

TEACHER PERFORMANCE REVIEWED FROM LEADERSHIP, DISCIPLINE, MOTIVATION AND ORGANIZATIONAL CULTURE (Study at SMP Batik Surakarta)

by Eni Nuryati

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**TEACHER PERFORMANCE REVIEWED FROM LEADERSHIP, DISCIPLINE,
MOTIVATION AND ORGANIZATIONAL CULTURE
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Eni Nuryati, Bambang Mursito, Ida Aryati
Universitas Islam Batik Surakarta
Email : eni140806@gmail.com

Abstract : *The research aims at finding out the influence of the following variables; leadership, discipline, motivation, and organizational culture toward teacher performance in SMP Batik Surakarta both simultaneously and partially. The researcher employs descriptive quantitative research. The population is 45 teachers in SMP Batik Surakarta. The researcher also employs the census technique for sampling technique which consists of 45 respondents. Data collecting technique is using questionnaire while data analyzing technique is using statistical analysis with multiple linear regression test. The finding of the research shows that leadership, discipline, motivation, and organizational culture contribute significant influence toward teacher affected by other variables such as competence, work environment, and others.*

Keywords: *Teacher performance, leadership, discipline, motivation, and organizational culture.*

1. Introductions

In the implementation of educational tasks, teachers have the nature and behavior of different, some are passionate and responsible, and there are teachers who do the work without being based on responsibility, in addition there are also teachers who ditched, came untimely, and disobeyed Command. The condition of such teachers is the problem in every formal educational institutions. With teachers who have performance schools will find it difficult to achieve the expected results. Teacher performance is one of the important components in the world of education in general. The optimalness of the learning depends on the performance of the teacher. The optimal performance of teachers determines the quality of education. But in reality, there are still many teachers who have not been maximal in carrying out their work. For example, teachers do not do good learning planning (do not make RPP) or do not even understand how to make good learning planning, teachers do not complete the administration as teachers. The original teacher entered the class, taught with monotonous methods, and conducted assessments (Rasto, 2016).

The principal is the person occupying the top position who leads and becomes the manager of a school and is very decisive in the success and progress of the school. The headmaster's intellectual, emotional, spiritual and social capacity greatly influenced the effectiveness of his leadership. The headmaster is considered to represent aspirations, fight for the interests of teachers, and can realize the expectations of teachers. Previous research has shown that the headmaster's leadership has a significant impact on teacher performance (Rediana et al, 2012). Besides, Setiyati's research, (2014) also showed a significant influence of leadership variables on teacher performance.

The next component is teacher leadership. Discipline shows one's adherence to the rules set by an agency. Good discipline reflects the magnitude of one's responsibility to the duties given to him. Thus, work discipline has a positive impact on students that will increase the spirit of educators in carrying out their work. On the other hand, when a teacher or educator does not carry out their duties following the existing provisions, it will affect the results that will certainly show something less than optimal.

From here, you can see how the teacher is performing. This condition is supported by the results of research conducted by (Endy, 2014) which shows there is a positive and significant influence of discipline on teacher performance. Besides, setianingsih research results, (2018), showed that work discipline has a positive and significant effect on teacher performance means that teacher performance

is influenced by work discipline in this case if the work discipline is high then the teacher's performance will be high.

High work motivation will affect the development and progress of a school. Similarly, the school whose teacher's work motivation is weak has been ensured that the school will experience stagnation and even setbacks. Mulyasa (2004:120) explains that the employees (teachers) will work with if you have the motivation to high level. If you have the motivation to positive, he will show interest, have attention, and want to participate in an assignment or activity. Appropriate with this opinion, teachers who are still lack of success in teaching due to they are less motivated to teach resulting in a decrease in the productivity or teacher performance. Thus there is an influence of work motivation on the performance of teachers in a school. This is supported by the results of research that states there is a positive and significant influence of teacher motivation on performance (Endy, 2014). Setiyati's research (2014) also showed a significant influence of motivation on teacher performance.

