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## Analysis of The Influence of Organizational Culture and School Principal Leadership Style On Performance of Private National High School Teachers

### Abstract

This study assesses how principal leadership style and school culture affect teacher effectiveness. Through observations, interviews, and questionnaires, data were gathered from the 100 teachers who completed the quantitative survey. The data were tested using a correlation method, simple and multivariate regression analysis, and other techniques. With an R2 (Coefficient of Determination) of 25%, the findings demonstrated that the principal's leadership style had a favorable and substantial influence on teacher performance. The teacher performance score increased to 72.5 with a one-unit rise in the principal's leadership style score, according to simple linear regression. With an R2 of 27%, school culture also significantly and favorably affects teacher performance. According to the regression, a teacher's performance score of 70.8 will rise with every unit that school culture score rises. There will be a 48.4 improvement in teacher performance for every point that the principal leadership style and school culture scores are raised, either alone or together.

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**Keywords:** Leadership Style, School Culture, Teacher Performance

### Abstrak

Penelitian ini menilai bagaimana gaya kepemimpinan kepala sekolah dan budaya sekolah mempengaruhi efektivitas guru. Melalui observasi, wawancara, dan kuesioner, data dikumpulkan dari 100 guru yang menyelesaikan survei kuantitatif. Data tersebut diuji dengan menggunakan metode korelasi, analisis regresi sederhana dan multivariat, dan teknik lainnya. Dengan R2 (Koefisien Determinasi) sebesar 25%, temuan menunjukkan bahwa gaya kepemimpinan kepala sekolah memiliki pengaruh yang baik dan substansial terhadap kinerja guru. Skor kinerja guru meningkat menjadi 72.5 dengan kenaikan satu unit pada skor gaya kepemimpinan kepala sekolah, menurut regresi linier sederhana. Dengan R2 sebesar 27%, budaya sekolah juga secara signifikan dan positif mempengaruhi kinerja guru. Menurut regresi, skor kinerja guru sebesar 70.8 akan meningkat dengan setiap kenaikan satu unit skor budaya sekolah. Akan ada peningkatan sebesar 48.4 dalam kinerja guru untuk setiap poin peningkatan skor gaya kepemimpinan kepala sekolah dan budaya sekolah, baik secara sendiri-sendiri maupun bersama-sama.

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**Kata Kunci:** Gaya Kepemimpinan, Budaya Sekolah, Kinerja Guru

## INTRODUCTION

The caliber of an educational institution is also influenced by the performance of its teachers. Since a teacher's performance is the outcome of their labor. According to Wirawan, performance is the result of a job or profession's functions or indications within a given amount of time. Meanwhile, performance, according to Arifin and Barnawi, is the degree to which an individual or group succeeds in carrying out tasks in accordance with their authority and responsibilities based on predetermined performance standards over a specific time period within the framework of accomplishing organizational goals. The success of a nation's education is largely determined by its teachers, as evidenced by the numerous quotes and research that highlight this strategic role of teachers in delivering high-quality and low-quality educational outcomes. Teachers also play a central role in school reform efforts, serving as learning leaders, facilitators, and the focal point of learning initiatives. As such, every effort to improve the quality of education must give careful consideration to improving the quantity and quality of teachers.

All parties involved in the school demand maximum performance from teachers in order for them to be able to contribute as much as possible toward achieving good outcomes. The continuity of the teaching and learning process may be impacted by instructors' ability to complete duties correctly and on time. According to Baylis and Smith, performance is an activity that involves three key elements: outcomes, behavior, and organizational effectiveness. Behavior demonstrates actions taken to achieve objectives, effectiveness is the process of taking into account how work is implemented and what the consequences are, and organization highlights certain parts of the work process. Performance is defined as an individual's activities while performing their job, specifically the degree to which an individual or group of individuals in an organization accomplish their task in line with their authority and responsibilities. The performance of educators and other education personnel—that is, how they carry out all aspects of their jobs—is the activity that is evaluated the most frequently in organizations, particularly in those that are associated to education. status, power, or job and function inside the company. Competence is the capacity for decision-making, whereas performance is the outcome of organizational or individual work procedures and outcomes. Performance is the culmination of one's efforts and the outcomes attained.

