

Effect of Leadership Style, Organizational Culture, and Motivation on Teacher Performance at Yayasan Pendidikan Winfield Cabang Jalan Hasanuddin Medan

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Abstract: This research was conducted with the aim of analyzing effect leadership style, organizational culture and motivation on teacher performance at Yayasan Pendidikan Winfield Cabang Jalan Hasanuddin Medan. This research uses a quantitative method by using the object of research in kindergarten schools Yayasan Pendidikan Winfield Cabang Jalan Hasanuddin Medan. The population in this study was 30 people, the sampling method used in this study was a saturated sample which used the entire population as a research sample. In analyzing the data used multiple linear regression analysis with SPSS software tools to complete the data processing. Based on data analysis, it can be concluded that (1) leadership style has a positive and significant effect on teacher performance, (2) organizational culture has a positive and not significant effect on teacher performance, and (3) motivation has a positive and not significant effect on teacher performance. Simultaneously the results show that there is a positive and significant effect between leadership style, organizational culture and motivation on teacher performance. The magnitude of the effect of independent variables on the dependent variable is shown by the coefficient of determination of 40.8%.

Keywords: Leadership Style, Organizational Culture, Motivation, Teacher Performance

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I. Introduction

Yayasan Pendidikan Winfield is one of the providers of education in Medan. One of the Private schools that is oriented towards education. In observations made, researchers see that there is still a teacher's performance that has not been optimal in carrying out their work, this is obtained based on observations made by researchers in 2019. The rationale that education is very important for homeland and the nation of course this should be able to addressed more directedly.

The leadership style adopted in leading the school has not been fully effective. The reason is there is still a lack of qualified student achievement. This is certainly influenced by the motivation and leadership style of school leaders.

In addition to the above, the researcher sees that the lack of collaboration, interrelation, involvement of organizational members in every activity, work and matters relating to routine school activities. This shows that it is necessary for schools to take certain approaches to strengthen every individual of the organization, because basically they have an important role in achieving school goals, namely improving the quality of education through graduates as the output.

Education is the community's need to become more qualified. Education is formally organized through educational institutions such as schools and colleges. Education is also necessary for people with an early age group that is now often referred to as an early education school (PAUD). This shows that education is very important in a heterogeneous society.

The quality of education is directed by the Law on the National Education System Number 20 of 2003, namely the development of the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens democratic and responsible country. Quality education is believed to be the right way to improve the quality of human resources. However, education in Indonesia has not been able to lead to quality improvement, on the contrary it is still focused on quantity alone (Mukti, 2017:1).

The leadership style adopted by the principal in leading his organization. Research on principals' leadership has been carried out now to contribute to better educational institutions. One of them is participatory leadership influencing teacher performance (Handani and Rasyid, 2015:277). In this study concluded that there is a significant influence on the participatory leadership style applied by the principal.

Organizational culture in a school environment will be different from other schools, this difference is due to the environment that affects the organization differently, both the external and internal environment of the organization. The difference between one organization and another organization, especially internally, formed by the leadership and members of the organization in achieving its objectives, as well as the change of leadership, will affect the culture of an organization. Negative perceptions of organizational culture will create a less conducive school climate. The school climate is related to how the working relationship between peers, between teachers and school principals, between teachers and other education personnel and between departments within their environment (Manik and Bustomi, 2011).

Providing the right motivation will encourage employees to change their behavior to grow and develop to achieve success in work. To optimize employee achievement, management needs to support management in its implementation, one of which is by providing motivation to employees, so that employees can improve capabilities in accordance with what management wants, so that their performance will increase according to the goals of the organization (Manik and Bustomi, 2011).

II. Literature Review

2.1 Effect of Leadership Style on Teacher Performance

The leadership style adopted by the leader plays a very important role in an organization. Setiyati (2014) in her research revealed that there was a positive and significant influence between the leadership of the principal on teacher performance. In contrast to the results of Iskandar's (2013) study, it was concluded that there was no influence of leadership style on improving teacher performance. Of course, with the difference in theory from these results the principal's leadership variable is essentially important to use in conducting research on teacher performance analysis in an organization. In this case the principal's leadership is analyzed partially.

