

Leadership Behavior, Organizational Culture, and Teacher Performance

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Abstract: *The behavior of school leadership and organizational culture are important factors related to the performance of teachers. Based on the concept, the purpose of the study to determine the relationship of principal leadership behavior, organizational culture and performance of teachers, with a quantitative approach, and involved 70 teachers as well as a population sample. The technique of collecting data using questionnaires, and data analysis used descriptive and inferential analysis techniques (simple correlation analysis and multiple correlation analysis). General conclusions are positive and significant correlation between the behavior of the leadership, organizational culture, with the performance of teachers in vocational Masohi City District and the District of Central Maluku Amahai*

Keywords: Behavioral Leadership, Organizational Culture, Teacher Performance

1. Introduction

Teacher performance is the ability to apply its competence in the performance of its duties which include learning to plan, implement learning and assess learning outcomes. Supardi (2014) said that the performance of teachers is the ability of teachers to carry out the task of teaching in schools and is responsible for the students under his guidance to improve the achievement of learners.

Sumarno (2014) said that leadership behavior is an act that demonstrated the principal in the lead, affecting at the same time as a teacher subordinates direct in order to achieve the goals of education in schools. Halpin (1971) says that the behavior of school leadership to describe the relationship between itself and the teachers and employees in carrying out the activities of the school organization, patterns of lines of communication and use of the method are evident in the organization of the school.

Kusumayati (2014) said that the organizational culture is a system of values, beliefs, and customs within an organization who interact with the structure of the formal system to generate behavioral norms of the organization. Robbins (1986) argued characteristics of organizational culture are: (1) The initiative of individuals and dare to take risks, (2) Direction of leadership, (3) Integrity, (4) Support management, (5) Controls, (6) Identity, (7) the reward system (reward system), (8) Tolerance to conflict (compromise with conflict), and (9) the pattern of communication (communication pattern).

Based on the above, the key problem is addressed in this study are: (1) Describing the behavior of school leadership, organizational culture and performance of teachers?, and (2) Is there a relationship between the behavior of school leadership, organizational culture with the teacher's performance?

In connection with the formulation of the problem, then the purpose of this study are: (1) Describe the behavior of school leadership, organizational culture and teacher

performance, and (2) to describe the relationship between the behavior of school leadership, organizational culture with teacher performance.

2. Research Method

The research was descriptive-correlational. Descriptive design is the design that aims to obtain information regarding the phenomena observed today (Gay: 987). The design of correlational explained that in addition to describing the actual phenomenon of the variables studied, also expressed about the relationship and, if so, how the close relationship (Ary, 1985).

Population is the subject of research (Arikunto, 1998). The research was conducted in four vocational school in the district and sub-district Masohi City, Amahai, involving all civil service teachers who numbered 70 people. Determination of the population based on: (a) Teachers PNS because the rules are clear, raw and binding, (b) civil servants, especially teachers who have worked over four years at the school because they have to understand the phenomena that occur at school. Given the population in this study is less than 100, then all of them serve as samples (Silaen, S. and Widiyono, 2013).

The instrument used to obtain research data on the behavior of the leadership, organizational culture and performance of teachers was a questionnaire models Likert Scale, which is to measure attitudes, opinions, and perceptions of a person or group of people on the incidence or symptoms of certain social (Tuckman, 1999, Riduwan, 2014). Given the purpose of this study, which is to reveal about the direct relationship between variables, then the data analysis technique used is inferential analysis.

To obtain accurate data, all instruments used tested at similar schools that have the same character. The trial results showed that the coefficient of instrument reliability and validity for the variable behavior of school leadership is 0.338, for the organizational culture variables is 0.227, and for teacher performance variable is 0.372.

For the purposes of the analysis of the research data used two types of analysis techniques, namely: (1) descriptive analysis, and (2) Analysis of inferential.

