



The influence of leadership and organizational culture on the performance of state primary school teachers Tembilahan district Indragiri Hilir regency

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Article info	Abstract
Keywords: leadership, organizational culture, elementary school teachers, school principals	This research analyses leadership and organizational culture's vivacious and significant influence on teacher performance in public elementary schools in Tembilahan District, Indragiri Hilir Regency. The background of this research is based on a description of the performance of state elementary school teachers in Tembilahan District, Indragiri Hilir Regency. The type of research carried out is survey research with a quantitative research approach. The population in this study was 73 elementary school teachers. The sample used in the research was 73 people. The sampling technique uses total sampling. Data collection techniques are documentation and questionnaires. The data analysis used is descriptive statistics and inferential statistics. The research results show that the influence of the principal's leadership and organizational culture on the performance of public elementary school teachers is 92.8%, and the remainder is determined by other factors that are not part of this research. The research conclusions show the influence of the principal's leadership and organizational culture on the performance of state elementary school teachers in Tembilahan District, Indragiri Hilir Regency.

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1. Introduction

Education is one of the most critical aspects of the development of society and the country. Teachers, as the spearhead of the education system, have a vital role in forming the young generation and improving the quality of education. Therefore, the quality of teacher performance in primary schools significantly impacts children's development and overall educational achievement. To understand the factors that influence teacher performance in elementary schools, this research will examine the influence of leadership and organizational culture on the performance of state elementary school teachers in Tembilahan District, Indragiri Hilir Regency.

Leadership is one of the main factors that can shape the work environment and motivate individual performance. In the educational context, the school principal's leadership can be crucial in educating and empowering teachers. Research has shown that effective leadership can improve teacher performance, encourage innovation in teaching, and create a positive work atmosphere (Leithwood & Jantzi, 2000; Hallinger & Heck, 1996).

Apart from leadership, organizational culture also has a key role in shaping teacher performance. Organizational culture includes the school work environment's norms, values, and practices. A culture

that supports and encourages collaboration, continuous learning, and open communication can positively influence teacher performance (Deal & Peterson, 2009; Schein, 1990).

Research on the influence of leadership and organizational culture on teacher performance in elementary schools has important implications for improving education quality. However, many questions still need to be answered, such as what type of leadership is most effective in the essential education context and how organizational culture can be shaped or improved to support teacher performance. Therefore, this research will examine the relationship between leadership, organizational culture, and teacher performance in elementary schools.

To support this research, several relevant studies have been conducted previously. One of them is research by Anderson and Sosik (2019), which examined the influence of academic supervision on teacher competence development. The results of their study show that adequate academic supervision can improve teachers' understanding of the curriculum and learning methods. In addition, research by Robbins and Judge (2018) reviews the impact of work motivation on individual productivity and performance in the work context. The results of their study indicate that high work motivation can increase teacher productivity and performance. Research by Hoy and Miskel (2013) found that the principal's transformational leadership significantly impacted teacher performance. This research highlights the importance of leadership in moving teachers to achieve school goals together. Meanwhile, research by Deal and Peterson (2009) emphasizes the role of a strong organizational culture in creating a positive work environment and supporting teacher professional growth.

Then, the results of research conducted by Anderson and Sosik (2019) stated that appropriate academic supervision can be the key to developing teacher competency and improving the quality of education in elementary schools. Likewise, the theory that Robbins and Judge (2018) proposed emphasizes that strong work motivation can influence teacher productivity and performance in educational tasks. Through this research, it is hoped that it can provide a deeper understanding of how leadership and organizational culture can influence teacher performance so that it can provide helpful guidance for education policymakers, school principals, and teachers in efforts to improve the quality of education at the elementary level. Apart from that, this research can also be a basis for further study in exploring key aspects related to teacher professional development and improving the overall quality of education.

