The Effect Of Principal Leadership Style And Teacher Work Culture Work On The Performance Of Public High School Teachers

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Abstract

This study aims to see and describe the influence of the principal's leadership style and teacher work culture on the performance of state high school teachers in Lubuk Raja District, OKU Regency. The method used is descriptive quantitative. Data in the form of a questionnaire is classified as quantitative data. The independent variable in this study is the Principal Leadership Style (X1) and Teacher Work Culture (X2) and the dependent variable in this study is Teacher Performance (Y). Data analysis techniques, namely 1) simple and multiple linear correlation test; 2) Significant test using t test and f test. The leadership style of the principal and work culture together have a positive effect on teacher performance. The coefficient of the second variable between the second independent variable and the variable in Ry.12 is 0.670. From this coefficient, it can be calculated that the coefficient of determination (R2) is 0.449, meaning that 44.90% of the teacher performance reports can be linked together with the principal's leadership style and teacher work culture

Keywords : *Principal Leadership, Commitment, Teacher Professionalism.*

INTRODUCTION

Improving the quality of education is determined by the readiness of human resources involved in the education process. The teacher is one of the determining factors for the high and low quality of educational outcomes. Teachers have a strategic position, so every effort to improve the quality of education. So it is necessary to pay great attention to increasing teachers in terms of number and quality.

The quality of teaching staff and education personnel is one of the main points that need to be considered to improve the quality of education in schools. To realize an effective school, the component that is considered important is the existence of a school principal who is not only a school personification figure, but also understands educational goals, has a vision of the future and is able to actualize all existing potential into a synergistic force to achieve educational goals [1].

The teacher's performance can be seen from their responsibility in carrying out their mandate, the profession they carry, and the morals they have. This will be reflected in the compliance, commitment and loyalty in developing the potential of students and advancing the school. Teachers who have a high level of performance are teachers who having cooperation productivity above the specified standards, and vice versa, teachers who have a low level of performance, then the teacher is an unproductive teacher [2].

Teacher performance can be seen and measured based on the competency specifications that each teacher must have. There are various factors that affect teacher performance. These factors include job stress, work motivation, organizational culture, principal leadership style, job satisfaction, work discipline and others. The performance of a teacher cannot be separated from the principal's leadership style. The right leadership style of the principal can influence and motivate teachers to improve teacher performance.

The principal as a determining factor in improving the quality of education, this is in accordance with the theory of [3], it is said that the principal is responsible for the

implementation of education, school administration, coaching other educators. To be able to carry out their duties and roles as a leader, a principal has his own leadership style. The leadership style of a school principal affects the work climate or school organizational culture.

One of the school cultures developed by the principal is the work culture of the teacher. The work culture of the teacher is generally a philosophical statement, it can function as a binding demand for the teacher because it can be formally formulated in various rules and regulations. as a reference for the rules or regulations that apply, leaders and teachers will be bound indirectly so that they can form attitudes and behaviors in accordance with the vision and mission. The formation process [4].

will ultimately produce professional leaders and teachers who have high integrityThe results of research conducted [5] regarding the Effect of Principal Leadership Style and Teacher Work Culture on Teacher Teaching Performance indicate that work culture has a significant effect on teacher teaching performance by 49%. In addition, [6] with the title Effect of Style Education (DIKLAT)

Teacher Leadership and Work Climate on Primary School Teacher Performance in Babakancikao Subdistrict, Purwakarta Regency shows that the work climate affects teacher performance by 67%. This shows that performance can be influenced by the work climate which has a high level of significance. From previous research it can be concluded that a good work culture can affect the performance that is carried out. The work culture in the school environment also has an impact on teacher performance, where the work culture is closely related to improving teacher performance, because with the creation of a good work culture and supported by cooperation with fellow teachers, results can be achieved that can improve performance. teacher. By achieving a good level of performance, the hope of making the quality of schools better will be achieved. Teacher performance will be able to increase in the learning process in the classroom.

Based on preliminary observations, it is known that the performance of teachers teaching at SMA Negeri in Lubuk Raja District is still relatively low. The percentage of teacher attendance is only 80%, making learning administration 85%, initiative at work 80%, working ability 85%. This data is still below the school's target, which is 100%. This indicates that the teacher's performance in terms of quality is not optimal. One example, there are still many teachers who are not aware of the importance of making lesson plans, most teachers will make lesson plans when accreditation is going to be held or when learning ends, teachers also feel that they do not need to make lesson plans, for them the lesson plans are only fulfilling obligations in school administration, partly There are also teachers who make lesson plans for fear of being reprimanded by the school principal, even though lesson plans are an important component in learning. Every teacher, in any condition and situation, still has to make a lesson plan, because planning is a learning guide. There are still many teachers who have not used learning media because it is considered difficult to make or demonstrate in learning, teachers also have not used much school infrastructure, besides that sometimes teachers have to scramble to use existing facilities at school, such as projectors, speakers because of existing limitations. in school. The responsibility of teachers is also considered less than optimal, because there are still many teachers who are not aware of their daily duties. And the last thing is work ability, the teachers here are not all teaching according to the lesson plan guidelines, then some teachers also enter the class just giving assignments without explaining any material, even though student success is judged by how to teach the teacher in the classroom. With the many indications, it is sufficient to show that the performance of teachers in SMA Negeri in Lubuk Raja District is not optimal.