The last component related to teacher performance that will be discussed in this study is the organizational culture. The achievement of educational objectives is inseparable from the cultural role of the organization the school, it is undeniable that the principal plays an important role in providing color in the culture of the school organization. Furthermore, the culture of the organization can be interpreted as the habits, norms and ordinances of organizational members in the organizational culture will provide strong motivation to maintain, maintain, and develop the culture of the organization so that it is a strong driving force to achieve the expected performance of achieving the objectives so that each organizations have different colors. Teacher awareness in a school or head school will have a positive influence

Teacher performance reflects a teacher's workability in carrying out his duties as a teacher well. If a teacher's workability is good, then his performance will also be higher, on the contrary, if a teacher's workability is not good, then his performance will also be lower. The low performance of teachers is thought to be due to the lack of good organizational culture applied in schools. Rani, (2009) stated in the results of research that shows that organizational culture and leadership style has a positive and significant influence on job satisfaction in improving employee performance. Based on the data above, the author is interested in researching the performance of teachers at SMP Batik Surakarta Academic Year 2020/2021.

The performance of teachers at SMP Batik Surakarta has been good just not optimal leadership model of the principal that is not always acceptable to all teachers, the low level of discipline of teachers in SMP Batik Surakarta, the low motivation of the work of teachers at SMP Batik Surakarta, the organizational culture in SMP Batik Surakarta is less than the maximum, the decrease in the performance of teachers in carrying out their work at SMP Batik Surakarta so that more research needs to be done. Based on the description in the background of the above research, the formulation of the problem as follows:

- 1) Does the headmaster's leadership affect the performance of teachers at SMP Batik Surakarta?
- 2) Does work discipline affect the performance of teachers at SMP Batik Surakarta?
- 3) Does work motivation affect the performance of teachers at SMP Batik Surakarta?
- 4) Does the organizational culture affect the performance of teachers at SMP Batik Surakarta?

Concerning the problems outlined above, a hypothesis is needed to make research and problem solving more targeted. The hypotheses in this study are as follows:

H1 : Leadership (X1) has a significant impact on the performance of teachers of SMP Batik Surakarta.

H2 : Work discipline (X2) has a significant impact on the performance of teachers of SMP Batik Surakarta.

H3 : Work motivation (X3) has a significant impact on the performance of teachers of SMP Batik Surakarta.

H4 : Organizational culture (X4) has a significant impact on the performance of teachers of SMP Batik Surakarta.

2. Literature Review

A. Teacher Performance

According to Mangkunegara (2007) stated that the performance relating to the with the teaching profession is the behavior of shown by the teacher at the time of students. Teacher performance can be demonstrated from teacher's ability to master required competencies, pedagogical competencies, competencies personality, social competence, and professional competence (Law on Number 14 of 2005).

Teacher roles are influenced by mastery of science owned, how to provide materials lessons, frequency of teaching and so on. According to Hadiyanto and Subiyanto (2003: 8) explained that the climate conducive learning, among others, can be support: (1) useful interactions in between learners, (2) clarifying the experiences of teachers and participants education, (3) foster a spirit that enabling activities in the classroom well underway, and (4) support mutual understanding between teachers and participants education.

B. Leadership

Toha, (2010: 89) says that leadership is a relationship between a person and another, the leader can influence others to be willing to work together in related tasks to achieve the desired goals. Handoko, (2010: 44) said that leadership is a relationship between one person and another, the leader can influence others to be willing to work together in related tasks to achieve the desired goals. Mulyasa, (2015: 115). explaining the skills that must be possessed in the leadership of the principal or indicators of a leader are as follows:

- 1) Personality
- 2) Knowledge
- 3) Understanding the vision and mission of the school
- 4) Ability to make decisions
- 5) Communication skills

C. Discipline

Work discipline is one of the important elements that affect teacher performance. Discipline is the willingness of a person arising with his own awareness (Handoko in Sinambela, 2012), Discipline enforcement can overcome problems of poor performance and strengthen the influence of employee work behavior with groups or organizations. If discipline can be implemented properly and does not delay time then the problems that occur can be solved quickly and easily (Liden, Wayne, & Kraimer, 2001). Another opinion was conveyed by Rivai, (2009: 824) that discipline is the most important function of MSDM operatives, because the better employee discipline in the company, the higher the work performance that can be achieved. Mangkunegara and Octorent, (2015) say that to measure discipline one can use some of the indicators below:

- 1) Punctuality comes to work.
- 2) The accuracy of the hours of returning home.
- 3) Compliance with applicable regulations.
- 4) The use of predetermined work uniforms.
- 5) Responsibility in performing tasks.
- 6) Carry out work tasks until completion every day.