2. Method

The research approach uses a quantitative approach with correlational methods. Correlational research is research that attempts to investigate the influence between several variables. This research wants to know the impact of the principal's leadership (variable X1) and school organizational culture (variable X2) on teacher performance (variable Y). An overview of the constellation of influences between variables can be seen in **Figure 1** below:

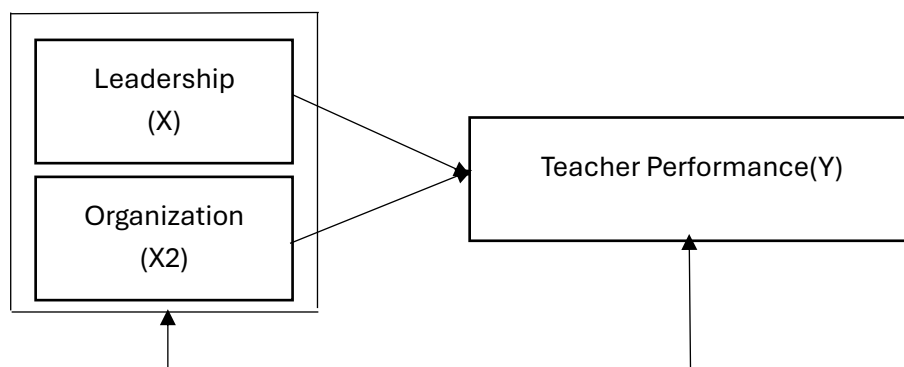


Figure 1. A constellation of influences between variables

This research was carried out for five months, from February to June 2023. The population and sample were elementary school teachers in Tembilahan District, Indragiri Hilir Regency, totalling 73 people (**Table 1**).

Table 1. Population and sample

No.	School Name	PNS Teacher		Amount
		Man	Woman	
1.	SD Negeri 003 Tembilahan	2	13	15
2.	SD Negeri 005 Tembilahan	3	11	14
3.	SD Negeri 008 Tembilahan Hilir	2	9	11
4.	SD Negeri 009 Tembilahan Kota	3	18	21
5.	SD Negeri 016 Sungai Perak	2	6	8
6.	SD Negeri 017 Seberang Tembilahan	1	3	4
Amount		13	60	73

Table 2. Teacher performance instrument (variable Y)

No	Indicator
1	Ability to complete planning and preparation for teaching
2	Mastery of learning materials
3	Mastery of teaching methods and strategies
4	Class management skills
5	Ability to carry out assessments and evaluations

Table 3. Principal leadership research instrument (variable X1)

No	Indicator
1.	The principal, as an educator
2.	The principal as manager
3.	The principal is a ler.
4.	The principal, as a survivor

Table 4. Research instrument for organizational culture research (variable X2)

No	Indicator
1.	Inisiatif individual
2.	tolerance for risky actions
3.	Direction
4.	Integration
5.	Support from management
6.	Control
7.	identity
8.	Reward system
9.	Tolerance for conflict
10.	Communication patterns

The data collection technique was a questionnaire, measured using a Likert scale. To make it easier to compile research instruments, the researcher used operational definitions of research variables, namely (1) teacher performance is a teacher's activities in the learning process, namely how a teacher can make learning plans, mastery of the material to be taught to students, review strategies and methods. Teaching, the ability to manage classes, and the ability to carry out assessments and evaluations; (2) organizational culture of the school is how the members of the school develop attitudes and behaviour in the aspects of (a) personal initiative, (b) persisting in risky actions, (c) control, (d) innovation, (el) encouragement from management, (f) direction, (g) identity, (h) reward system, (i) resistance to problems, and (j) communication patterns; and (3) the leadership of the head of the school

cell is the action and ability of the head of the school cell in carrying out his functions as head of the school cell as an administrator, manager, leader and supervisor. Based on the operational definition that the researcher compiled, the following are the research instruments used, as shown in **Tables 2 - 4**.

Before the instrument was used, the research conducted instrument testing to select valid and reliable instrument items distributed to 32 teachers outside the research sample. By obtaining the validity and reliability of each item, it can be known with certainty which items do not meet the requirements in terms of validity testing and reliability calculations. The analysis technique used in this research is the descriptive analysis technique. The descriptive analysis technique forms a systematic picture of factual and accurate data covering the facts and the influence of the investigated or researched phenomena. The analysis stages are carried out using inferential statistical analysis with the analysis requirements test stages and statistical hypothetical tests.