Teacher preparedness in lesson planning, including lesson plans and syllabus used in the learning process, learning materials, media, and teacher teaching strategies are also forms of performance that teachers must prepare in order to carry out the learning process. Discipline, which can be seen by punctual attendance to school, is one way to measure teacher performance. Additionally, the training initiatives put in place by schools to enhance teacher performance also have an impact on how well

teachers perform in their roles. Husdarta contends that the most crucial factor in fostering the development of an efficient educational process is teacher performance in the classroom, particularly when it comes to fostering a disciplined mindset and producing high-quality learning results for students. As a result, educators make decisions on the standard of instruction, the effectiveness of the learning process, the accomplishment of learning objectives, and the arrangement of students, equipment, media, and learning materials. Effective and efficient instruction may be produced by instructors, and they can also influence students' and madrasahs' discipline.

Leaders must be able to inspire people to grow and compete in order for global civilization to develop, particularly the presence of educational institutions, which are currently in high demand from the public, particularly in metropolitan regions. It is undeniable that the person leading an educational institution has an impact on its development and quality. A leader's skill is demonstrated by their capacity to carry out actual tasks with a strong sense of accountability. In every kind of organization, including those in politics, business, government, and education, leadership is crucial. In addition to setting future direction and goals, a leader's roles also include change agent, coach, and negotiator. In Yaqin, Hoy and Miskel define leadership as authority predicated on the character of a more powerful individual and typically prescriptive.

Influence is not limited to the leader; it may also originate from colleagues in the same profession, the school, corporate culture, or workplace culture. This indicates that a leader's performance is not just determined by his ability to lead, but also by how much the work culture and school climate of his subordinates support the leader. Atmosoeparto lists internal (organizational goals, organizational structure, human resources, and organizational culture) and external (political, economic, and social) elements as the determinants influencing teacher performance. According to Yuwono, management efforts to translate and align corporate goals, organizational culture, the caliber of human resources, and effective leadership are the main elements influencing organizational performance. It seems that organizational culture is one of the elements that influences organizational performance, based on some of the following viewpoints.

Apart from the aforementioned aspects, there are differing views on how organizational culture affects teacher performance. For example, Sobirin argues that organizational culture has a role in school performance success. Internal integration can also be achieved through organizational culture. Organizational performance is anticipated to rise if this role can perform well and is supported by the development of suitable tactics. Sultani stated that organizational culture is one of the things contributing to the teacher performance conundrum. A school's culture frequently hinders teachers' attempts to foster student learning creativity via their creative work. Organizational culture and school culture are essentially the same. Organizational or school cultures are often the same as the social cultures that are now known. The primary distinction is in its scope, which is narrower and more focused in this instance, and from which the uniqueness of school culture results. Every member of the school community is a part of the school culture, which plays a major role in determining the school's growth.

This makes sense since school culture has the ability to change the way that school life is conducted. Every student's ideas, words, and deeds are guided by the school's culture.

On the other hand, the school's continued existence will be in danger if the culture is poorly handled. A school's strategy for surviving, adapting, and even winning a quality competition may also be seen in its culture. School culture is the environment in which students, teachers, counselors, and other education personnel interact with one another, with educators, with educators, and with school residents. Members of community groups are also bound by the same set of rules, norms, morals, and ethics as students. The work environment in schools, sometimes referred to as organizational culture or school culture, shapes a leader's capacity to lead and the people under his guidance. An organization's culture is shaped by the actions of its subordinates and how they operate. In order for the presence of the aforementioned corporate culture to affect and maybe be emulated by other educators. The culture and positive behaviors of an organization's members should be a reflection of that organization; otherwise, the goals that the company has set for itself will not be achieved. Finding out how organizational culture and leadership style affect teacher effectiveness was the aim of this study.

