

## TEACHER PERFORMANCE BASED ON PRINCIPAL LEADERSHIP, COMMITMENT TEACHER, AND CULTURE SCHOOL (Study at SMA Batik 2 Surakarta)

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**Abstract :** *This article aims to prove the relationship between the principal's leadership, teacher's competence, school culture, and teacher's performance at SMA Batik 2 Surakarta. This research is quantitative or research by using a quantitative approach. The research method is in the form of survey research using quantitative research with a sample size of about 20 teachers. The data collection method used a questionnaire with a saturated sampling technique. The data were collected using an instrument that had been validated and which was reliable. Processing of data using the SPSS program using multiple regression equation analysis tools, F test, t-test, and the coefficient of determination. The results of the data analysis showed there is positive and very significant influence of the principal's leadership, teacher's competence, and school cultures on the teachers' performance with the percentage of 77 %, there is positive and very significant influence of the of principal's leadership on the teacher's performance, there is positive and very significant influence of teacher's competence on the teachers' performance and there is positive and very significant influence of school culture on the teachers' performance.*

**Keywords:** *principal's leadership, teacher's competence, school culture and teacher's performance*

### 1. Introduction

The professional duties of teachers according to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20 (a) are planning lessons, implementing quality learning processes, and assessing and evaluating learning outcomes. The teacher's main task, which is manifested in teaching and learning activities and the duties of the teacher in the institution, is a form of teacher performance. Teacher performance is important in school administration, especially in the implementation of the learning process. But sometimes teacher performance is still low in an educational environment. Many factors cause the low performance of teachers. The performance will be optimal if it can integrate its supporting components, be it the principal, school culture, teachers, employees, and students so that optimal teacher performance can be realized.

According to Mulyasa (2009:98), the principal's leadership must be able to provide work motivation to increase teacher work productivity and student learning outcomes. The principal has at least a role and function as an Educator, Manager, Administrator, Supervisor, Leader,

Innovator, and Motivator (EMASLIM). The effect of teacher commitment on teacher performance was also investigated by Yohanes Sukanto and Pardjono (2016) who stated that teacher commitment had a positive and significant effect on teacher performance in mainstay state junior high schools in Sleman Regency.

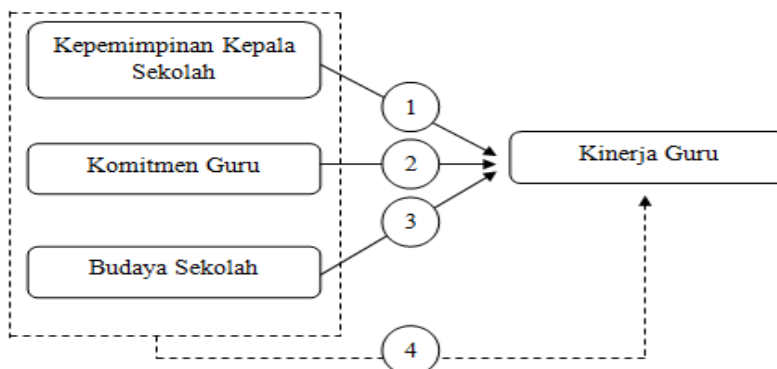
School culture is also a further factor that supports optimal teacher performance. Nurfasica et al. (2020) explain that school culture is a manifestation of a conducive work environment that helps teachers and principals to carry out their work effectively. Hasanah (2008) in Purwoko (2018) explains that school culture can be described through an attitude of mutual support (supportive), the level of friendship (collegial), the level of intimacy (intimate), and cooperation (cooperative). The conditions that occur on the four dimensions of school culture have the potential to improve teacher performance.

Teacher performance is a synergistic element that must be developed to produce professional educators who can give birth to an educational process that is relevant to the demands of the situation, conditions, and needs of the graduate user community. Through maximum performance will result in maximum learning as well. This research related to teacher performance was conducted at SMA Batik 2 Surakarta. Based on preliminary observations made by researchers, it shows that the performance of teachers in this school is still low. The first factor of low teacher performance is the leadership of the principal who is lacking in providing work motivation to increase teacher work productivity and student learning outcomes. The second factor is the commitment of teachers in carrying out their duties is still low because there are still teachers who teach not according to teaching hours. The last factor that affects teacher performance is school culture.

School culture has an important role in improving teacher performance. Communication between teachers must run well. At SMA Batik 2 Surakarta, the teachers gave each other feedback if there were mistakes and often set an example for younger teachers. Younger teachers are also able to adapt well.

Based on the description in the background of the research above, the formulation of the problems that arise are as follows:

1. What is the significant influence of leadership quality on teacher performance at SMA Batik 2 Surakarta?
2. What is the significant effect of teacher commitment on teacher performance at SMA Batik 2 Surakarta?
3. What is the significant influence of school culture on teacher performance at SMA Batik 2 Surakarta?