3. Results and Discussion

Descriptive analysis of school leadership behavioral variables obtained the maximum score of 106, a minimum score of 30, range 70, the average score of 75.94, median 77, mode 70, the standard deviation of 14.88, 221.45 and variance, as well as the conversion results use benchmark Reference Rate (Ratumanan and Laurens, 2015), the highest frequency obtained by the number of 26 people or 37.14% and is in the interval from 64.8 to 80.9 declare the principal's leadership behaviors that are in the category of moderate or good enough. Moreover, it turns out 38.57% of respondents said that the behavior of school leadership for this is above the average category is high and very high or even very good is good. On the contrary there are 24.3% of respondents think the principal's leadership behaviors are under the category of medium or low and even very low ie indicators pleased with the behavior of the principal's leadership in implementing rules yet firm, the principal does not define a standard teacher working as a guide for teachers to implement duties and principals that do not involve the teacher asking his opinion in deciding a matter. This condition is more dominant place in the State Vocational School in District *Masohi* City and Sub-District *Amahai*, but overall leadership behavior is good enough. Thus, it can be concluded that the behavior of the leadership of the vocational school in the district and sub-district *Masohi* city lasted *Amahai* during moderate or good enough, seen from the aspect of implementation of the task (task-oriented behavior) as well as build relationships (relation oriented behavior) personally and collectively together with other parties. These findings concur with those of (Warnoto, 2009) that the leadership behavior in SMK Probolinggo City in the category quite well.

Descriptive analysis of organizational culture variables include the maximum score of 165, a minimum score of 26, range 70, the average score of 117.40, 115.50 median, mode 116, the standard deviation of 30.09, and 905.52 as well as the variance conversion results with use benchmark Reference Rate (Ratumanan and Laurens, 2015), the highest frequency obtained by the number of 30 people or 42.86% and is in the interval from 100.8 to 125.9 expressed the organization's culture is in the category of moderate or good enough. Moreover, it turns out 35.71% of respondents said that the creation of organizational culture so far has been good and even very good. But otherwise there is a 21.43% of respondents think the organizational culture is low and even very low related to the implementation of each activity in school is not based SOP because during the schools do not have a standard SOP, everything is still based on the instructions and directives of the principal, in addition, the head schools lack support for teachers when experiencing problems, poor communication between principals and teachers, lack of trust principals to teachers in the implementation of the tasks that have implications for the budget, as well as participation in the activities of self-development and promotion. This condition is more dominant place in the State Vocational School in District

Masohi City and District *Amahai*, but the overall culture of the organization has been good enough. Thus, it can be concluded that organizational culture at SMK in the district and sub-district *Masohi* City *Amahai* be received well enough or are, with regard to the overall norms, values, beliefs and assumptions shared by all components in your school/ organization include; Individual initiative and risk-taking, the direction of the leadership, Integrity, management support, control, identity, a system of rewards, tolerance to conflict, and patterns of communication. These findings concur with those of (Nurjannah Hikma, 2012) that organizational culture in SMP Kartika IV-8 and Kartika IV-9 Malang in the category quite well.

Descriptive analysis of teacher performance variables that include a maximum score of 152, a minimum score of 41, range 70, the average score of 126.29, 129 median, mode 134, the variance standard deviation of 21.46 and 460.41, and the result of the conversion by using Ratings the reference benchmark, gained the ultimate frequency by the number of 32 people or 45.71% and is in the interval from 114 to 136.7 declare the performance of teachers at the high category or better. Moreover, it turns out 31.43% of respondents said that the teacher's performance is very good. This assessment is actually a good thing, but there is a trend based on the analysis of the vote there is an element of subjectivity considering the assessment made by the respondent on yourself, otherwise there is a 22.86% of respondents think the teacher's performance is in the category medium, low and very low in touch with teachers in designing the presentation of material do not take advantage of the computer, not all teachers prepare worksheets to help students practice understand the material, planning methods and models in learning and teachers not yet fully prepare themselves better is to learn the material before it is taught in the classroom, because teachers usually make the device as part of the administrative requirements ahead of classroom supervision. Thus, it can be concluded that the performance of teachers at vocational school in sub *Masohi* City and the District *Amahai* run well or at high category, with regard to the planning, implementation, and evaluation. These findings concur with those of (Istikomah, 2014) that the performance of teachers in the District *Nusanawe* SMP Negeri Ambon City that are in either category.