D. Motivation

Work motivation is not only tangible economic interests only, but usually also in the form of a psychic need for more do the work actively. Did Dimiyati (2006) motivation is the motivation mental movement and directing human behavior. Motivation is often said to be the key to creativity Work. Work creativity can be improved with high work motivation, knowledge and expertise in performing positive tasks and roles Someone. Handoko, (2013: 251) says that a motion is a person's circumstances that encourage an individual's desire to carry out certain activities to achieve a goal. Sastrohadiwiryono, (2013: 267) states that motivation is a mental state and human mental attitude that energizes, encourages activities or moves, and leads or channels behavior towards achieving needs that give

satisfaction or reduce imbalances. Anwar Prabu Mangkunegara in Fadillah, et al, (2013: 5) said the motivation indicators are as follows

- 1) Responsibilities
- 2) Work Performance
- 3) Opportunities to Move Forward
- 4) Recognition of Performance
- 5) Challenging work

E. Organizational Culture

Sobirin, (2007) explains culture is a complete complexity consisting of knowledge, beliefs, art, morals, law, and what habits a human being acquires as part of society. The same opinion was expressed by Luthans, (2011: 137) that organizational culture is a basic mindset taught to new members as a way to practice feeling, thinking and acting correctly within an organization. Furthermore, this study uses a concept developed by Schein (2004) that the organizational culture has a level, namely (1) artifacts (results of human intelligence), (2) values, and (3) basic assumptions. Furthermore, artifacts can be interpreted as a culture of the naked eye, which is in the form of physical environment of the organization, technology and other forms of physical nature. While the value can be defined as the level of awareness and intelligence in an organization so that it does not look shaped but can be felt. Furthermore the basic assumption is the difference in values received by members of the organization, which then determines the basic assumptions of assessing the culture of an organization.

3. Research Methodology

The object in this study was a teacher at SMP Batik Surakarta. The population in this study is all teachers at SMP Batik Surakarta. The number of teachers in SMP Batik Surakarta is 45 people. For the selection of samples used in this study also numbered 45 people. The data collection tools in this study used indirect techniques with Questionnaire. In this study to process data from the results of this study using Inferential Analysis (quantitative). Data analysis is performed with the help of a Simple Linear Regression Method. Simple linear regression is used to obtain mathematical relationships in the form of an equation between a single non-free variable and a single free variable. Simple linear regression has only one change associated with one non-free changer (Alan, 2012). This study uses multiple linear regression data analysis techniques with SPSS 21.00 program

4. Results And Discussion

A. Multiple Linear Regression Test

Table 1
Multiple Linear Regression Test

Variable	Unstandardized Coefficients
(Constant)	3,357
Leadership	0,231
Discipline	0,220
Motivation	0,275
Organizational Culture	0,182

Based on the results of the calculation of computer programs SPSS version 21.00 obtained the equation of regression as follows:

$$Y = 3.357 + 0.231 X_1 + 0.220 X_2 + 0.275 X_3 + 0.182 X_4 + e$$

Based on the regression equation above, the interpretation of the coefficient of each variable is as follows:

- 1) $a = 3,357$ states that if the Variable of Leadership (X1), Discipline variable (X2), Motivation variable (X3), and Organizational Culture variable (X4) are considered constant then teacher performance in SMP Batik Surakarta is 3,357.
- 2) $b_1 = 0.231$, coefficient of Leadership regression (X1) of 0.231 which means that if the discipline variable (X2), Motivation variable (X3), and Organizational Culture variable (X4) are constant, then with the improvement of Leadership resulting in teacher performance will increase.
- 3) $b_2 = 0.220$, discipline regression coefficient (X2) of 0.220 which means that if leadership (X1), motivation (X3) and Organizational Culture (X4) are constant, then with the improvement of Discipline resulting in Teacher Performance in SMP Batik Surakarta will increase by 0.220.
- 4) $b_3 = 0.275$, Motivation regression coefficient (X3) of 0.220 which means that if Leadership (X1), Discipline (X2), and Organizational Culture (X4) are constant, then with the increase in Motivation resulting in Teacher Performance in SMP Batik Surakarta will increase by 0.275.
- 5) $b_4 = 0.182$, coefficient of Organizational Culture regression (X4) of 0.182 which means that if leadership (X1), discipline (X2), and motivation (X3) are constant, then with the improvement of Organizational Culture (X4) resulting in teacher performance in SMP Batik Surakarta will increase by 0.182.