3. Results and Discussion

3.1 Influence of principal leadership (X1) on teacher performance (Y)

Using simple correlations in the first hypothesis test, the research results showed that sig value = 0.000. The magnitude of the sig value is $0.000 < 0.05$. The percentage for the principal leadership variable (X1) is 84.93% in the Good category, and the teacher performance variable (Y) is 91.78% in the Good category. So, it can be concluded that the leadership of the School Head (X1) has a significant impact on teacher performance (Y). Based on the first hypothesis study, the results obtained are as follows.

Table 5. Simple regression test of principal leadership (x1) on teacher performance (y)

Model	Variable	Unstandardized	t	Sig
		Coefficients		
		B		
1	Constant	10,413	2,561	0,013
	School principal leadership	0,871	22,445	0,000

Based on **Table 5**, the obtained constant values $a = 10.413$ and $b = 0.871$, the resulting relation equation becomes $Y = 10.413 + 0.871X_1$. The meaning of the teacher's correlation equation is the constant value (a) of 10.413. The meaning is that if the leadership of the school head is equal to zero, then the teacher's performance value is 10.413. The correlation coefficient (b) of 0.871 indicates that an increase will follow every rise in the leadership of the head of the school in the performance of the school's teachers. 0.871 cents.

This is in line with what was expressed by Tonich (2021) through his research, which stated that the better the leadership abilities of a school principal are, the better the performance results of his school. Research has shown that the leadership of the heads of schools that fall into the good category can help teachers or other educational staff work together to achieve goals. School principals' leadership can influence teacher performance, and improving the quality of education in schools needs to be supported by the leadership abilities of school principals (Qomsuddin & Bunyamin, 2020).

Leaders have a significant role in realizing performance. The role of school heads in improving performance includes continuing to develop professional skills and providing motivation as an innovator and aspiration. One way to increase performance can be done by carrying out self-reflection. Teachers carry out reflection to create trust in students, respond well to things, provide reinforcement, and listen to students' concerns and views (Arfandi 2021).

The standards for all policies within the education unit originate from the school principal, although the level of policy-making is based on deliberation with all related elements, such as teachers. The same expression was also conveyed through research results by Bangun *et al.* (2023) that the school principal is the decision maker and is the standard for all school policies, including how teachers are required to carry out their duties. This culture of deliberation is an element of unity in binding unity with ideas and

ideas; apart from that, it can also form harmony within professional ties. In line with what was expressed by Prihatini *et al.* (2021), the leadership role of the school principal is the key to shaping school culture so that a positive culture is formed for the progress of the school and teaching and can establish harmonious relationships with internal and external groups of the school.

Another study by Satriadi (2016) stated that the leadership of school heads has a 68.2% impact on student performance. The school's leadership is relatively good, so the overall performance looks good. This is because the leadership of the head of the school is responsible for ensuring that the school does not stray from a path that existing regulations have already corrected. The school principal has the right and obligation to influence teachers to be able to carry out all the directions he gives while at school (Handoyo *et al.*, 2019).

3.2 The Influence of school organizational culture (X2) on teacher performance (Y)

The results of the research by using simple correlation correlations on the second hypothesis test showed that the magnitude of the sig value was $0.00 < 0.05$. The percentage of the school organizational culture variable (X2) is 86.30% in the Good category, and the teacher performance variable (Y) is 91.78% in the Good category. So, it can be concluded that school organizational culture (X2) significantly impacts teacher performance (Y). This class hypothesis showed a significant influence between school organizational culture (X2) and teacher performance (Y), based on the regression test results, which can be seen in **Table 6** below.