The results of inferential analysis of behavioral variables of school leadership has a positive and significant relationship on teacher performance, as evidenced by the results of the statistical count r_{xy} correlation coefficient of 0.48 at significance level $\alpha = 0.05$, and t_{tabel} 1.99. So $t_{calculate} > t_{tabel}$ ie $4.51 > 1.99$. With reference to the interpretation of the guidelines proposed by the correlation coefficient (Sugiyono, 2013), then the value of the correlation coefficient of 0.48 r_{xy} describe the relationship between school leadership behavior and performance of teachers at moderate interpretation, with a determination coefficient of 23.01%.

Although the level of relationship in middle category, but it is certain that the positive changes that have occurred in the performance of teachers co-determined by the behavior of the principal's leadership with the contribution of 23.01%.

Contributions shall include the behavior of school leadership oriented assignments in the form of: (a) provide instruction, (b) implement new ideas, (c) evaluate the performance, (d) specify performance standards, (e) the behavior of bureaucratic, (f) the coordination, (g) working capacity, and (h) the use of procedures and behavior-oriented human relationships through: (a) personal well-being, (b) treatment, (c) hearing, (d) explain, (e) easy to understand, (f) friends and (g) changes. Of the overall indicator contributor to the relationship of school leadership behavior with the performance of teachers, government bureaucracy has a large enough portion with four statements should respond teachers. It is actually an accumulation of structuring system and bureaucratic practices that tend to the practical political intervention is the case today. It is not impossible principals are placed in one of SMK will behave securing employer policy and internal interests override the school include tasks and relationships with fellow teachers. These findings concur with those of Ni Made Wiriani et al (2013) which states there is a significant relationship between the behavior of school leadership to teacher performance with a correlation coefficient of 0.325 and determination coefficient of 10.56% at elementary school teacher in *Singaraja*. The magnitude of these relationships turned out to be lower than the 23.01% of this research. Having analyzed the causes of the level of relationship was a factor in this study is greater than the results Ni Made Wiriani, et al. (2013) is the leadership behavior of principals at vocational schools in the District *Masohi* City and District *Amahai* has aspects/indicators that contribute to weakness in the implementation of the rules which have not been assertive, yet their standard teacher working as a guide for teachers carry out their duties and the principal does not involve the teacher asks opinions in deciding an issue, while other aspects are good enough. Thus it can be concluded that the behavior of school leadership is a task-oriented and human relations with all components especially school teachers will have an impact on improving teacher performance.

The results of inferential analysis of the variables of organizational culture has a positive and significant relationship on teacher performance, as evidenced by the results of the statistical count r_{y2} correlation coefficient of 0.42 at significance level $\alpha = 0.05$, and $t_{table} 1.99$. So $t_{calculate} > t_{table}$ $3.83 > 1.99$. With reference to the interpretation of the guidelines proposed by the correlation coefficient (Sugiyono, 2013), then the value of the correlation coefficient of 0.42 r_{y2} describe the relationship between organizational culture and performance of teachers at moderate interpretation or fairly good with determinant coefficient of 17.71%.