B. Hypothesis Test F Test (Simultaneous)

**Table 2
Test F**

F_{score}	F_{table}	Sig.	Descriptions
20,322	2,47	0,000	Simultaneous

Based on the calculation result obtained by F-score value of 20,322, the figure shows Fhitung is greater than F table so that it rejects H_0 so that it can be concluded that the variables that leadership, discipline, motivation, and organizational culture simultaneously affect the performance of teachers at SMP Batik Surakarta are proven.

Test t (Partial)

**Table 3
T-Test**

Variables	T_{score}	t_{table}	Sig.	Descriptions
Leadership	2,701	2,021	0,010	Accepted
Discipline	2,074	2,021	0,045	Accepted
Motivation	2,413	2,021	0,021	Accepted
Organizational Culture	2,103	2,021	0,042	Accepted

- 1) Based on the calculation obtained from $t\text{-score} = 2,701 > t\text{-table} = 2,021$, then H_0 was rejected so that there is a significant influence of Leadership on Teacher Performance. Based on these results proved that H_1 stated that leadership has a significant effect on teacher performance in SMP Batik Surakarta proved the truth.
- 2) Based on the calculation obtained from $t\text{-score} = 2,074 > t\text{-table} = 2,021$, then H_0 was rejected so that there is a significant influence of Discipline on Teacher Performance. This result proves that H_2 stated that discipline has a significant effect on teacher performance in SMP Batik Surakarta proven to be true.
- 3) Based on the calculation obtained from $t\text{-score} = 2,413 > t\text{-table} = 2,021$, then H_0 was rejected so that there is a significant influence of Motivation on Teacher Performance. This result proves that H_3 stated that motivation has a significant effect on the performance of teachers at SMP Batik Surakarta proven the truth.

- 4) Based on the calculation obtained from $t\text{-score} = 2,103 > t\text{-table} = 2,021$, then H_0 was rejected so that there is a significant influence of Organizational Culture on Teacher Performance. This result proves that H_4 stated that Organizational Culture has a significant influence on teacher performance in SMP Batik Surakarta proven to be true.

Determination Coefficient Test (R^2)

Table 4
Determination Coefficient Test (R^2)

R	R^2
0,819	0,670

Based on the calculation result obtained a coefficient of determination value (R^2) of 0.670, this means that independent variables in the model (Leadership variables, Discipline variables, Motivation variables and Organizational Culture variables) explain the variations in Teacher Performance of SMP Batik Surakarta by 67% and 33% explained by other factors or variables outside the model.

Discussion

1) Discussion of leadership, discipline, motivation and organizational culture simultaneously on the performance of teachers at SMP Batik Surakarta.

Based on the calculation obtained by F score value of 20,322, the figure means that F-Score is greater than F table so his decision to reject H_0 . The four independent variables significantly affect the performance of teachers of SMP Batik Surakarta simultaneously. The results proved that the leadership, discipline, motivation, and culture of the organization influenced simultaneously on the performance of teachers at SMP Batik Surakarta proved the truth.

2) The influence of leadership on the performance of teachers at SMP Batik Surakarta.

Based on the calculation obtained from $t\text{ score} = 2,701 > t\text{ table} = 2,021$, then H_0 was rejected so that there is a significant influence of Leadership on Teacher Performance. Based on these results proved that H_1 stated that leadership has a significant effect on teacher performance in SMP Batik Surakarta proven the truth.

3) The effect of discipline on the performance of teachers at SMP Batik Surakarta.

Based on the calculation obtained from $t\text{ score} = 2,074 > t\text{ table} = 2,021$, then H_0 was rejected so that there is a significant influence of Discipline on Teacher Performance. This result proves that H_2 stated that discipline has a significant effect on teacher performance in SMP Batik Surakarta proven to be true.

4) The influence of motivation y on the performance of teachers at SMP Batik Surakarta.

Based on the calculation obtained from $t\text{ score} = 2,413 > t\text{ table} = 2,021$, then H_0 was rejected so that there is a significant influence of Motivation on Teacher Performance. This result proves that H_3 stated that motivation has a significant effect on the performance of teachers at SMP Batik Surakarta proven the truth.