Principal's leadership style and work culture have a strong influence on teacher performance, so the researcher will conduct further research on "The Effect of Principal Leadership Style and Teacher Work Culture on the Performance of Public High School Teachers in Lubuk Raja Subdistrict, OKU Regency".

Leadership is the ability to create the most effective changes in group behavior for others. It is the process of influencing group activities towards goal setting and goal achievement. The achievement of an organizational goal is very dependent on the leadership used by the leader. [7] leadership is the ability to influence a group towards certain achievements. Leadership can be defined as the ability to influence subordinates to work or participate in the implementation of the educational process so that the goals or objectives are in accordance with what has been set [8] Etymologically, the principal is the equivalent of the school principal who is in charge of running the principalship. The term kekepala sekolahan, means everything related to the main duties and functions of the school principal. Principal comes from two words namely "head" and "school" Meanwhile, "school" means the institution where you receive and give lessons [9] Principal is a career position obtained by a person after serving as a teacher for a long time [10]

Work culture according [11] defines that work culture is a set of assumptions or belief systems, values and norms developed within the organization that serve as behavioral guidelines for its members to overcome problems of external adaptation and internal integration. Work culture is generally a philosophical statement, it can function as a binding demand on employees because it can be formulated formally in various company rules and regulations. Work culture has two levels, namely at a deeper and less visible level, culture refers to the values shared by people in the group and tends to persist over time. This definition includes what is important in life and varies widely [12].

[13] teacher performance is an achievement or work achieved by a teacher, both physical and non-physical, quantitative and qualitative, which are in accordance with the instructions, functions and tasks based on knowledge, attitudes, skills, and motivation. [14] determines ways to measure the implementation of activities, there are many measurement methods that can be used by measuring quantity, quality and timeliness. Teacher performance is the ability shown by the teacher in carrying out their duties or jobs [15].

METHODS

The research that will be used in this research is quantitative research. [16] quantitative research is a method based on the philosophy of positivism, used to research on certain populations or samples. The data collection technique used in this research is a questionnaire, which is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered. Collecting data using the observation method is collecting data by directly observing the object under study in order to complete the required information. Observation is direct observation of an object in the environment, whether it is ongoing or still in a stage that includes various activities of attention to an object study that uses sensing [17].

The data that had been collected through a questionnaire were processed and analyzed using SPSS. The data analysis carried out is multiple linear correlation is a measuring tool regarding the relationship that occurs between the dependent variable and two or more independent variables [18]. The normality test is carried out with the aim of knowing whether the distribution of the selected sample comes from a normal or abnormal population [18]. The data normality test was carried out by the Kolmogorov-Smirnov test. The homogeneity test is a test conducted to determine whether the sample comes from the same or nearly the same variance. In the use of inferential statistics, especially parametric statistics, requires or assumes that the data must be homogeneous. The homogeneity test of variance by applying the Levene's test of homogeneity of variances statistics is said to fulfill the assumption that the variance is homogeneous.

RESULTS AND DISCUSSION

Before the data is final analyzed for hypothesis testing, first the normality test is carried out using the Kolmogrof Smirnov Goodness of Fit Test with the help of the SPPS 21 computer software. The data is declared to be normally distributed if the si value is more than α = 0.05. The results of the normality test are in Table 4.1 below:

Table 1. NPar Tests
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		44
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.35334672
Most Extreme Differences	Absolute	.093
	Positive	.093
	Negative	-.075
Test Statistic		.093
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the output of the Kolmogorov Smirnov Goodness of Fit Test in Table 4.5, the Si value is 0.200 which is greater than $\alpha = 0.05$, the research data is normally distributed. Linearity test aims to determine whether the variables in this study have a linear relationship or not. From the results of the calculation of the normality test, the following results are obtaine.

Table 2. Test Results for Linearity X1 and Y

			Sum of Squares	df	Mean Square	F	Sig.
y * x1	Between Groups	(Combined)	98 1.561	6	6 1.348	3 .337	003
		Linearity	45 9.785		4 59.785	2 5.011	000
		Deviation from Linearity	52 1.776	5	3 4.785	1 .892	072
	Within Groups		49 6.348	7	1 8.383		
	Total		14 77.909	3			

Table 3. Results of X2 and Y Linearity Testing

			Sum of Squares	df	Mean Square	F	Sig.
y * x2	Between Groups	(Combined)	11 67.909	9	61 .469	.759	000
		Linearity	66 1.810		66 1.810	1.237	000
		Deviation from Linearity	50 6.099	8	28 .117	.177	038
	Within Groups		31	12			

	0.000	4	.917
Total		14	
	77.909	3	

Table 4. Measures of Associatio X_2 dan Y

	R	R Squared	Eta	Eta Squared
* x2	.6 69	.44 8	889	.790

The results of the calculation for testing the linearity of the principal's leadership style variable data and the teacher work culture variable data obtained by the Fcount of 3.337. Ftable value with dk 44 at α = 0.05 is 2.01 and a value is 0.072. Because F2count <Ftable and 0.052> 0.05, Ho is accepted. This means that there is a linear relationship between the principal's leadership style variable (X1) and the teacher performance variable (Y).

