# The Effect of Principal Leadership Style and Teacher Work Culture Work on The Performance of Public High School Teachers

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**Abstract:** This study aims to see and describe the influence of the principal's leadership style and teacher work culture on the performance of state high school teachers in Lubuk Raja District, OKU Regency. The method used is descriptive quantitative. Data in the form of a questionnaire is classified as quantitative data. The independent variable in this study is the Principal Leadership Style (X1) and Teacher Work Culture (X2), and the dependent variable in this study is Teacher Performance (Y). Data analysis techniques, namely 1) simple and multiple linear correlation test; 2) Significant test using t-test and f-test. The leadership style of the principal and work culture together have a positive effect on teacher performance. The coefficient of the second variable between the second independent variable and the variable in Ry.12 is 0.670. From this coefficient, it can be calculated that the coefficient of determination ($R^2$) is 0.449, meaning that 44.90% of the teacher performance reports can be linked with the principal's leadership style and teacher work culture.
**Keywords**: culture, leadership, work

## INTRODUCTION

The readiness of human resources involved in the education process. The teacher is one of the determining factors for the high and low quality of educational outcomes. Teachers have a strategic position, so every effort is to improve the quality of education. So it is necessary to pay great attention to increasing teachers in terms of number and quality.

The quality of teaching staff and education personnel is one of the main points that need to be considered to improve the quality of education in schools. To realize an effective school, the component that is regarded as necessary is the existence of a school principal who is not only a school personification figure but also understands educational goals, has a vision of

the future, and can actualize all existing potential into a synergistic force to achieve academic goals ( Hendarman and Rohanim, 2019).

The teacher's performance can be seen from their responsibility in carrying out their mandate, profession, and morals. This will be reflected in the compliance, commitment, and loyalty to developing students' potential and advancing the school. Teachers with a high level of performance have cooperation productivity above the specified standards, and vice versa. Teachers who have a low level of performance, then the teacher is unproductive (Priansa, 2018).

Teacher performance can be seen and measured based on the competency specifications that each teacher must have. Various factors affect teacher performance. These factors include job stress, work motivation, organizational culture, principal leadership style, job satisfaction, and discipline. The version of a teacher cannot be separated from the principal's leadership style. The right leadership style of the principal can influence and motivate teachers to improve teacher performance.

The principle is a determining factor in improving the quality of education. This is to the theory of Mulyasa (2017), which said that the principal is responsible for implementing education, school administration, and coaching other educators. To carry out their duties and roles as a leader, a principal has his leadership style. The leadership style of a school principal affects the work climate or school organizational culture.

One of the school cultures developed by the principal is the work culture of the teacher. The work culture of the teacher is generally a philosophical statement. It can be an urgent demand for the teacher because it can be formally formulated in various rules and regulations. Leaders and teachers will be bound indirectly to form attitudes and behaviors by the vision and mission as a reference for the application management or regulations. The formation process will ultimately produce professional leaders and teachers who have high integrity (Suwanto, 2018). The results of research conducted by Rusmana (2010)(5) regarding the Effect of Principal Leadership Style and Teacher Work Culture on Teacher Teaching Performance indicate that work culture significantly affects teacher teaching performance at 49%.

According to Hasanah (2012), the work climate affects teacher performance by 67%. This shows that performance can be influenced by the work climate, which has a high significance level. From previous research, it can be concluded that a good work culture can affect the performance that is carried out. The work culture in the school environment also impacts teacher performance, where the work culture is closely related to improving teacher performance because with the creation of good work culture and supported by cooperation with fellow teachers, results can be achieved that can improve

performance. By completing a good level of performance, the hope of improving the quality of schools will be achieved. Teacher performance will be able to increase in the learning process in the classroom.

Based on preliminary observations, it is known that the performance of teachers teaching at SMA Negeri in Lubuk Raja District is still relatively low.

