

**CONTRIBUTION OF LEADERSHIP STYLE, MOTIVATION,  
ORGANIZATIONAL CULTURE AND SOCIAL COMPETENCE ON TEACHER  
PERFORMANCE AT SMP BATIK SURAKARTA.**

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**Abstract :** *The purpose of this research know that leadership style, motivation, organizational culture and social competence have a simultaneous effect on teacher performance. Motivation has an effect on teacher performance. Satisfaction has an effect on teacher performance and knowing compensation has an effect on teacher performance at SMP Batik Surakarta. The research method is in the form of survey research using quantitative with a sample of about 48 teachers. The data collection method used a questionnaire saturated sampling technique. Primary data is used as a source of primary data. Processing the data using the SPSS program using multiple regression equation analysis tools, t test, F test and coefficient of determination test ( $R^2$ ). The results the analysis variables: Leadership Style, Motivation, Organizational Culture and Social Competence have a simultaneous effect on the performance Surakarta Batik Junior High School teacher and Leadership Style, Motivation, Organizational Culture and Social Competence have a significant effect on the performance of the SMP Batik Surakarta teacher partially/individually. The results of the observations show that simultaneously the independent variables which include Leadership Style, Motivation, Organizational Culture and Social Competence have a relationship with teacher performance.*

**Keywords:** *Leadership Style, Motivation, Organizational Culture, Social Competence and Teacher Performance*

## **1. Introduction**

The government has pursued human resources development to continue providing and improving the quality of education, both on formal, nonformal, / informal lines, from elementary education to higher education. Article 31 of the 1945 Constitution, i.e. education is used as an essential obligation for every citizen, therefore the implementation of education is in the national interest, the right to education is the right of every citizen.

UU No. 20 of 2003 on National Education Psl 1 Paragraph 5 and 6 referred to education workers and educators, namely: Education workers, namely community teachers devoted themselves and appointed to support the implementation of education. Education is an essential factor that can determine the quality of education. Improving the quality of education personnel must be done continuously considering the rapid development of science and technology. Teachers are part of the education force holding the key to the

success of the implementation of education. Teachers are used as educators, it is appropriate to care about the various developments in the world of education. It takes a change in the application of concepts/ideas demanding a pattern of work. The work pattern can be appropriate if the ability is supported by knowledge and motivation. Teacher performance improves self-arising abilities, making such demands not considered workloads for educators. Weaker boosts can be an obstacle to realizing the needs of professional capacity (Aziizah, 2018). in other words, motivation is an important institution.

The headmaster's leadership factor is significant in its impact on improving teacher performance. Leaders use principals to give confidence to teachers to improve themselves and encourage with positive efforts. Motivation can be given according to the obligations of their respective employees. The principal must be able to communicate what he wants. Therefore, the leadership style used and demonstrated by the headmaster must provide an understanding of his vision to his subordinates. The headmaster is responsible for explaining the intentions and expectations he wants to achieve. The results of the research conducted by Iskandar (2018) conveyed the leadership of the Principal was committed and relatively good so that the teacher's performance increased. This study was supported by aziizah researchers (2018) who described a leadership style significantly impacted by teacher performance, either directly/ directly. This result that the principal's leadership is getting better will potentially improve the performance of teachers used by educators.

Improved teacher performance is also a significant influence is the variable Motivation. Motivation is the factor that exists in the teacher moving and directing his behavior to meet certain expectations (Ardiana, 2017). The motivational situation is not good, such as narrow workspace, dirty, hot, then it closes the possibility of teachers working less optimally, making it difficult for teachers to focus their work conveying the teaching and learning process in schools even very likely can cause the stress of teachers to increase, attendance rates will be higher, emotional teachers become controlled so that the performance of teachers also decreases and drives the company to be challenging to develop. Ardiana conducted the study results, (2017), said there is a significant influence on the Motivation of teacher work with the performance of vocational school accounting teachers in Madiun, namely good enough that it has a considerable impact on improving teacher performance. This research was also supported by Sari (2018), conveying the significant Motivation of significant influence with the performance of teachers in SMK Negeri 10 Sungai Gelam Subdistrict, Muaro Jambi Regency. These results prove performance is measured solely by how teachers can be responsible with their students and how teachers can dedicate themselves to the development of teacher school education.

The cultural factors of teacher organizations follow school regulations. In schools, there is a teaching process that will foster disciplinary functioning used forms of values and individual norms, self-mastery, attitudes, and responsibilities for teachers. Organizational culture is an obligation to be obeyed and the prohibition violated by every teacher (Pasek, 2016).

Organizational culture uses a pattern of basic assumptions found, created/developed certain teachers' intent for the organization to overcome, and overcome problems arising from external adaptation. Internal integrity has been running well enough so that it needs to be taught and applied to new teachers used the right way of understanding, thinking and feeling their friends-they teachers (Novziransyah, 2017). Based on research conducted by

Sagita et al. (2018), organizational culture has a significant influence on work motivation and its impact on teacher performance. Corporate culture has a positive effect on teacher performance means that changes in organizational culture have considerable power in line with changes in teacher performance, / other words, if there is an increase in corporate culture, there will be an improvement in teacher performance. This result conveys the organization's culture is an understanding of mental attitudes and behavior is an attitude of doing se consciously, obediently and orderly used the results of the development of training, character control and significant control of the influence of the environment.