Table 6. Simple regression test of organizational culture (x2) on teacher performance (y)

Model	Variable	Unstandardized Coefficients	t	Sig
		B		
1	Constant	0,109	0,031	0,975
	School organizational culture	1,257	28,878	0,000

Based on **Table 6** above, the constant values $a = 0.109$ and $b = 1.297$ are obtained, and the resulting relation equation becomes $Y = 0.109 + 1.257X_1$. The correlation equation means that the constant (a) value is 0.109. If the school's organizational culture is equal to zero, then the teacher performance value is 0.109. The correlation coefficient (b) of 1.257 per cent means that an increase will follow every rise in the school's organizational culture in teacher performance of 1.257 per unit.

The results of this research were confirmed by researchers (Febriantina *et al.*, 2019) that there was a positive influence between school organizational culture and organizational performance. Cultivating a good school organization will create optimal performance as long as performance is a record of overall results in certain work functions or activities during the specified period. School organizational culture is related to performance, based on the finding that culture can produce comparative excellence.

3.3 The Influence of principal leadership (X1) and school organizational culture (X2) on teacher performance (Y)

Using the F test, the third hypothesis is known to be $F_{count} > F_{table}$ and $sig\ 0.000 < 0.05$. The percentage of the principal leadership variable (X1) is 84.93% in the Good category, the school organizational culture variable (X2) is 86.30% in the Good category, and the teacher performance variable (Y) is 91.78% in the Good category. So, it can be concluded that the leadership of the school head (X1) and the culture of the school organization (X2) have a significant impact on teacher performance (Y). This research shows that the leadership of school heads and organizational culture simultaneously affect performance. This can also be seen through the multiple regression test shown in **Table 7** below.

Table 7. Multiple regression test of principal leadership (X1) school organizational culture (X2) on teacher performance (Y)

Model	Variable	Konstandardized coefficients	t	Sig
		B		
1	Konstant	0,839	0,247	0,806
	School principal leadership	0,241	2,577	0,012
	School organization culture	0,936	7,117	0,000

Based on **Table 7**, the constant values obtained are (a) = 0.839, b1=0.241, and b2=-0.936. The regression equation is $Y = 0.839 + 0.241 X_1 + 0.936 X_2$. The regression equation means that the value of the school's organizational culture equals zero, so teacher performance is 0.839. The regression coefficient for school principal leadership (b1) of 0.241 means that every one-unit increase in school principal leadership will also be followed by an increase in teacher performance of 0.241 units, assuming the organizational culture variable is constant. The school organizational culture coefficient (b2) of 0.936 means that every one-unit increase in school organizational culture will also be followed by an increase in performance of 0.936 one unit, assuming the work leadership variable remains constant.

The research results on the influence of the principal's leadership and school organizational culture on teacher performance are strengthened and correlate with the research of Manik Bustomi (2011). It was found that school principal leadership, organizational culture, and work motivation simultaneously influenced current performance. In general, it can be said that leadership is the method a leader uses to influence his subordinates. How he influences his subordinates will create the culture of his organization. The organizational culture within the Sulatul Selkolah environment will be different from that of other Sekolah.

Then, the results of research conducted by Radittya et al. (2023) revealed that leadership style and organizational culture positively and significantly impacted organizational performance. A good leader can influence individuals and implement as a group to improve organizational performance. This means that a good leadership style can encourage rolling performance. Organizational culture can help stabilize the organization as a pillar of the social system and provide behavioural guidelines. The behaviour of employees who have been developed will also give rise to a good organizational culture.

4. Conclusion and Implications

Based on the description above, this research concludes that there is a significant influence between the principal's leadership and the performance of state elementary school teachers in Tembilahan District, Indragiri Hilir Regency. The principal's leadership relates to how teachers demonstrate the competencies to carry out their duties. The better the leadership, the higher the teacher's performance is expected to be. Furthermore, there is a significant influence between school organizational culture and the performance of state elementary school teachers in Tembilahan District, Indragiri Hilir Regency. A good organizational culture can help teachers organize well so that performance can continue to be improved. Then, the principal's leadership and school organizational culture influence the performance of state elementary school teachers in Tembilahan District, Indragiri Hilir Regency. The leadership of a school principal who can encourage, direct, and mobilize teachers to carry out teaching duties following educational goals and is supported by a good organizational culture will help the teacher's teaching process and improve the organizational culture at work.

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