2.2 Effect of Organizational Culture on Teacher Performance

Organizational culture is a number of values, norms, and habits adopted by members of the organization. It can be seen that organizational culture is a variable that explains the values and habits that are even shared by a group of individuals in an organization. Organizational culture research on teacher performance was also conducted by Manik and Bustomi (2011) who concluded that teacher performance is indirectly influenced by organizational culture. Setiyati (2014) concluded that the influence of organizational culture on the effectiveness of teacher performance. Liliyana, Hermina and Zain (2011) revealed that there was no significant influence between organizational culture and teacher performance. This shows that there are differences in views that must be reviewed and proven with the results of the study. This study wants to review different objects about organizational culture on teacher performance.

2.3 Effect of Motivation on Teacher Performance

Motivation is a very important variable in improving employee performance. In conducting research on motivation for teacher performance, it is closely related to the results of previous research as a reference in setting up a conceptual framework. First in Pratiwi's research (2013) concluded that there is a positive and significant influence between motivation on teacher performance, besides Manik and Bustomi (2011) concluded that there is an indirect effect of motivation on teacher performance. Susanty and Baskoro's research (2013) revealed that there was no positive and significant influence of motivation on teacher performance. The results of the study are compared so that different results are obtained. The research was carried out on different objects. Likewise with this research, conducted in school objects based on the results of previous studies. So this study wants to examine the effect of motivation on teacher performance at Yayasan Pendidikan Winfield Cabang Jalan Hasanuddin Medan.

2.4 Effect Simultaneous of Leadership Style, Organizational Culture and Motivation on Teacher Performance

From the above explanation it is clear to see how the influence of each independent variable partially on the dependent variable is teacher performance. In explaining the relationship simultaneously means that when all the variables are carried out simultaneously whether it will have a better impact than when done one by one to the teacher. This is certainly or very important to do. Manik and Bustomi's research (2011) concluded that leadership style influences teacher performance, but not directly through organizational culture and motivation. Differences of opinion with the results of research that have been disclosed above, then this study wants to review simultaneously or together - the influence of leadership style, organizational culture, motivation on teacher performance.

III. Research Methods

Data collection used in this study is to use a personal questionnaire. This method provides responses to questionnaire statements. In this study the questionnaire was distributed directly to respondents and researchers could provide an explanation of the purpose of the survey and questions that were less understood by respondents and responses to the questionnaire could be directly collected by researchers after being filled out by respondents. The personal questionnaire was used to obtain data about the dimensions of the constructs that were being developed in this study. The measurement scale given is a Likert scale consisting of 5 alternative answers, namely (5) strongly agree, (4) agree, (3) neutral, (2) disagree and (1) strongly disagree.

In this study the population used was all kindergarten teachers at Yayasan Pendidikan Winfield Cabang Jalan Hasanuddin Medan of 30 people. In connection with the number of populations that are not many, then in this study the sample technique used is saturated samples, which means that the entire population is sampled in this study. The number of samples is 30 teachers.

IV. Research Results

Effect of Leadership Style on Teacher Performance

The results of data analysis carried out, showed that the value of tcount was 3.548 with a significance value of 0.002. The value of the table is 1.70329 and the significance level is 0.05. Based on the test criteria used that the value of t arithmetic $3.548 > t$ table 1.70329 with a significance value of $0.002 < 0.05$, it can be concluded that H_1 is accepted and H_0 is rejected. Based on the above it can be concluded that the leadership style has a positive and significant effect on teacher performance.

Effect of Organizational Culture on Teacher Performance

The results of data analysis carried out, showed that the value of tcount was 0.666 with a significance value of 0.511. The value of the table is 1.70329 and the significance level is 0.05. Based on the test criteria used that the value of tcount 3, $< t$ table 1.70329 with a significance value of $0.511 > 0.05$, it can be concluded that H_2 is rejected and H_0 is accepted. Based on the above it can be concluded that organizational culture has a positive and not significant effect on teacher performance.