The percentage of teacher attendance is only 80%, making learning administration 85%, initiative at work 80%, and working ability 85%. This data is still below the school's target, which is 100%. It indicates that the teacher's performance in terms of quality is not optimal. For example, many teachers are still unaware of the importance of making lesson plans. Most teachers will create lesson plans when accreditation is held or learning ends. Teachers also feel that they do not need to make lesson plans.

For them, the lesson plans are only fulfilling obligations in school administration. Some teachers create lesson plans for fear of being reprimanded by the school principal, even though lesson plans are essential in learning. Every teacher must make a lesson plan for any condition and situation because planning is a learning guide. Many teachers still have not used learning media because it is considered difficult to make or demonstrate learning. Teachers also have not used much school infrastructure; besides, sometimes teachers have to scramble to use existing facilities at school, such as projectors and speakers, because of existing limitations in school. The responsibility of teachers is also considered less than optimal because there are still many teachers who are not aware of their daily duties. And the last thing is workability. The teachers here are not all teaching according to the lesson plan guidelines, then some teachers also enter the class just giving assignments without explaining any material, even though student success is judged by how to teach the teacher in the classroom. With the many indications, it is sufficient to show that teachers' performance in SMA Negeri in Lubuk Raja District is not optimal.

Principal's leadership style and work culture strongly influence teacher performance so the researcher will conduct further research on "The Effect of Principal Leadership Style and Teacher Work Culture on the Performance of Public High School Teachers in Lubuk Raja Subdistrict, OKU Regency." Leadership is creating the most effective changes in group behavior for others. It is the process of influencing group activities toward goal setting and goal achievement. The achievement of an organizational goal depends on the leadership used by the leader. According to Damin and Suparno (2019), leadership is the ability to influence a group toward specific achievements. Leadership can be defined as the ability to influence subordinates to work or participate in implementing the educational process so that the goals or objectives follow what has been set (Susanto, 2016). Etymologically, the

principal is the equivalent of the school principal running the principalship. The term principal means everything related to the primary duties and functions of the school principal. Principal comes from two words, namely "head" and "school" Meanwhile, "school" means the institution where you receive and give lessons (Basri,2014)(9). A principal is a career position obtained by a person after serving as a teacher for a long time (Wahyudi,2015)(10)

Mangkunegara (2015) defines work culture as a set of assumptions or belief systems, values, and norms developed within the organization that serves as behavioral guidelines for its members to overcome problems of external adaptation and internal integration. According to Moeljono (2014), work culture is generally philosophical. It can function as an urgent demand on employees because it can be formulated formally in various company rules and regulations. Work culture has two levels: a more profound and a less visible. Culture refers to the values shared by people in the group and tends to persist over time. This definition includes what is essential in life and varies widely.

According to Sobirin (2018), teacher performance is an achievement or work achieved by a teacher, both physical and non-physical, quantitative and qualitative, following instructions, functions, and tasks based on knowledge, attitudes, skills, and motivation. Meanwhile, Dharma (2015) determines ways to measure the implementation of activities. Many measurement methods can measure quantity, quality, and timeliness. Teacher performance is the ability shown by the teacher to carry out their duties or jobs (Rachmawati 2013). Priansa (2018) states that teacher performance is the result of work achieved by teachers in a school to achieve school goals. Teacher performance is shown by work results and work behavior, starting from learning planning in implementing classroom learning and evaluating or assessing student learning outcomes.

**METHOD**

The research that will be used in this research is quantitative. According to Sugiyono (2014), 16 quantitative research is a method based on the philosophy of positivism used to research specific populations or samples. The data collection technique used in this research is a questionnaire, which is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered. Collecting data using the observation method is collecting data by directly observing the object under study to complete the required information. According to Arikunto (2010), observation is the direct observation of an object in the environment, whether it is ongoing or still in a stage that includes various activities of attention to an

object study that uses sensing.