The results of the calculation for testing the linearity of the principal's leadership style variable data and the teacher work culture variable data obtained by the Fcount of 2.177. The value of Ftable with dk 44 at α = 0.05 is 2.01 and the Si value is 0.038. Because F2count <Ftable and 0.038> 0.05, Ho is accepted. This means that there is a linear relationship between teacher work culture variables (X2) and teacher performance variables (Y). Based on the values of Fcount and F-table and the values above, it can be concluded that all good data pairs between the variables of the principal's leadership style, teacher work culture and the variable of teacher performance have a linear relationship.

Based on the values of F_{count} and F_{table} above, it can be concluded that the pairs of all good data between the principal leadership style variable and teacher performance variables, as well as the teacher work culture variable and the upper teacher performance variable have a linear relationship..

This type of classical assumption test is applied for multiple regression analysis consisting of two or more independent variables in which the level of association (closeness) of the relationship or influence between the independent variables is measured by means of the correlation coefficient (r). It is said that multicollinearity occurs if the correlation coefficient between the independent variables is less than 0.10. It is said that multicollinearity does not occur if the correlation coefficient between independent variables is greater than 0.10. With the help of the SPSS multicollinearity software program, it can be determined as in the following table:

Tablel 5 Uji Multikolinearitas
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		Std. Error	Beta			Tolerance	VIF
(Constant)	0.948	.143		.33 3	00 0		
1 x1	259	241	448	.24 4	80 9	346	1.890
x2	627	196	630	.19 7	00 3	346	1.890

Output analysis: By using the correlation coefficient (correlatios coefficient) between the independent variables of the principal's leadership style (X1) and the teacher's work culture (X2) of 0.346> 0.10 and the VIF value for the independent variables of the principal's leadership style (X1) and culture teacher work (X2) 1,890 <10.00. so it can be concluded that multicollinearity does not occur.

The results of testing the first hypothesis can be concluded that there is an influence between the leadership style of the principal on teacher performance. This conclusion shows that the higher the effective leadership style of the principal, the higher the teacher's performance. The square of the correlation coefficient between the two variables is 0.311. It can be interpreted that if there is no control over other variables, then 31.11% of the proportion of teacher performance variance can be explained by the level of the principal's leadership style. Meanwhile, the form of influence between the principal's leadership style on teacher performance is shown by the simple regression line equation $\hat{Y}$ = 30.948 + 0.259 X1. The regression line equation shows its meaning which means at the 5% level. The line equation can be interpreted that a change in one unit of teacher performance scores will be followed by a change in the principal's leadership style score of 0.259 units in the same direction with a constant of 30.948.

The results of testing the second hypothesis can be concluded that there is an influence between teacher work culture on teacher performance. This conclusion shows that the higher the work culture of the teacher, the higher the teacher's performance, the correlation between the two variables is 0.311, it can be interpreted that if there is no control over other variables, then 31.11% of the proportion can be interpreted that if there is no control over other variables. , then 50.69% of the proportion of teacher performance variance can be explained by the work culture of the teacher. Meanwhile, the form of influence between teacher work culture on teacher performance is shown by the simple regression line equation $\hat{Y}$ = 30.948 + 0.627 X2. The regression line equation shows meaningful meaning at the 5% level. The regression line equation can be interpreted that a change in one unit of teacher work culture score will be followed by a change in teacher work culture score of 0.627 units in the same direction with a constant of 30.948.

The results of testing the third hypothesis can be concluded that the principal's leadership style and teacher work culture simultaneously have an influence on teacher performance. The multiple correlation coefficient between the two independent variables with the dependent variable Ry.12 is 0.670. From the correlation coefficient, it can be calculated that the coefficient of determination is 0.449, which means that 44.90% of the proportion of teacher performance variants can be explained jointly by the principal's leadership style and teacher work culture. Performance reflects the success of an organization, so it is considered important to measure the characteristics of its workforce. Work culture is a habit that is repeated by employees in an organization, the violation of this habit is not strictly sanctioned, but morally the organizational actors have agreed that these habits are habits that must be adhered to in order to carry out work to achieve goals.

CONCLUSION

The principal's leadership style and work culture together have an influence on teacher performance. Teacher performance can be optimized with the principal's leadership style which can encourage teachers to have a high work culture towards the school so that they always show their best performance in achieving school goals. schools should provide motivation and direction on how good behavior a teacher should have.a conducive work culture will create good teacher performance.should always have a harmonious relationship with both the principal and fellow teachers.

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