The social competence of teachers is essential to improve teacher performance. According to Verayanti et.a (2014), Social competence reflects the ability of teachers to cooperate and interact with other teachers working to achieve personal expectations/expectations of the organization. Competency ability to build and maintain cooperative relationships and interact with other teachers to perform social tasks is used to achieve personal expectations/expectations of the organization. Aristarini *et al.* (2014) convey social competence based on the ability to build cooperation of other teachers. Kaswan (2012) said social competence leads to teachers interacting with other teachers in doing social tasks.

This research was conducted at SMP Batik Surakarta, from the survey, there is a phenomenon that there are constraints on the teaching and learning process. Not optimal teacher performance is signaled due to motivation, the culture of leadership organization. The excellent performance of the organization is an achievement of the end of the organization's expectations. Performance resulting from the results achieved by the teacher of the organization can be good/bad. An organization wants an achievement of good teacher performance results and by the expectations of the organization. Teacher performance is good / depending on significant factors that influence the performance of teachers. Factors can significantly affect teacher performance, including job attractiveness, organizational culture, wages / incentives, willingness and protection of work, knowledge, Leadership Style and atmosphere/work climate, expectations of career development, involvement of organizational activities, attention, and leadership of superiors.

## **2. Literature Review**

### **a. Teachers Performance**

Hasibuan (2012) said performance is a teacher achieving work when doing work based on ability, duties and responsibilities. Mathis and Jackson (Rofi, 2013) based on performance, namely teachers provide input / contribution to the agency namely quantity, quality, working period, attendance when working and cooperation (cooperative).

Mangkunegara (2016) describes performance (work results) as a job hoping to get the quantity of work and the quality of work achieved when doing work based on duties and responsibilities. Simamora (2013) recommended that the organization run effectively requires high capabilities and responsibilities to complete the expected teacher agencies.

### **b. Leadership Style**

Leadership style is the ability of teachers to direct, sign influence, encourage and control their subordinates can do work on their awareness and voluntarily achieve

certain expectations (Priyono et al, 2018). The leadership style of leading the organization is very significant its influence is substantial in the power of the organization's success in achieving expectations. The right leadership style will also encourage employees to excel.

### **c. Motivation**

Motivation/encouragement comes from inside / outside the teacher's expectations can be a significant influence is expected agencies related to the hope to obey and do the work by the duties and answers charged to teacher employees.

Encouragement/motivation to fulfill all obligations is on his hope to maintain his life.

Handoko (2013) conveyed motivation/motivation is a condition/situation in the self hope to increase desires when doing the work of related agencies. Motivation/motivation is possessed as a teacher hoping to achieve satisfactory expectations/desires.

Sastrohadiwiryo (2013) conveyed motivation/motivation is a condition in the self / psychiatric and mental state of the teacher gives a form of strength of hope to do the job based on the duties and authorities of the relevant agencies."

Cahyono (2013) outlines the motivation/motivation to significantly influence teachers doing work directed to do the work based on the expectations of the teacher agency. Motivation/motivation is one of the influential conditions with teachers to get the job done well.

Buhler, (2013) elaborates on the motivation/encouragement of teachers to do maybe make efforts to hope for the expected/desired monitoring of the relevant agencies. Motivation/encouragement will produce quality work and have good quality as well.

Motivation/motivation is a form of strength in the teacher is significant influence from outside the human being the teacher does the job based on his duties and responsibilities.

### **d. Organizational Culture**

According to Gibson (2014), organizational culture is how to use value and certain ness, based on the norms in the organization of the company. A well-established corporate culture will foster high teacher performance.

According to Robbins (2011: 247), organizational culture is a common assumption embraced by the teachers of the organization in carrying out daily activities in the organization. According to Kreitner and Kinicki (2011:79) suggests the culture of the organization is the assumption of the teacher, properly accepted teachers' drama determines the teacher's feels, thinks and reactions to a diverse environment. Working groups have differences in character/personality between teachers one teacher in the organization's strength then needs to glue socially.

#### **e. Job Satisfaction**

Brahmasari and Suprayitno (2008) present a quote on the definition of job satisfaction According to Munandar, Sjabadhyni, Wutun (2004) job satisfaction is a condition of preference / preference according to the view related to his work.

According to Sylvana (2012) job satisfaction is part of the motivation process. The satisfaction of the organization's teachers can be linked to their work. Employees achieve satisfaction when work is required compensation / service rewards.

Job satisfaction related to the improvement of work requires the teacher's work ethic, attendance level and complaints when they do work related to working environment conditions. Satisfaction of good performance will increase the work of the field placed.

#### **f. Social competence**

Djiwandono (2012:15) competency of other teachers relationship (social)/essential competencies of other competencies can achieve the expectation of fulfilling life obligations.

