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School Leadership Style And Organizational Culture On Teacher Performance Of Junior High Schools In Bandar Lampung

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Abstract:

This study aims to determine the effect of the principal's leadership style, organizational culture on the performance of teachers at Muhammadiyah 3 Junior High School in Bandar Lampung. This research uses a quantitative approach. Data collection techniques in this study using a questionnaire. The analysis used in this study is using regression analysis to test the influence between the independent variable on the dependent variable. The results of this study assessed by teachers as respondents have very good results, namely the average or mean 80, median with a score of 80, mode 80. Judging from the calculation of the regression equation with the results of a significant value of $0.000 < 0.005$. t count value $4.375 > t$ table 2.03693 . So it means that there is a significant influence between the principal's leadership style on teacher performance. The constant B_1 is positive, then the principal's leadership style has a positive effect on teacher performance by 0.395 or 39.5% .

Keywords: Leadership style; Organizational culture; Teacher performance

Introduction

Education has a very important role in character building and the future of the younger generation (Kadji, 2022; Warada et al., 2021). As an educational institution, schools have a vital role in creating a conducive learning environment and improving the quality of education (Baro'ah, 2020; Kurniawan & Syahrani, 2021). In achieving this goal, one of the influencing factors is the principal's leadership style and organizational culture within the school (Handayani et al., 2021; Indajang et al., 2020; Maryani et al., 2020; Sukiyanto & Maulidah, 2020a).

The principal's leadership style has a significant impact on teacher performance and school progress (Djazilan & Darmawan, 2022; Khosiah & Maryani, 2020; Sulfemi, 2020). An effective leadership style can motivate teachers, direct them towards clear goals, and encourage creativity and innovation in the learning process (Jamil, 2023; Purwanto et al., 2020). Principals who have a transformative leadership style, which prioritizes good communication, active participation and empowering teachers, are able to create a positive work climate and positively influence teacher performance (Alhabsyi et al., 2022; Karwanto, 2020).

In addition to leadership style, organizational culture also plays an important role in shaping the work environment in schools (Putra & Renaldo, 2020). Organizational culture includes the values, norms and practices adopted and practiced by school members (Putra & Renaldo, 2020). A positive and inclusive organizational culture can create collaboration, cooperation and mutual support among teachers and promote a harmonious and productive work atmosphere (Putra & Renaldo, 2020). Conversely, an organizational culture that is negative or not in line with the school's vision and mission can hinder teacher performance and affect the learning climate at school (Handayani et al., 2021; Widuri et al., 2020).

In this context, this study aims to examine the influence of the principal's leadership style and organizational culture on teacher performance at 3 Muhammadiyah Junior High School in Bandar Lampung. By understanding the relationship between these variables, it is expected to know the extent of the influence of the principal's leadership style and organizational culture in achieving optimal teacher performance (Sukiyanto & Maulidah, 2020b).

The research method that will be used is quantitative method, by collecting data through questionnaires that will be distributed to teachers at SMP 3 Muhammadiyah Bandar Lampung. The collected data will be analyzed using statistical techniques to identify the relationship between the principal's leadership style, organizational culture, and teacher performance (Sukiyanto & Maulidah, 2020b).

The results of this study are expected to provide a better understanding of the factors that influence teacher performance at SMP 3 Muhammadiyah Bandar Lampung, as well as provide relevant recommendations to improve the quality of education in the school. It is also expected that this study can contribute to further research in the field of educational leadership development and organizational culture in other schools (Permana & Eliza, 2022; Pratiwi et al., 2021; Utami et al., 2021).

Methods

The method used in this study of the effect of the principal's leadership style and organizational culture on teacher performance at the 3 muhammadiyah junior high school in Bandar Lampung uses quantitative research. With the multiple regression paradigm, it describes the simultaneous or joint influence between the two independent variables (X1, X2) on the dependent variable (Y). In this study, the population was all teachers of SMP Muhammadiyah 3 Bandar Lampung, totaling 35 teachers. While the sample is part of the population. Because the population is less than 100 people, then in this study took the population as a sample, so this study is a population study.

Results and Discussion

from the research results, there are 3 Hypothesis Tests, namely:

First hypothesis

There is a significant influence between the Principal's Leadership Style on Teacher Performance at Muhammadiyah 3 Junior High School in Bandar Lampung. From the results of the calculation of t count using the SPSS 23 program, the value of t table = $t(\alpha / 2; n-k-1) = t(0.05/2; 35-2-1) = t(0.025; 32) = 2.03693$. The result of the significant value is $0.000 < 0.005$. tcount value $4.375 > ttable 2.03693$. So it means that there is a significant influence between the principal's leadership style on the performance of Muhammadiyah 3 Bandar Lampung junior high school teachers. The constant B1 is positive, then the principal's leadership style has a positive effect on the performance of Muhammadiyah 3 Bandar Lampung Junior High School teachers by 0.395 or 39.5%.