In connection with the problems described above, a hypothesis is needed to make research and problem solving more focused. The hypothesis in this study are as follows :

- H1: Principal's leadership has a significant influence on teacher performance at SMA Batik 2 Surakarta.
- H2: Teacher commitment has a significant effect on teacher performance at SMA Batik 2 Surakarta.
- H3: School culture has a significant influence on teacher performance at SMA Batik 2 Surakarta.

## **2. Theoretical Review**

### **A. Teacher Performance**

According to A. A Anwar Prabu Mangkunegara (2009:67) performance comes from the word job performance or actual performance (work achievement or actual achievement achieved by someone). Understanding performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him. Meanwhile, Hasibuan (2012:160) explains that performance is a result of work achieved by a person in carrying out tasks or skills, effort, and skills. Performance is directly related to the factors of production in an agency.

Another opinion comes from Yamin and Maisah (2010: 87) who put forward the definition of teacher performance as behavior or responses that give results that refer to what they do when they face a task.

### **B. Principal Leadership**

According to Asnawi (2012:17), the principal is a teacher who has the ability to lead all existing resources in a school, so that they can be utilized optimally to achieve common goals. Educational leadership is an ability the process of influence, coordinating people related to education science and the implementation of education and teaching so that the activities carried out can take place more efficiently and effectively in achieving educational and teaching goals.

### **C. Commitment Teacher**

According to Wibowo (2016), commitment is in the form of one's willingness to commit ourselves and be able to provide proof of loyalty to the organization because he felt he was involved in the activities of the organization. Teacher commitment according to Coladarci, (1992) is a level of psychological attachment to the teaching profession. This commitment is usually adjusted by looking at the level of attrition and the teacher's reasons for asking them about whether they will continue to choose a career as a teacher. Based on this definition, Coladarci emphasizes teacher commitment to teaching. Teacher commitment is also central to improving teacher performance and student learning to reduce teacher turnover.

### **D. Culture School**

Wahjosumidjo explained (2007: 48) that school culture is something that is built from the result of a meeting between the values held by the principal as a leader and the values held by teachers and employees in the school. School culture or school climate (physical and non-physical) that is conducive to academics is a prerequisite for the implementation of an effective teaching and learning process. According to Zamroni (2011, 87) school culture is

deep patterns, values, beliefs, and traditions that are formed from a series, habits, and school history, as well as perspectives in solving problems that exist in schools.

### 3. Research Methodology

This study is a descriptive-analytic study that analyzes the performance of teachers at SMA Batik 2 Surakarta. While the analysis technique used is a descriptive qualitative approach. Data collection techniques using research instruments, namely questionnaires.

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2014: 148). Based on this understanding, the population in this study was 50 teachers of SMA Batik 2 Surakarta. The sampling technique used is saturated sampling because all members of the population are used as samples. Data collection techniques in this study are questionnaire, interview and documentation. This study uses statistical data analysis techniques with the SPSS program.

### 4. Finding And Discussion

#### A. Multiple Linear Regression Test

Variabel	Koefisien	Sig
(Constant)	11.132	0.039
Principal Leadership	0.447	0.021
Commitment Teacher	0.377	0.016
Culture School	0.346	0.028

Thus obtained the regression equation as follows:

$$Y = 11.132 + 0.447 X_1 + 0.377 X_2 + 0.346 X_3$$

It means :

1.  $Y = 11,132$  means that if the principal's leadership with the assumption of teacher commitment and school culture remains, the teacher's performance will also increase with a score of 11,132 units.
2.  $X_1 = 0.447$  means that if there is a change in the principal's leadership by one unit, the teacher's performance will increase by 0.447 units.
3.  $X_2 = 0.377$  means that if there is a change in teacher commitment by one unit, the teacher's performance will increase by 0.377 units.
4.  $X_3 = 0.346$  means that if there is a change in school culture by one unit, the teacher's performance will increase by 0.346 units.

#### B. Hypothesis testing

##### 1. F Test (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	375.392	3	121.623	66.940	,000 <sup>a</sup>
Residual	109.274	26	1.757		
Total	474.667	29			

The results of the F test indicate that the principal's leadership, teacher commitment, and school culture simultaneously affect teacher performance at SMA Batik 2 Surakarta has an F count of 66,940 with a significance value of  $0.000 < 0.05$  so that simultaneously

the principal leadership variable, teacher commitment, and school culture has a positive and significant effect on teacher performance at SMA Batik 2 Surakarta.