The magnitude of the relationship between organizational culture with the teacher's performance cannot be separated from the contribution of indicators that responded to the teachers as respondents. Those indicators include individual initiative and risk-taking, the direction of the management, support management, control, identity, reward systems, tolerance of conflict and communication patterns. Indicators that have the biggest contribution to the relationship between organizational cultures with teacher performance is the reward system (reward system) with seven statements that

must be addressed teachers as respondents. It gives meaning that the reward system has a positive value along well managed by the principal. The reward system is not only seen from the aspect of giving money, but more than that the reward system is a form of employment promotion or certain positions as well as encouraging the performance of teachers in order to build better. These findings concur with those of NurjanahHikma (2012) which states that there is a positive and significant relationship between organizational culture with the performance of the teacher with a correlation coefficient 0.480 and determination coefficient of 23.04% larger than this study is only 17.71%. Having analyzed was a factor contributing cause relationship in this study is smaller than the results HikmaNurjanah is caused by the creation of organizational culture at the vocational school in the District *Masohi* City and District *Amahai* still faced with the implementation of each activity in school is not based SOP because during the schools do not have SOP standardized, everything is still based on the instructions and directives of the principal, in addition, the principal is less support for teachers when experiencing problems, poor communication between principals and teachers, lack of trust principals to teachers in the implementation of the tasks that have implications for the budget, as well as participation in the activities of self-development and promotion. It can be concluded that the positive changes that have occurred in the performance of teachers is determined by the co-culture of the organization, in other words, the better the creation of the culture of the organization, the better the performance of teachers.

The results of inferential analysis of behavioral variables of school leadership and organizational culture has a positive and significant relationship on teacher performance, as evidenced by the results of statistically calculating the correlation coefficient R_{y12} at 0.49 with a value of $F = 10.99$ and $F_{table} = 3.34$ where $F_{calculate} > F_{table}$, The better the behavior of school leadership and organizational culture, the better the performance of teachers, either separately or jointly. The relationship behaviors of school leadership and organizational culture together with the performance of teachers, not in spite of indicators contributors like behavior of school leadership is better with task-oriented and human relations will be well received also by all components of the school, as well as slowly and continuously into a positive habit and have the value and continue to be developed for everyone including new teachers so that teachers are increasingly improved performance. These findings concur with those of Ni Made Wiriani et al (2013), which states there is a significant relationship between leadership behavior and organizational culture together with the performance of the teacher with a correlation coefficient of 0.55 and a coefficient of determination of 30.25% on teachers SD in *Singaraja*. The magnitude of the relationship was far larger than the research that is 24.71%. Having analyzed was a factor that led to this study had a smaller correlation is weak relationships multiple dimensions or sub-variables on behavioral variables supporting school leadership and organizational culture and high performance variable treatment of teachers who are normative impact the amount of connections made. For example, the findings in the variable leadership behavior school principal in the running rules yet firm, the principal does not define a

standard teacher working as a guide for teachers carry out their duties and principals that do not involve the teacher asking his opinion in deciding a matter, on the other hand on the cultural aspects of the organization teachers in implementing the task is not in accordance with the SOP, but tend to be high performance or a good teacher. It can be concluded that the improved performance of teachers that includes lesson planning, implementation and evaluation of learning of learning in order to improve student learning outcomes is largely determined by the behavior of school leadership and the creation of organizational culture in the school.

4. Conclusion and Suggestions

1. Conclusions

In general behavior at school leadership and organizational culture in vocational *Masohi* City District and the District *Amahai* included in the category of moderate or good enough. While the performance of vocational teachers in the district and sub district *Amahai Masohi* city has been performing the task well or at high category.

The main conclusion derived from the analysis of inferential as follows: There is a positive and significant relationship between the behavior of school leadership, organizational culture partially or jointly with the performance of teachers.

2. Suggestions

Results of this research are expected to be input for principals in improving behavioral patterns more specialized leadership task-oriented leadership and personal relationship building with school component, thus getting a better pattern management.

The results of this study are expected to provide input for the Master to further improve the quality of performance in carrying out the duties and responsibilities entrusted so as to increase the professionalism of ourselves as an effort to improve the quality of human resources.

The results of this study are expected to give description and input for the Office of Education, Youth and Sports of Central Maluku district in order to improve attention and coaching for principals in building personal and institutional relationships with related parties for improving the quality of education in schools.

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