## METHOD

This study employs an associative research design and a quantitative methodology. Due to a lack of participants, a total of 100 teachers from one High School served as samples and responses for this study. Data was supplied via the WhatsApp app or other online chat apps, and it was collected via a Google Form questionnaire. Prior to being used in this study, the questionnaire underwent validity and reliability tests until a Cronbach's Alpha value of more than 0.7 was attained. A Likert scale with a range of one to five was employed in this investigation. The SPSS program was then used to analyze the data using multiple linear regression techniques. After that, the data were shown using a descriptive analysis.

## RESULT AND DISCUSSION

### *Effect of Leadership Style on Performance*

Based on the findings of the partial t test in multiple linear regression analysis, with an effect of 25%, the study and hypothesis testing demonstrate that the principal's leadership style has a positive and substantial impact on teacher performance. A highly influential leader can create a work environment that motivates, builds trust, and inspires productivity. One of the key aspects of effective leadership is the ability to provide clear direction and measurable goals. Influential leaders are able to clearly communicate the organization's vision, ensure that each team member understands their role, and provide measurable guidance to achieve common goals.

Effective leadership includes the ability to motivate employees. Inspirational leaders can identify individual strengths within the team and utilize them to achieve optimal results. They provide support and recognition to team members, creating a positive climate that encourages collaboration and creativity. By paying attention to and understanding the needs and aspirations of employees, influential leaders can build strong relationships, increase intrinsic motivation and stimulate high performance. The importance of influential leadership is also reflected in the ability to manage conflict and handle challenges. Leaders who can maintain composure in the face of difficult situations, provide effective solutions, and establish cooperation to overcome organizational obstacles, can maintain stable and positive performance levels. In addition, a leadership style that is adaptive and responsive to change provides employees with a sense of security and preparedness to face challenges that may arise in a dynamic work environment.

The aforementioned results are consistent with the views of previous researchers, who contend that the principal's leadership style is one of the elements influencing teacher performance. The principal's leadership style has a significant impact on how well teachers perform. Teachers can be encouraged and directed to carry out their responsibilities, particularly those related to teaching and educating students, such as developing their character and organizing engaging activities. The principal is ultimately responsible for enhancing the quality of education and implementing teaching and learning activities in the classroom. However, teachers frequently exhibit laziness in performing their duties as educators in the classroom because they view the principal's leadership in establishing school policies and in modeling the kind of behavior that teachers expect from a leader.

It is undoubtedly challenging to lead and collaborate with teachers and other school inhabitants to accomplish agreed-upon school goals without the properly competent principal's leadership style. Enhancing teacher performance is mostly dependent on the principal's leadership style. An engaging and highly motivating principle may inspire teachers to strive toward meeting performance standards. It is true that occasionally a principal will act in a less effective manner and show little appreciation for teachers who perform well and are assiduous in their work. Other times, a principal may even take pleasure in having teachers who show no interest in the advancement of the school in terms of raising the standard of instruction. Undoubtedly, this type of chief leadership approach is not anticipated.

#### ***The Influence of School Culture on Performance***

With a degree of influence of 27%, the study and hypothesis testing results demonstrate that school culture has a positive and significant impact on teacher performance. This finding backs up Ananta's theory in Sutarja Fahrudin that performance can be influenced by organizational culture, which holds that everyone has a moral and religious obligation to work hard, value their time at work, be responsible with it, strive for high productivity, feel proud of their institution and profession, remain loyal to it,

participate constantly, and be honest. The results of this study also support the theory put out by Agung Ngurah Gede Sadiartha, who states that human labor—in the form of goods or information that may benefit organization members—as well as copyright and taste determine organizational culture. In order to accomplish predetermined, shared goals, members of an effective organization will be more motivated to work hard and strive for morality and honesty in their job (performance). The deeply held, strictly adhered to, and broadly accepted basic principles of the organization define its strong organizational culture. People perform better inside an organization when there are more individuals who embrace its fundamental values, concur on their significance, and have a strong sense of attachment to them, allowing them to become ingrained in the organization's culture. The research findings of UIN Syarif Hidayatulloh Jakarta students, who discovered that organizational culture elements strongly impact employee work satisfaction, are similar to the findings of this study.