## 2. T test (Partial)

Variabel	T	Sig
(Constant)	2.151	0.039
Principal Leadership	2.465	0.021
Commitment Teacher	2.576	0.016
Culture School	2.320	0.028

The results of the data analysis that have been obtained, it can be seen that first, the t count of the principal's leadership variable is 2.465 with a significance value of 0.021, because the significance value is  $0.021 < (0.05)$  then there is a significant influence of the principal's leadership variable on teacher performance. Second, the t count of the teacher commitment variable is 2.576 with a significance value of 0.016 because the significance value is  $0.016 < (0.05)$  then there is a significant effect of the teacher commitment variable on teacher performance. The third, t count of the school culture variable is 2.320 with a significance value of 0.028, because the significance value is  $0.028 < (0.05)$  then there is a significant influence of the school culture variable on teacher performance.

## C. Coefficient of Determination Test ( $R^2$ )

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877 <sup>a</sup>	0.770	0.758	1.314

The results of the coefficient of determination test show that the coefficient of determination is 0.770, which in this case means that the variables of the principal's leadership, teacher commitment, and school culture affect teacher performance at SMA Batik 2 Surakarta by 77.0%, while the remaining 23.0% is influenced by Other variables that are not explained in this model are work motivation, work discipline, and work communication.

## Discussion

### A. The Effect of Principal Leadership on Teacher Performance

Based on the results of partial data analysis, the relationship between the principal's leadership on the teacher's performance at SMA Batik 2 Surakarta can be seen by paying attention to the magnitude of t count, which is 2.465 with a significance value of 0.021, because the significance value is  $0.021 < (0.05)$ , the principal's leadership has a significant effect on the performance of SMA Batik 2 Surakarta teachers. According to Dede (2004: 239), the principal as a manager must have two criteria, namely technical knowledge, and managerial skills. Technical knowledge includes abilities that can improve the quality of good learning, quality control, learning evaluation models, development of learning tools for knowledge about finance, inventory, and personnel administration.

**B. The Effect of Teacher Commitment on Teacher Performance**

Based on the results of partial data analysis, the relationship between teacher commitment to teacher performance at SMA Batik 2 Surakarta can be seen by paying attention to the amount of t count that is equal to 2.576 with a significance value of 0.016, because the significance value is  $0.016 < (0.05)$  then there is a significant effect of the variable teacher's commitment to the teacher's performance at SMA Batik 2 Surakarta. This is in line with research by Suriansyah (2014) which states that there is a significant relationship between commitment and performance.

**C. The Effect of Culture School on Teacher Performance**

Based on the results of partial data analysis, the relationship between school culture and teacher performance at SMA Batik 2 Surakarta can be seen by paying attention to the magnitude of t count, which is 2.320 with a significance value of 0.028, because the significance value is  $0.028 < (0.05)$ , then there is a significant effect of the variable school culture on teacher performance at SMA Batik 2 Surakarta. This is in line with research by Icha Nurfasicha, Muarif Mahmud Suhada, and Faizin (2020) which states that school culture has a significant relationship with performance.

**5. Conclusion**

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

1. Principal leadership, teacher commitment, and school culture simultaneously have a significant effect on teacher performance at SMA Batik 2 Surakarta.
2. Principal leadership has a positive and significant effect on teacher performance at SMA Batik 2 Surakarta.
3. Teacher commitment has a positive and significant effect on teacher performance at SMA Batik 2 Surakarta.
4. School culture has a positive and significant effect on teacher performance at SMA Batik 2 Surakarta.
5. The results of the coefficient of determination test show that the coefficient of determination is 0.770 in this case, which means that the variables of the principal's leadership, teacher commitment, and school culture affect the teacher's performance at SMA Batik 2 Surakarta by 77% while the remaining 23% is influenced by other variables not explained in the model. These include work motivation, work discipline, and work communication.
6. From the results of the regression equation can be explained as follows:  
 $Y = 11,132$ , meaning that if the principal's leadership assumes teacher commitment and school culture remains, the teacher's performance will also increase with a score of 11,132 units.  
 $X_1 = 0.447$  means that if there is a change in the principal's leadership by one unit, the teacher's performance will increase by 0.447 units.  
 $X_2 = 0.377$  means that if there is a change in teacher commitment by one unit, the teacher's performance will increase by 0.377 units.  
 $X_3 = 0.346$  means that if there is a change in school culture by one unit, the teacher's performance will increase by 0.346 units.



## Suggestion

The suggestions put forward in connection with this research are as follows:

1. School leaders and school members need to develop school culture to be more effective in believing applicable values and norms.
2. The selection of research locations is not expected to be based on schools that have certain advantages.
3. This study only examines the effect of principal's leadership, teacher commitment, and school culture on teacher performance. The researcher did not pay attention to the school context. So it is good for future researchers to include this variable, for example, accredited and not accredited schools so that the nature of its influence in different schools can be known.

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