

The Influence of Organizational Culture and Principal Leadership Toward Performance of MI Teachers in Sedan District, Rembang Regency

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Abstract: The objectives of this study were (1) to analyze the effect of organizational culture on teacher performance in MI in Sedan Sub-district (2) to analyze the effect of principal leadership on MI teacher performance in Sedan Sub-district. This study uses a quantitative approach with a causal study type of research. The sample selection technique used is probability sampling using simple random sampling. The sample used in this study was 76 teachers. The results of the study found that organizational culture and madrasah principal leadership had an influence of 42.1%. The calculated t value of organizational culture is 6.958 (>1.993) and a significance value of 0.000 (<0.05), so partially organizational culture has a significant effect on the performance of MI teachers in Sedan District, Rembang Regency, while the calculated t value of the principal is 4.194 (>1.993) and a significance value of 0.000 (<0.05), so partially the leadership of the principal has a significant effect on the performance of MI teachers in Sedan District, Rembang Regency.

Keywords: Area model, differentiated learning, literacy, numeracy, early childhood education (PAUD)

1. Introduction

As educators, teachers are a determining factor in improving education in schools, therefore teachers must be able to improve their performance and carry out their duties and responsibilities. Because education in the future demands the skills and professionalism of a teacher (Aris et al., 2022). So that teachers who have skills can be a breath of fresh air and success in the world of education. In improving teacher performance in schools, it is necessary to hold professional training and education, because this is very much needed. Teacher performance is the main target in improving the quality of education in general, therefore improving teacher performance needs serious attention from various parties, and efforts to improve teacher performance such as leadership and work motivation of school principals (Rostini et al., 2022).

According to Verbeeten (2008), performance is the result of work obtained or achieved by a person or group in an organisation, in accordance with their respective authorities and responsibilities in order to achieve organisational goals legally, not violating law and in accordance with morals and ethics. Meanwhile, teacher performance is the ability of a teacher to carry out his duties and responsibilities as an educator. In other words, teacher performance is a condition that shows the ability of a teacher to carry out his duties in a school.

Teachers must understand students individually because each student has different abilities. This is due to the development of science and technology that has an impact and cultural values on Indonesian society. Thus, teachers are expected to be able to influence in accordance with the needs of school graduates and overcome the times as demands in the future. Seeing the importance of the responsibilities, roles and functions carried out by a teacher, it needs support from all parties, including the government, society, parents, school leaders and from the teachers themselves in achieving maximum performance results (Fitria et al., 2017).

To form professional teacher performance, there are two factors that can influence teacher motivation to be better, namely internal factors and external factors. Internal factors are encouragement that arises within oneself or an individual, while external factors are encouragement that arises from outside the individual such as encouragement from the principal, developing teacher professionalism, salary or allowances and organisational culture (Pope, 2019).

The principal's leadership style has a considerable influence on teacher performance. In the daily activities of teachers at school, there are still teachers who arrive late in the morning, not to mention teaching not on time, there are teachers who smoke in the school environment, there are teachers who do not make lesson plans or there are teachers

who only use old lesson plans by only changing the year and cover, there are teachers who dress untidily, there are teachers who are slow to complete assignments from the principal (Badrin et al., 2022). There are teachers who have not finished delivering the lesson material, there are teachers who do not enrich the material and only stick to the package book, there are teachers who evaluate or assess student learning outcomes carelessly by not adhering to the rules in the assessment, there are teachers who are unable to use technology facilities in teaching and there are teachers who are insensitive or do not care about peers. The principal's leadership and building a healthy organizational culture in educational institutions is needed (Nir & Hameiri, 2014).

The principal's leadership style is the attitudinal and behavioural characteristics of the principal in terms of leading his school with the aim that his subordinates want to follow what he wants. As Corrigan and Merry (2022) argue that an effective leadership style can affect performance. Mulyasa's research concluded that the role of the leader affects employee performance. Thus it can be understood that the more appropriate the leadership style of the principal, the better the performance of teachers at school. According to Fourie (2018) principal leadership is the ability to mobilise existing resources in a school and be used optimally to achieve the desired goals. This means that the principal can influence the achievement of the school's vision and mission that has been planned.