The values emphasized in the school culture create an ethical foundation upon which employees' behaviors and actions are based. A leader who promotes values such as cooperation, integrity and honesty will establish a culture that supports a high work ethic. This creates an atmosphere where employees feel encouraged to make their best contributions, positively impacting the quality of work and team collaboration. In addition, the norms that exist within the school culture provide direction and guidance for employee behavior. When these norms are applied consistently, they create clear expectations about performance standards. For example, a culture that encourages innovation and experimentation gives employees psychological license to take risks and try new approaches. This can increase creativity and overall productivity.

A highly influential school culture also includes management policies and practices that create structures and environments that support optimal performance. For example, a strong professional development policy can provide resources and opportunities for employees to continuously improve their skills. An environment that supports personal and professional growth will motivate employees to reach their full potential. Psychological aspects also play an important role in the influence of school culture on employee performance. A culture that creates a sense of ownership and individual identification with the goals and vision of the organization will increase intrinsic motivation. In addition, social support from coworkers and leaders can provide emotional stability, increase job satisfaction and, in turn, influence performance.

### ***The Effect of Leadership Style and School Culture on Performance***

With a significance value (Sig) of  $0.000 < \text{probability } 0.05$ , the F test findings in multiple linear regression analysis yielded an Fcount value of 14.8, which is more than the Ftable value of 3.18 (Fhit  $14.8 > \text{Ftab } 3.180$ ). Thus, it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted based on how decisions are made for the F (simultaneous) test in multiple linear regression analysis. This indicates

that the leadership style of the principal and the school culture, either separately or together, have a positive and significant impact on teacher performance. The coefficient of determination  $R^2$  (R square) = 0.4 indicates the extent of the impact; it indicates that the leadership style of the principal and the school culture either alone or together affect teacher performance by 36%, with other factors accounting for the remaining 64%.

Leadership styles that focus on employee motivation from a psychological perspective can include understanding and managing individual psychological needs. Leaders who are able to respond to achievement, recognition and personal growth needs create a psychological climate that supports intrinsic motivation. This can increase employee commitment to organizational goals and improve sustainable performance. The highly influential school culture also plays an important role from an organizational psychology perspective. The values, norms and policies that make up that culture influence the collective psychology of employees. A culture that encourages collaboration, innovation and personal growth provides a positive psychological foundation. Employees feel involved, empowered and have a shared purpose, creating strong motivation and psychological engagement.

A highly influential school culture also shapes the work climate that can affect employees' psychological well-being. A supportive, fair and inclusive climate creates a sense of psychological safety, increases job satisfaction and reduces stress. Social support from fellow employees and leaders can play a key role in building a positive climate. The interaction between leadership style and school culture often creates synergies that amplify psychological impact. Leaders who are able to integrate their leadership style with the values of the school culture create psychological consistency and reinforce organizational identity. This can result in deep trust and commitment from employees to the shared vision and goals.

## CONCLUSION

The study's conclusions may be drawn from the data processing, research, and discussion outcomes, which place teacher performance in the good category at the time of the study and the principal's leadership style and school culture in the good enough group. The multiple linear regression analysis's partial t test findings indicate that the principal's leadership style has a favorable and substantial impact on teachers' performance. The coefficient of determination indicates how much of an impact the principal's leadership style has, and it is 25% in the case of teacher performance. The partial t test findings in the multiple linear regression analysis indicate that school culture has a favorable and substantial impact on teacher performance. The coefficient of determination, which indicates the extent of the influence, shows that school culture has a 27% impact on teacher performance. When examined jointly or concurrently, the school culture and the principal's leadership style have a favorable and significant impact on teacher performance. The coefficient of determination shows how much of



an impact there is; it indicates that <sup>3</sup> the principal's leadership style and the school culture either alone or jointly affect teacher performance by 36%.

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