

The Effectiveness of the Principal's Managerial Leadership Role and Organizational Work Culture on Teacher Performance.

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Abstract. The purpose of this study is to describe and analyze the effect of the effectiveness of the principal's leadership role and organizational work culture on teacher performance. This study also examines the effect of the relationship between the principal's leadership role and work culture on teacher performance. The type of research used is correlational with data collection tools using questionnaires and the analysis technique used is simple linear regression. The results showed that the F test (35, 772) with a significant level (0.000) < 0.05 for the variable leadership role on teacher performance. And the F test (33.043) with a significant level (0.000) < 0.05 for the work culture variable on teacher performance. And for the results together the effectiveness of the role of leadership and work culture on teacher performance is the F test (17.757) with a significant level (0.000) < 0.05 . The results of this study are the role of principals' leadership and organizational work culture in the sufficient category in influencing teacher performance with an R square value of 65%.

Keywords: principal's leadership; organizational work culture; teacher performance

INTRODUCTION

In this era, the importance of a series of studies on the effectiveness of the role of school principals in the success of schools has proven that there are all activities in schools where differences in added value or net value are very important between schools that the school is a school in influencing the whole effectively (Jaap Scheerens: 2003). The concept of components that are in school effectiveness must be seen as such, especially the teachers' performance the concept of indiscriminately towards addition to leadership management heads of other types of school performance measurement school there is also an organizational work culture. The literal meaning of effectiveness is that it can also bring about changes in the state of achieving goals (goal attainment) in that school. As is the case with the implicit assumption that the criterion is SMK Maarif NU 1 Wagon, the role of the head is used to measure school performance. Schools must be able to dominate by reflecting on goals without neglecting the roles of the most important part of education. Another effectiveness so that it can provide direction if school is a causal concept. By supervision, and because of good examples, school performance assessments of teachers and students.

One has to look at it as a whole. Both human resources who have a role seen from a sizeable leadership contribution are school principals. managerial, organizational work culture, the

principal is the key to the causal relationship that arises, the success of the teacher's performance because of the role of the characteristics of the school and so on is very strategic. That is, managing and thus influencing motivation to regulate the running of the school so that the head of the teacher's performance. The school's contribution must be able to master managerial leadership. It can be seen that managerial leadership is good, from the school's production process, namely so that it can achieve the goal of changing inputs into outputs. All set. If the mastery of the input that goes into school management school is good, then the goals or school system include school students who have been determined to be able to achieve all of the certain characteristics effectively. they have, as well as all financial and material assistance to them.

Output includes the achievements of students at the end of the education period. The process of change that occurs in a school can be understood as a whole of teaching methods, curriculum choices, and organizational prerequisites that make it possible for students to acquire knowledge effectively and efficiently.

Effectiveness can be described by the extent to which the desired output level is achieved. While efficiency can be defined as the level of output desired at the lowest cost. In other words, efficiency is the effectiveness with the additional needs to be achieved by taking the cheapest possible way.

Organizational work culture can be seen from the attitudes of school members in determining school techniques in interacting with their environment and how the school is directed. Tobari (2014: 46) in Ahmad Badawi Organizational Culture is the organization's beliefs and values (values) that are understood, imbued, and practiced by the organization so that these patterns give their own meaning and become the basis for rules of behavior in the organization.

This research is a type of *ex post facto* research, according to Sugiyono, (2007), namely research that aims to investigate events that have occurred and then trace back to find out the factors that led to these events. The quantitative approach demands accuracy, persistence, and a critical attitude in capturing data from its sources. This study used a questionnaire/questionnaire. The data analysis technique used is simple linear regression analysis.

METHODS

This research uses a quantitative data approach. The quantitative approach demands accuracy, persistence, and a critical attitude in capturing data from its sources. This study used a questionnaire. The data analysis technique used is simple and multiple linear regression analysis.

RESULTS AND DISCUSSION

The research results obtained are based on the research objectives which has been set. The discussion is based on the proposed research questions and hypotheses and aims to analyze the research results obtained in the field by referring to relevant theories and concepts. In this study, the performance of teachers at SMK Maarif NU 1 Wangon was in the medium category. This can be seen from the average score of respondents' answers for the variables of leadership and work culture, which affect teacher performance by 65%. Overall the principal's managerial leadership and work culture contribute quite significantly to teacher performance by 65% seen from the R square value.

The managerial leadership of the principal of SMK Maarif NU 1 Wangon is in a fairly good category. This can be seen from the average score of respondents' answers for the variable principal's managerial leadership of 64%, meaning that there is still much managerial leadership of principals that have not been

implemented optimally. It is possible that this is due to the fact that the school principal has not been able to realize harmonious human relations in fostering and developing interpersonal cooperation so that simultaneously moving towards achieving goals through a willingness to carry out their respective tasks efficiently and effectively. Therefore, school principals need to improve their managerial leadership, especially by focusing on planning and oversight abilities because it is closely related to the school's ability to establish relationships, and empower teachers, students, and education stakeholders.

The ability to empower teachers is needed by school principals. His position as educator and teacher cannot be replaced by any sophisticated tool. Therefore human relations must be maintained. In terms of empowering students, the principal as the school's top management in building national character, according to him, not only makes students smart, but also smart in responding to environmental dynamics, disciplined, and has good character. Meanwhile, in relation to education stakeholders, the principal is obliged to maintain the trust and participation of the community, including the business world. Principals who have high competence are absolutely needed to build

quality schools, effective schools, because the principal as the authority holder in the implementation of education in schools needs to understand the educational process in schools and carry out their duties properly so that the process of implementing education in schools can run in accordance with and in line with efforts to achieve educational goals effectively and efficiently. So, to create an effective school, a school principal is needed who is not only a proselytizing figure for the school, but also understands the goals of education, has a vision for the future, and is able to actualize all of the potentials that exists to become a force that synergizes to achieve educational goals.

The work culture of SMK Maarif NU 1 Wangon is in the medium category. This can be seen from the average score of respondents' answers for the work culture variable of 62, meaning that the principal is not optimal in encouraging teacher performance. Therefore school principals need to encourage teacher work performance, among others by conducting training that supports teacher productivity in teaching, providing motivation for teachers to increase their teaching achievement, getting to know all of their subordinates well, placing

subordinates in jobs that match their interests, abilities, and expertise. as well as the fun; no subordinates near and far or children of gold and silver. Develop conditions for good work productivity to provide equal opportunities and not prioritize just a person or group of workers. Teachers who have a high commitment to continue learning will be able to improve teacher performance because they will increase their enthusiasm in carrying out their duties as guides to a good learning process. The ability of a teacher can certainly improve the quality of education.

CONCLUSION

The contribution between the principal's managerial leadership variable and work culture is included in the moderate classification. Meanwhile, a positive r value indicates that the relationship between the two variables is positive, that is if the managerial leadership variable of the school principal has increased, the teacher's performance has also increased, or vice versa if the managerial leadership of the school principal has decreased, the teacher's performance has decreased.

The contribution between teacher performance variables and work culture variables is included in the sufficient classification. Meanwhile, a positive r value indicates that the relationship between the two variables is positive, meaning that if the work culture variable increases, the teacher's performance will also increase. There is a contribution with sufficient classification between the principal's managerial leadership and work culture together with the performance of the Maarif NU 1 Wagon Vocational High School teachers, this contribution has a positive r value.

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