According to Luthans (2021), organisational culture is a common perception held by members of the organisation, a system of shared meaning. Meanwhile, Brewster (2017) states that organisational culture is a set of assumptions or belief systems, values, and norms developed in the organisation that are used as guidelines for behaviour for members to overcome external and internal adaptation problems. Organisational culture in schools is the habits, patterns of behaviour, values that are carried out by school members. According to McShane and Von Glinow (2011), a strong organisational culture has the potential to improve performance. Thus it can be understood that the higher the organisational culture in schools, the better the performance of teachers. Improving the quality of teacher performance is considered very important in an educational institution. Improving the quality of teacher performance can be achieved with a good principal leadership strategy and a supportive organisational culture. Based on these problems, This study aims to analyze the effect of organizational culture on teacher performance in MI in Sedan Subdistrict and analyze the effect of principal leadership on MI teacher performance in Sedan Subdistrict.

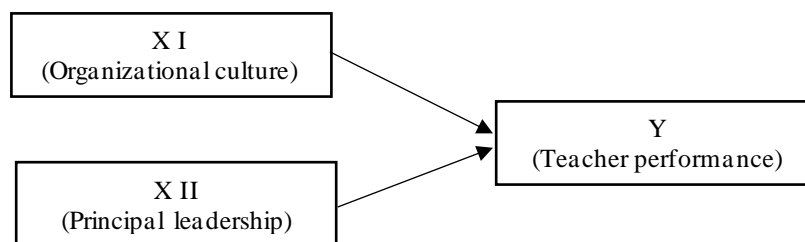


Fig. 1: Conceptual framework

2. Methodology

This research adopts a quantitative approach, utilizing a causal study design to explore potential cause-and-effect relationships between variables. The causality research design is particularly suited for studies aiming to identify and analyze the connections between different factors, enabling the researcher to classify and interpret the variables involved. The population targeted in this study includes all principals and teachers serving in Madrasah Ibtidaiyah (MI) in the Sedan District of Rembang Regency. Specifically, this population consists of 12 principals and 162 teachers. To ensure that the sample accurately represents the broader population, a probability sampling technique was employed. Specifically, simple random sampling was chosen as the method of sample selection. This technique ensures that each individual within the population has an equal chance of being included in the sample, thereby minimizing selection bias and enhancing the study's external validity (Rahman et al., 2022).

From the total population of 174 principals and teachers, a sample of 76 teachers was randomly selected. This sample size was determined to provide a balance between practical feasibility and the need for statistical power in detecting significant relationships between variables. The use of simple random sampling ensures that the sample is representative of the population, which is crucial for the generalizability of the study's findings.

Overall, the chosen methodology, including the quantitative approach and the specific sampling technique, is designed to rigorously examine the research hypotheses and provide reliable and valid insights into the cause-and-effect relationships being studied. This approach enables the researcher to draw meaningful conclusions about the variables of interest within the context of educational leadership and teaching practices in MI schools in the Sedan District.

3. Results and Discussion

The results of the questionnaire filling set on the variables of organizational culture, leadership and teacher performance on average have a high category. This shows the level of organizational culture, leadership and performance based on

respondents' answers is high. Table 1 shows the observation results of teacher performance in sedan sub-district, Rembang Regency.

Table 1. Observation results of teacher performance in sedan sub-district, Rembang Regency

No	Descriptions	Field facts
1	Developing a lesson plan (RPP)	There are teachers who have not completed the lesson plan, and there are still teachers who do not bring the lesson plan during the KBM
2	Implementing learning	There are teachers who still use conventional methods, and there are teachers who have not conducive the class and a pleasant atmosphere
	Carry out interpersonal relationships	The teacher shows a friendly demeanour, and sets a good example to the learners
4	Evaluating learning outcomes	Teachers give assessments according to the ability level of their learners
5	Implementing remedial programmes	Teachers conduct remedial programmes for students who score low

Instrument testing shows that from the entire questionnaire, the calculated r value is above the r table value (0.2257), so the instrument has met the validity test criteria, while the Cronbach Alpha value reliability test results are above 0.7, as shown in Table 2.