Second Hypothesis

There is a significant influence between Organizational Culture on Teacher Performance of Muhammadiyah 3 Junior High School in Bandar Lampung. From the results of the t calculation using the SPSS 23 program, the tcount value is $4.074 > 2.03693$. This means that there is a significant influence between organizational culture on the performance of Muhammadiyah 3 Junior High School teachers in Bandar Lampung. Constant B1 is positive, then organizational culture affects the performance of Muhammadiyah 3 Bandar Lampung Junior High School teachers by 0.352 or 35.2%.

Third Hypothesis

There is a significant influence between the Principal's Leadership Style and Organizational Culture on the Performance of Muhammadiyah 3 Bandar Lampung Junior High School Teachers. From the results of the calculation of f count using SPSS 23, the value of Fcount value is $39,561 > Ftable 3.28$. The significant value is $0.000 < 0.005$. This shows that together the principal's leadership style and organizational culture affect the performance of Muhammadiyah 3 Bandar Lampung junior high school teachers. In this F test also obtained the coefficient of determination (R²) of 0.844. Then the leadership style of the principal and organizational culture has a contribution of 71.2% to the performance of Muhammadiyah 3 Junior High School teachers in Bandar Lampung.

The Effect of Principal Leadership Style on Teacher Performance

The results of the research analysis on the principal's leadership style show that in the organization, the leader and his subordinates are together in solving a problem that has been faced. In making decisions, the principal always involves his subordinates, explains the tasks that must be done and often gives the opportunity to his subordinates to convey criticism and

feelings. Principals tend to have a participative / democratic leadership style where this type of leadership always involves subordinates in the decision-making process, also always maintains harmonious relationships, both formal and informal relationships with subordinates.

This can be seen from the results of research assessed by teachers as respondents having very good results, namely the average or mean 80, median with a score of 80, mode 80. Furthermore, it can be seen from the calculation of the regression equation with the results of a significant value of $0.000 < 0.005$. t_{count} value $4.375 > t_{table}$ 2.03693 . So it means that there is a significant influence between the principal's leadership style on teacher performance. Constant B1 is positive, then the principal's leadership style has a positive effect on teacher performance by 0.395 or 39.5%,.

These results are in line with research conducted by Wildan entitled "The Effect of Leadership Style and Principal Competence on the Performance of State Senior High School Teachers in Central Lombok Regency". The results showed (1) there is an influence of the principal's leadership style on teacher performance with the results of a significance value of 0.019 with a percentage of 67.5%, while the highest percentage in the type of democratic leadership style is 67.9%. (2) there is an effect of principal competence on teacher performance with the results of the F test which has a magnitude of 0.001 with a percentage of 69.9%.

The influence of organizational culture on teacher performance

From the results of the study it was found that the organizational culture at SMP Muhammadiyah 3 Bandar Lampung school was considered quite good by the teachers who were respondents. The values adopted and applied in the school organization are carried out in an orderly manner. The policies applied are able to make each member will foster commitment, which is a condition in which organizational members give their highest ability and loyalty to the organization. In addition, the relationship between the school and the community is quite harmonious where the school always provides good service and responds positively to complaints in order to improve school performance. This is shown from the results of the average or mean 73, median with a score of 73, mode 73. Furthermore, seen from the significant value of $0.000 < 0.005$, the value of t_{count} $4.074 > 2.03693$. This means that there is a significant influence between organizational culture on teacher performance. The constant B1 is positive, then organizational culture affects teacher performance by 0.352 or 35.2%.

The effect of principal leadership style and organizational culture on teacher performance.

From the results of the study it is known that the F_{count} value is $39,561 > F_{table}$ 3.28 . The significant value is $0.000 < 0.005$. This shows that together the principal's leadership style and organizational culture affect teacher performance. in this F test also obtained the coefficient of determination (R^2) of 0.844. Then the principal's leadership style and organizational culture simultaneously have a contribution of 71.2% to teacher performance.

These results are in line with the results of research conducted by Gulo, S., Nadeak, B., & Tampubolon, H. entitled "The Effect of Principal Leadership Style and Organizational Culture on Teacher Performance in Smp Se-Nias Barat". The results showed that the principal's leadership style had a partial positive effect on teacher performance in West Nias junior high schools, namely 17.7%, organizational culture had a partial positive effect on teacher performance in West Nias junior high schools, namely = 16%. Principal leadership style and organizational culture also have a positive effect simultaneously on teacher performance in West Nias junior high schools, namely 20.6% ".

Conclusion and suggestion

The conclusion from the results of the study on the effect of the principal's leadership style and organizational culture on teacher performance. It is known that the Fcount value is $39.561 > F_{table} 3.28$. The significant value is $0.000 < 0.005$. This shows that together the principal's leadership style and organizational culture affect teacher performance. In this F test also obtained the coefficient of determination (R²) of 0.844. Then the principal's leadership style and organizational culture simultaneously have a contribution of 71.2% to teacher performance.

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