The data collected through a questionnaire were processed and analyzed using SPSS. The data analysis carried out is multiple linear correlations, a measuring tool regarding the relationship between the dependent variable and two or more independent variables (Nila, 2018)(18). The normality test is carried out to determine whether the selected sample's distribution comes from a standard or abnormal population (Nila, 2018). The Kolmogorov-Smirnov test carried out the data normality test. The homogeneity test determines whether the sample comes from the same or nearly the same variance. Using inferential statistics, especially parametric statistics, requires or assumes that the data must be homogeneous. The homogeneity test of conflict by applying Levene's test of homogeneity of variances statistics is said to fulfill the assumption that the variance is homogeneous.

**RESULTS AND DISCUSSION**

Before the data is finally analyzed for hypothesis testing. First, the normality test is carried out using the Kolmogorov Smirnov Goodness of Fit Test with the help of the SPPS 21 computer software. The data is declared to be generally distributed if the si value is more than $\alpha = 0.05$. The results of the normality test are in Table 1 below:

**Table 1.NPar Tests. One-Sample Kolmogorov-Smirnov Test**

|  |  | Unstandardized Residual |
|---|---|---|
| N |  | 44 |
| Normal Parameters[a,b] | Mean | .0000000 |
|  | Std. Deviation | 4.35334672 |
| Most Extreme Differences | Absolute | .093 |
|  | Positive | .093 |
|  | Negative | -.075 |
| Test Statistic |  | .093 |
| Asymp. Sig. (2-tailed) |  | .200[c,d] |

Based on the Kolmogorov Smirnov Goodness of Fit Test output in Table 4.5, the Si value is 0.200, more significant than $\alpha = 0.05$, and the research data is usually distributed. The linearity test aims to determine whether the variables in this study have a linear relationship. The following results are obtained from the results of the normality test calculation.

**Table 2. Test Results for Linearity X1 and Y**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| y * x 1 | Between Groups | (Combined) | 981.561 | 16 | 61.348 | 3.337 | .003 |
| | | Linearity | 459.785 | 1 | 459.785 | 25.011 | .000 |
| | | Deviation from Linearity | 521.776 | 15 | 34.785 | 1.892 | .072 |
| | Within Groups | | 496.348 | 27 | 18.383 | | |
| | Total | | 1477.909 | 43 | | | |

**Table 3. Results of X2 and Y Linearity Testing**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| y * x 2 | Between Groups | (Combined) | 1167.909 | 19 | 61.469 | 4.759 | .000 |
| | | Linearity | 661.810 | 1 | 661.810 | 51.237 | .000 |
| | | Deviation from Linearity | 506.099 | 18 | 28.117 | 2.177 | .038 |
| | Within Groups | | 310.000 | 24 | 12.917 | | |
| | Total | | 1477.909 | 43 | | | |

**Table 4. Measures of Association $X_2$ dan Y**

| | R | R Squared | Eta | Eta Squared |
|---|---|---|---|---|
| y * x2 | .669 | .448 | .889 | .790 |

The calculation results for testing the linearity of the principal's leadership style variable data and the teacher work culture variable data obtained by the Fcount of 3.337. The ftable value with dk 44 at α = 0.05 is 2.01, and a value is 0.072. Because F2count <Ftable and 0.052> 0.05, Ho is accepted. This means a linear relationship exists between the principal's leadership style variable (X1) and the teacher performance variable (Y).

The calculation results for testing the linearity of the principal's leadership style variable data and the teacher work culture variable data

obtained by the Fcount of 2.177. The value of Ftable with dk 44 at α = 0.05 is 2.01, and the Si value is 0.038. Because F2count <Ftable and 0.038> 0.05, Ho is accepted. It means a linear relationship exists between teacher work culture variables (X2) and teacher performance variables (Y). Based on the values of Fcount and F-table and the values above, it can be concluded that all good data pairs between the variables of the principal's leadership style, teacher work culture, and the variable of teacher performance have a linear relationship.

