignments on time, follow the principal's instructions, show initiative in finishing assignments, handle school administration, cultivate productive working relationships with colleagues, and be willing to accept legally-mandated decisions even if they disagree.

D. Conclusion

There is an influence of school culture on the performance of teachers in State Middle Schools in Gelumbang District for the 2019/2020 academic year, which is proven by the results of hypothesis testing which shows a t-count of 4.764 and a significant $0.00 < 0.05$. There is an influence of the principal's leadership style on the performance of teachers in State Middle Schools in Gelumbang District in the 2019/2020 academic year, which is proven by the results of hypothesis testing which shows a t-count of 7.611 and a significant $0.00 < 0.05$. There is a simultaneous influence of school culture and the principal's leadership style on the performance of teachers in State Middle Schools in Gelumbang District in the 2019/2020 academic year, which is proven by the results of hypothesis testing which shows that Fcount is 652.773 and is significant $0.00 < 0.05$.

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