Sagala (2013: 54) Competence is a fusion of knowledge (thinking power), attitude (heart power), and skills (physical power) embodied in the form of deeds. Competence is a combination of mastery of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting to teach their duties/jobs. Competence is a combination of ability, knowledge, proficiency, attitude, nature, understanding of appreciation and expectations underpinning the characteristics of teachers performing tasks/jobs to achieve quality.

### **3. Research Method**

The survey research design is Quantitative research. Sugiyono (2014: 8) stated that quantitative methods are used research methods based on the philosophy of positivism, used to examine confident populations/samples, data collection using data analysis research instruments quantitative/statistical hope test conjectures have been set. The people of researchers set an area to be studied to conclude (Sugiyono, 2010). The population of Teachers of SMP Batik Surakarta is about 48 teachers. The size of the population is based on Sugino opinion (2010) saturated sampling technique used based samples. This study uses data analysis tools for regression equations.

### **4. Discussion**

#### **1. Relationship of Leadership Style with Teacher Performance at SMP Batik Surakarta**

The findings of the analysis that leadership style influence significantly with the performance of teachers in SMP Batik Surakarta, proves the hypothesis proved the truth. The research conducted by Iskandar (2018) conveyed the leadership of the Principal of a leader gave an example and example terhadap so that the increased performance of teachers. This study was supported by Aziizah researchers (2018) who conveyed a leadership style significantly impacted by teachers' performance, either directly / directly. This result that the principal's leadership is getting better will potentially improve the performance of teachers used by educators. Teacher performance is

significant in the influence of the headmaster's leadership factor. Leaders use principals to give confidence to teachers to improve themselves and encourage with positive efforts.

The principal's responsibilities are based on the goals and expectations the school wants to achieve. Leadership style has a positive influence on teacher performance, meaning that leads to lead teachers through the communication process is expected to lead to positive changes in the form of dynamic forces that can coordinate the organization to achieve expectations if set according to the corridor has been set by both parties according to their positions. Tohardi said the success/failure of the leader determined the style of attitude and acting seemed able to direct, communicate, make decisions and motivate his subordinates. Hubungan Motivasi dengan Kinerja pada guru

Motivation has a significant influence/relationship significantly related to performance in teachers. It is that the alleged proven motivation has a significant influence/relationship significantly related to Performance in teachers. This is proven equally susanto researchers (2019) Have a significant influence/relationship significantly related to performance in teachers. The findings of this study have significant influence / relationship associated considerably with performance in teachers of SMP Batik Surakarta. The positive value in the motivation variable.

## **2. Organizational Cultural Relationship with Teacher Performance at SMP Batik Surakarta**

Based on the analysis results, the Organizational Culture has a significant influence on the Performance of Teachers in SMP Batik Surakarta, proving the hypothesis proved correct. Based on research conducted by Adriyanti (2014) that organizational culture has a relationship with teacher performance. Cultural Factors Teachers' organizations have a significant impact on teacher performance. The culture of teacher work organization is the presence of teachers regarding their duties and obligations. The organizational culture grew because of the creation and development of individual working organizations, and accepted used values should be maintained and passed down to every new teacher. Teacher values are used as guidelines for each teacher as long as they are in a teacher organization environment and are considered to distinguish an organization from another organization.

The success of the organization reaches its expectations solely determined by organizational changes, but other dominant factors are defined in how its ability to transform the corporate culture can support the expectations of the organization. Teachers who can apply an excellent organizational culture will grow high motivation to create optimal performance.

## **3. Social Competency Relationship to Teacher Performance at SMP Batik Surakarta**

Based on the analysis results, Social Competence has a significant influence on teacher performance in SMP Batik Surakarta, this proves the hypothesis proven correct. From these results, the similarity of research conducted research based on research conducted by Sartika (2015) in the results of social competence has a significant influence on performance. Competence is a combination of ability, knowledge, proficiency, attitude, nature, understanding of appreciation and expectations

underpinning the characteristics of teachers performing tasks/jobs to achieve quality. Competence is a combination of ability, knowledge, proficiency, attitude, nature, understanding of appreciation and expectations underpinning the characteristics of teachers performing tasks/jobs to achieve quality.

Low social competence can be seen from the lack of ability of teachers to interact with the community so that teachers are less able to convince and significantly influence the community using financing services. Social competence is the ability to build and maintain cooperative relationships and interact with other teachers through social tasks to achieve personal expectations / organizational expectations.

## **5. Conclusions, Implications And Suggestions**

Variables of Leadership Style, Motivation, Organizational Culture and Social Competence have significant influence /simultaneous relationships related to teachers' performance. Leadership style has a significant influence/relationship significantly related to performance in teachers of SMP Batik Surakarta.

Motivation has a significant influence/relationship significantly related to performance in teachers of SMP Batik Surakarta. Organizational culture has a significant influence/relationship significantly related to performance in teachers of SMP Batik Surakarta. Social competence has a significant influence/relationship reasonably associated with performance in teachers of SMP Batik Surakarta.

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