Based on the values of Fcount and F table above, it can be concluded that the pairs of all relevant data between the principal leadership style variable and teacher performance variables, as well as the teacher work culture variable and the upper teacher performance variable, have a linear relationship. This type of classical assumption test is applied for multiple regression analysis consisting of two or more independent variables. The level of association (closeness) of the relationship or influence between the independent variables is measured using the correlation coefficient (r). It is said that multicollinearity occurs if the correlation coefficient between the independent variables is less than 0.10. It is noted that multicollinearity does not happen if the correlation coefficient between independent variables is more significant than 0.10. With the help of the SPSS multicollinearity software program, it can be determined in the following table:

**Table 5 Multikolinearitas**

**Coefficients**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 (Constant) | 30.948 | 7.143 | | 4.333 | .000 | | |
| x1 | .259 | .241 | .448 | 2.244 | .809 | .346 | 1.890 |
| x2 | .627 | .196 | .630 | 3.197 | .003 | .346 | 1.890 |

Output analysis: By using the correlation coefficient (correlation coefficient) between the independent variables of the principal's leadership style (X1) and the teacher's work culture (X2) of 0.346> 0.10 and the VIF value for the independent variables of the principal's leadership style (X1) and culture teacher work (X2) 1,890 <10.00. so it can be concluded that multicollinearity does not occur.

The results of testing the first hypothesis can be concluded that there is an influence between the leadership style of the principal on teacher performance. This conclusion shows that the higher the effective leadership style of the principal, the higher the teacher's performance. The square of the correlation coefficient between the two variables is 0.311. It can be interpreted

that if there is no control over other variables, then 31.11% of the proportion of teacher performance variance can be explained by the principal's leadership style level. Meanwhile, the form of influence between the principal's leadership style on teacher performance is shown by the simple regression line equation $\hat{Y} = 30.948 + 0.259 X1$. The regression line equation shows its meaning at the 5% level. The line equation shows that a difference will follow a change in one unit of teacher performance scores in the principal's leadership style score of 0.259 units in the same direction with a constant of 30.948.

The results of testing the second hypothesis can be concluded that there is an influence between teacher work culture on teacher performance. This conclusion shows that the higher the work culture of the teacher, the higher the teacher's performance, and the correlation between the two variables is 0.311. It can be interpreted that 31.11% of the proportion can be interpreted if there is no control over other variables. Then, 50.69% of the proportion of teacher performance variance can be explained by the work culture of the teacher. Meanwhile, the form of influence between teacher work culture on teacher performance is shown by the simple regression line equation $\hat{Y} = 30.948 + 0.627 X2$. The regression line equation shows meaningful meaning at the 5% level. The regression line equation can be interpreted that a change in one unit of teacher work culture score will be followed by a change in teacher work culture score of 0.627 units in the same direction with a constant of 30.948.

The results of testing the third hypothesis show that the principal's leadership style and teacher work culture simultaneously influence teacher performance. The multiple correlation coefficient between the two independent variables with the dependent variable Ry.12 is 0.670. From the correlation coefficient, it can be calculated that the coefficient of determination is 0.449, which means that 44.90% of the proportion of teacher performance variants can be explained jointly by the principal's leadership style and teacher work culture. Performance reflects the success of an organization, so it is considered essential to measure the characteristics of its workforce. Work culture is a habit that is repeated by employees in an organization, the violation of this habit is not strictly sanctioned, but morally the organizational actors have agreed that these habits must adhere to carry out work to achieve goals.

**CONCLUSION**

The principal's leadership style and work culture together influence teacher performance. Teacher performance can be optimized with the principal's leadership style, which can encourage teachers to continuously

have a high work culture towards the school to show their best performance in achieving school goals. Schools should provide motivation and direction on how good behavior a teacher should have a conducive work culture to create good teacher performance and always have a harmonious relationship with the principal and fellow teachers.

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