The Influence of Leadership and School Culture on the Performance of State SMP Teachers in Sungai Pinang Subdistrict, Ogan Ilir Regency

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Abstract

This research aims to determine the influence of leadership and school culture on teacher performance of junior high school in Sungai Pinang Subdistrict, Ogan Ilir Regency. The sample was 54 teachers of State SMP. This type of research is quantitative research. While the research method used is a descriptive quantitative method. Data collection techniques using questionnaires, observations and documentation. While data analysis techniques using t test and F test. The results of this reaserch can be concluded that there is an influence of leadership and school culture on the performance of public junior high school teachers in Sungai Pinang Subdistrict Ogan Ilir both partially and simultaneously.

Keywords: Leadership, School Culture, Teacher Performance.

INTRODUCTION

The implementation of education both formal and non-formal education to achieve more effective education process and efficient educational objectives, it is necessary to manage well. Related to this, all educational resources must be prepared and managed properly. Teachers not only act as teachers who transfer knowledge, but also as educators who transfer character values as well as mentors who provide guidance and guidance to learners in the teaching and learning process.

According to the Law of the Republic of Indonesia No. 14 of 2005 article 20 (a) concerning the Professionalism of Teachers and Lecturers that in carrying out their professional duties, teachers are obliged to plan learning, carry out quality learning processes, and assess and evaluate learning outcomes. Teachers who have high performance will be passionate and try to improve their competence, both in relation to planning, implementation and assessment of learning, so that optimal work is obtained [1]. Performance is generally the limit of a person's success in carrying out a job obtained from his actions. Performance is also the result of evaluation of the work carried out compared to the performance that has been set together [2].

The headmaster is an educational component that affects teacher performance. The headmaster is responsible for the implementation of educational activities, school administration, coaching of other education personnel and utilization and maintenance of facilities and infrastructure [3].

Headmaster leadership is a person's ability to influence, mobilize, empower various components in the school, of course it relates to knowledge and understanding of management and leadership, as well as the duties and responsibilities imposed on him. So that in the process there is dynamic quality interaction between principals, teachers, administrative personnel and learners. This shows that the success of a school in achieving its goals and realizing its vision and mission lies in how to manage and leadership the headmaster.

In addition to the headmaster's leadership, one component that can also influence the success of teacher performance is the school culture. School culture plays an important role because the culture of the school is a habituation applied by the school and practiced by the school residents in order to improve the quality of education and is believed to be solving the

problems they face. According to Deal and Peterson in [4] states that school culture is a set of values that underlie the behavior, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students and the community around the school.

But in reality what happened in the field in accordance with the results of the author's interviews with several vice principals in the curriculum and teachers in Ogan Ilir district in the implementation is still found teachers who come late, do not make RPP unless there is an examination, do their duties without a sense of responsibility, some often leave their duties, do not heed the orders of the leadership, and do not care about their colleagues , lack of communication with the homeroom teacher and parents for improved learning and even a lack of communication between the teacher and the principal. Likewise, the headmaster, who has not yet adjusted his position to his subordinates, considers himself a ruler who has a difference of position towards his innate, keeping distance and less friendly resulting in bad climate and school culture, will even cause a lot of negative conflict and stress of the subordinates he leads.

Based on this background, the researchers were interested in carrying out a study titled ***"The Influence of Leadership and School Culture on the Performance of State SMP Teachers in Sungai Pinang Subdistrict, Ogan Ilir Regency"***

METHODS

This research uses descriptive quantitative method. Quantitative research is used to determine the persial influence between existing variables [5]. In this research, which is a independent variable is leadership (X1) and School Culture (X2) while the dependent variable is Teacher Performance (Y). Descriptive quantitative is data obtained from research population samples analyzed in accordance with the statistical methods used.

Data collection techniques in this study using questionnaires, observations and documentation. Consideration of using this method because this research explores information from teacher perception. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer [5]. The questionnaire was given to all teachers as a sample of 54 people. Observation is a deliberate and systematic study of social phenomena and natural symptoms by way of observation and recording. Observation is a research technique in the form of descriptive factual and detailed control over field conditions, human activities and social situations as well as the context in which these activities occur. In this study, researchers directly observed all activities that occurred at the location and conduct questions and answers to all parties concerned in order to get more information [6]. Documentation is intended to obtain data directly from the research site [7]. Documentation is a data collection technique that is carried out through written data, photographs, images, or video / film recordings to complement the data or information needed in research.

RESULTS AND DISCUSSION

The data description of the Principal Leadership variable in this study consisted of 30 statement items with seven variable dimensions, namely the principal as; (1) educator, (2) manager, (3) administrator, (4) supervisor (5) leader (6) innovator and (7) motivator. The tendency for answers is shown on a Likert scale from one to five, namely from the quantitative measure of the answer to each item of the statement, namely:
a. Strongly Agree (SS) = 5
b. Agree (S) = 4
c. Doubt (RR) = 3
d. Disagree (TS) = 2
e. Strongly Disagree (STS) = 1

Based on descriptive statistics, the Principal Leadership variable shows that the mean value is 134.20 and the standard deviation value is 11.271. The highest value of the 30 statement items is 150 and the lowest value is 110.