Effect of Motivation on Teacher Performance

The results of data analysis carried out, showed that the value of tcount was 0.881 with a significance value of 0.367. The value of the table is 1.70329 and the significance level is 0.05. Based on the test criteria used that the value of t is $0.881 > t$ table 1.70329 with a significance value of $0.367 < 0.05$, it can be concluded that H_3 is rejected and H_0 is accepted. Based on the above it can be concluded that motivation has a positive and not significant effect on teacher performance.

Effect of Leadership Style, Organizational Culture and Motivation on Teacher Performance

The results of data analysis carried out showed that the Fcount value was 7.656 with a significance value of 0.001. Referring to the hypothesis testing criteria simultaneously used in this study, it can be concluded that the value of Fcount is $7.656 > F$ table 2.96 and the significance value of $0.001 < 0.05$, it can be concluded that H_4 is accepted and H_0 is rejected, Based on the above it can be it was concluded that the leadership style (X_1), organizational culture (X_2) and motivation (X_3) simultaneously influence teacher performance (Y).

In partial testing it does not indicate that there is a significant overall effect. But simultaneously, there is a significant influence. This shows that when the leadership style, organizational culture and motivation in this organization can influence the performance of the teacher.

The results of the coefficient of determination in the table above can be obtained 0.408. This figure shows that the magnitude of the influence of independent variables consisting of leadership style, organizational culture, and motivation affect the dependent variable namely teacher performance is 0.408 or 40.80%, while the remaining 59.20% is influenced by other variables not examined.

V. Conclusion and Suggestion

Conclusion

Based on the results of data analysis and discussion carried out in the previous chapter, several conclusions can be obtained as follows

1.The leadership style partially has a positive effect with a significance value of 0.002 and t arithmetic of 3.548 and is significant to teacher performance. That is, leadership conducted based on the principles of directive, supportive, participatory, and oriented towards teacher achievement can significantly support teacher performance.

2.Organizational culture partially influences positively with a significance value of 0.511 and t arithmetic of 0.666, but not significantly to teacher performance. That is, organizational culture that involves the teacher

(involvement), consistency, can be adapted (adaptation) and mission-oriented (mission) can affect teacher performance positively but not significantly.

3. Motivation is partially influential positively with a significance value of 0.367 and t arithmetic of 0.881 and not significant to teacher performance. That is, motivation in terms of physiological needs, a sense of security, social, appreciation and teacher actualization can affect performance well but do not increase significantly.

4. Leadership style, organizational culture and motivation simultaneously have a positive and significant effect on teacher performance. That is, style

leadership, organizational culture and motivation can influence and enhance pedagogic competence, personality, social and professionalism of teachers at work.

5. Variables in leadership style, organizational culture and motivation affect teacher performance by 40.80%.

Suggestion

Referring to the conclusions that have been obtained based on the results of the analysis and discussion in the previous chapter, the recommendations recommended in this study are as follows:

1. It is expected that principals improve teacher performance by applying a democratic leadership style, especially in the equitable distribution of teaching assignments to teachers, involving teachers in various activities such as: training or seminars, giving awards to outstanding teachers, paying attention both in terms of material and non-material, as well as involving teachers in developing school programs and listening to teacher ideas and providing a sense of security for teachers so that teachers feel comfortable and have an impact on school improvement. The headmaster together with the related Education Office, supervisors and other stakeholders are expected to provide adequate facilities and infrastructure needed by teachers to support learning at TK Winfield Foundation Kindergarten.

2. It is expected that the principal increases the motivation of his employees by fulfilling the teacher's individual needs through

increased salary and compensation obtained to enable teacher performance to improve.

3. It is expected that principals improve organizational culture by paying attention to work patterns adopted in schools including the learning culture and habits adopted by the school.

4. Together, motivation and organizational culture can influence significant performance in this study so that the principal must combine motivation and organizational culture that is applied in schools.

5. It is expected that future researchers will use SEM analysis whose purpose is to obtain more detailed results regarding the problem being investigated, especially problems in human resources, such as discipline, quality of education and so on.

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