5) The influence of organizational culture partially on the performance of teachers at SMP Batik Surakarta.

Based on the calculation obtained from $t\text{ score} = 2,103 > t\text{ table} = 2,021$, then H_0 was rejected so that there is a significant influence of Organizational Culture on Teacher Performance. This result proves that H_4 stated that Organizational Culture has a significant influence on teacher performance in SMP Batik Surakarta proven to be true.

5. Conclusion

Based on the results of research and discussion, can be drawn some conclusions as follows:

- 1) The F test results showed there was a simultaneous and significant influence of leadership, discipline, motivation and organizational culture to positively and significantly affect the performance of teachers at SMP Batik Surakarta.
- 2) T test results show:
 - a) Leadership positively and significantly influenced the performance of teachers at SMP Batik Surakarta.
 - b) Discipline positively and significantly affects the performance of teachers at SMP Batik Surakarta.
 - c) Motivation positively and significantly affects the performance of teachers at SMP Batik Surakarta.
 - d) Organizational culture positively and significantly affects the performance of teachers at SMP Batik Surakarta.
- 3) Multiple linear regression results:
 - a) $a = \text{Constant of } 3,357$ states that if the Variable of Leadership (X1), Discipline variable (X2), Motivation variable (X3), and Organizational Culture variable (X4) are considered constant then teacher performance in SMP Batik Surakarta is 3,357.
 - b) $b_1 = 0.231$, coefficient of Leadership regression (X1) of 0.231 which means that if the discipline variable (X2), Motivation variable (X3) and Organizational Culture variable (X4) are constant, then with the improvement of Leadership resulting in teacher performance will increase.
 - c) $b_2 = 0.220$, discipline regression coefficient (X2) of 0.220 which means that if leadership (X1), motivation (X3) and Organizational Culture (X4) are constant, then with the improvement of Discipline resulting in Teacher Performance in SMP Batik Surakarta will increase by 0.220.
 - d) $b_3 = 0.275$, Motivation regression coefficient (X3) of 0.220 which means that if Leadership (X1), Discipline (X2) and Organizational Culture (X4) are constant, then with the increase in Motivation resulting in Teacher Performance in SMP Batik Surakarta will increase by 0.275.
 - e) $b_4 = 0.182$, coefficient of Organizational Culture regression (X4) of 0.182 which means that if leadership (X1), discipline (X2) and motivation (X3) are constant, then with the improvement of Organizational Culture (X4) resulting in teacher performance in SMP Batik Surakarta will increase by 0.182.
- 4) The coefficient of determination (R^2) is 0.670, this means that independent variables in the model (Leadership variables, Discipline variables, Motivation variables and Organizational Culture variables) explain the variations in Teacher Performance of SMP Batik Surakarta by 67% and 33% explained by other factors or variables outside the model.

Advice

The suggestions submitted in connection with this research are as follows:

- 1) To improve the performance of teachers of SMP Batik Surakarta need the support of a wise leader who can coordinate, motivate teachers, provide good examples and leaders who can overcome every problem that arises in the organization well.
- 2) To improve the performance of teachers of SMP Batik Surakarta, there needs to be attention to work discipline, therefore there needs to be increased discipline in SMP Batik Surakarta. Considering SMP Batik Surakarta is an organization engaged in education, the need for a high discipline attitude from teachers to achieve educational goals in the institution.
- 3) To improve the performance of teachers of SMP Batik Surakarta, efforts are needed to generate motivation in a teacher. This can be done by knowing the motives of teachers in doing work, as well as rewarding teachers to increase motivation so that they can do their job to the maximum.
- 4) To improve the performance of teachers of SMP Batik Surakarta, there is a need for positive habituation or positive organizational culture. This can start from the leadership by giving good

examples, orderly to the rules, not taking decisions to be a mirror for teachers in carrying out their work.

- 5) Based on the results of the research shows that the variables of leadership, discipline, motivation and organizational culture significantly affect the performance of teachers, therefore it is expected that the manager of SMP Batik Surakarta can maintain this.
- 6) For future research can conduct research related to factors that can affect the performance of teachers with different composition of free variables and more complex research objects.

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