Based on the Principal Leadership Variable Category (X1) it can be explained that the Principal Leadership who has a very good category is 35 or 64.8%, the good category is 17 or 31.5%, the good enough category is 2 or 3.7%, the category is good enough. less by 0%, and very less category at 0%. The results of the analysis indicate that the Principal's leadership is in the very good category. Thus it can be stated that the leadership carried out by the principal at the State Junior High School in Sungai Pinang sub-district, Ogan Ilir district is very good.

Based on the descriptive statistics, the school culture variable shows that the mean value is 132.81 and the standard deviation value is 10.748. The highest value of the 30 statement items is 150 and the lowest score is 108. So it can be explained that the school culture which has a very good category is 32 or 59.3%, the good category is 20 or 37%, the good enough category is 2 or 3.7 %, the poor category is 0 or 0%, and the very poor category is 0 or 0%. The results of the analysis indicate that the school culture is in the very good category. Thus it can be stated that the school culture at SMP Negeri in Sungai Pinang sub-district, Ogan Ilir district is very good.

Based on the descriptive statistics of the teacher performance variable, it shows that the mean value is 126.07 and the standard deviation value is 14.212. The highest value of the 30 statement items is 150 and the lowest score is 88.So it can be explained that the performance of teachers who have very good categories is 23 or 42.6%, either category is 26 or 48.1%, good enough category is 4 or 7 , 4%, the poor category was 1 or 1.9%, and the very poor category was 0 or 0%. The results of the analysis indicate that the teacher's performance is in the good category. Thus it can be stated that the Teacher Performance at State Junior High Schools in Sungai Pinang Subdistrict, Ogan Ilir Regency is very good.

The first hypothesis is a test to determine the effect of principal leadership (X1) on teacher performance with a simple linear regression analysis carried out using the SPSS version 22 application. Obtained a significant value of 0.012 is less than 0.05 so that Ho is rejected and Ha is accepted. This means that there is a significant effect of school leadership on the performance of the teachers of SMP Negeri in Sungai Pinang District, Ogan Ilir Regency.The second hypothesis is testing to determine the effect of school culture (X2) on teacher performance with a simple linear regression analysis will be carried out using the SPSS version 22 application. Based on the results of the significance value of 0.000 is less than 0.05 so that Ho is rejected and Ha is accepted. This means that there is an influence of school culture on the performance of SMP Negeri teachers in Sungai Pinang District, Ogan Ilir Regency. The third hypothesis is a test to determine jointly (simultaneously) the effect of school leadership and school culture on teacher performance with multiple linear analysis. i obtained a significant value of 0.000 smaller than 0.05 so that Ho is rejected and Ha is accepted. Meanwhile, the Fcount value obtained was 12.847 which was greater than the Ftable value of 3.18, which means that there was a significant influence between the leadership of the school principal and school culture on the performance of the teachers of SMP Negeri in Sungai Pinang District, Ogan Ilir Regency.

From the calculation of the determinant coefficient of the summay model, it is obtained from the R Square value of 0.335. This shows that the percentage of the contribution of the influence of the variable of principal leadership and school culture on the performance of the teachers of SMP Negeri in Sungai Pinang District, Ogan Ilir Regency is 33.5% and the remaining 66.5% is influenced by other factors which are not this variable.

Discussion
The Effect of Principal Leadership on Teacher Performance

Every teacher is required to show good and quality performance. Many things can affect the performance of teachers in schools. One of them is a figure of a leader in the school, in this case the leadership of the principal. The principal has a dominant role in a school. The role of the principal can affect morale, job satisfaction, security, quality of work life and especially the level of performance of teachers in a school.

The leadership of the principal also has a very central role in determining the direction and policies of the school. Even more than that, the principal's leadership greatly affects the existence of the school. Included in efforts to improve teacher performance, also cannot be separated from the leadership role of the principal. Based on the results of previous data processing, it was found that the principal's leadership had a significant influence on teacher performance. This proves that the principal is one of the functions that can build schools to be more advanced and improved. In addition, the principal in terms of leadership is required to have responsibility in developing and advancing the school being led.

2. The Influence of School Culture on Teacher Performance

A conducive school organizational culture is a prerequisite for the implementation of effective teaching and learning activities and processes. A safe and orderly environment, high optimism and expectations from school members, school health, and student-centered activities are examples of school culture. In addition, the values or norms as well as the behavior and habits of good school members can also foster enthusiasm for all school members. School culture also has a very positive effect on teacher performance. In other words, an increase in teacher performance can occur with the existence of a conducive school cultural climate.

The Influence of Principal Leadership and School Culture on Teacher Performance

From the results of the study, it was found that the principal's leadership and school culture had a significant effect on the performance of teachers at SMP Negeri in Sungai Pinang District, Ogan Ilir Regency. From these findings it can be interpreted that the principal leadership factors and school culture together have a significant predictive power towards improving teacher performance. In other words, teacher performance can be improved by improving the principal's leadership and school culture.

CONCLUSION

Based on data analysis and hypothesis testing, the following conclusions can be drawn: 1. There is an effect of the principal's leadership on the performance of the teachers of the State Junior High School in Sungai Pinang District, Ogan Ilir Regency. 2. There is an influence of school culture on the performance of SMP Negeri teachers in Sungai Pinang District, Ogan Ilir Regency. 3. There is an influence of the leadership of the principal and school culture together on the performance of the teachers of SMP Negeri in Sungai Pinang District, Ogan Ilir Regency.

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