Table 2. Reliability test results

Variable	Reliability coefficient	Cronbach Alpha	Description
Organizational Culture (X1)	12 Item	0.838	Reliable
Madrasah Leadership (X2)	18 Item	0.863	Reliable
Teacher Performance (Y)	17 Item	0.941	Reliable

Hypothesis testing is carried out after ensuring that the data fulfils the classic assumption test, starting from the normality test with Kolmogorov Smirnov having an Asymp. Sig value of 0.052. So, the data is normally distributed. The multicollinearity test tolerance value is 0.955 and the VIF value is 1.047, meaning that there is no multicollinearity. The heteroscedasticity test shows the dot image on the dot scatterplot spreads and does not form a pattern.

Table 3. Determination coefficient test results

Model Summary ^b						
Model	R	R Square	Adjusted square	R	Std. Error of the Estimate	
1	.661 ^a	.437	.421		4.418	

a. Predictors: (Constant), madrasah principal leadership, organisational culture
b. Dependent variable: teacher performance

The coefficient of determination test results show that organizational culture and leadership have an effect of 42.1% on teacher performance. This research model is a good model, proven by the significance value of the F test 0.000 (<0.05) and F Count 28.317 (>3.12). Organisational culture variable (X1) has a positive influence on performance. This can be understood based on the significance value of Islamic leadership (X1) which is 0.000 < 0.05. In addition, the t table is worth = 1.993 and the value of the t count of the organisational culture variable is worth = 6.958, so it can be understood that t count > t table (6.958 > 1.993) then H_0 is rejected and H_a is accepted, so the hypothesis that organisational culture has a positive and significant effect on teacher performance is partially accepted.

Teachers who have a good level of organizational culture tend to have good performance. Organizational culture in a madrasah plays an important role in shaping teachers' performance. A positive organizational culture not only creates a conducive work environment, but also has a positive impact on teachers' motivation, engagement and performance. In this context, the values espoused by the madrasah, the norms upheld and the practices implemented can all form the basis of the organizational culture (Hutabarat, 2015). Value alignment between teachers and the organizational culture can create deep alignment, while the collaboration and teamwork emphasized by a positive culture can improve the efficiency and effectiveness of teachers' work.

The results of this study are in line with Pratama and Setiyadi research (2023) discussing the relationship between the principal's managerial competence and organizational culture with teacher performance at MAN 01 Indragiri Hilir Riau. Respondents studied in this study were 70 teachers at MAN 01 Indragiri Hilir Riau. The results showed a P-value

<0.10 , which is 0.000, meaning that there is a very large relationship between organizational culture and teacher performance.

Madrasah Principal Leadership variable (X2) has a positive influence on performance. This can be understood based on the significance value of Madrasah Principal Leadership (X2) which is $0.000 < 0.05$. In addition, the t table is worth = 1.993 and the value of the t count of the Madrasah Principal Leadership variable is worth = 4.194, so it can be understood that $t \text{ count} > t \text{ table}$ ($4.194 > 1.982$) then H_0 is rejected and H_a is accepted, so the hypothesis that Madrasah Principal Leadership has a positive and significant effect on teacher performance is partially accepted.

The key role of a madrasah head lies in his or her ability to guide and direct teachers to achieve the madrasah vision. Leader competencies that include clarity of vision, communication skills and transformational leadership have a direct impact on teacher performance. A madrasah principal who has clarity of vision can provide firm direction and inspire teachers. A clear vision provides focus and shared purpose, allowing teachers to understand their role in achieving the vision. The madrasah principal needs to be able to convey the vision clearly and convincingly in order to motivate and guide teachers. Good communication skills are essential (Darmawan et al., 2024). They need to be able to listen attentively, provide constructive feedback and facilitate open dialogue. Effective communication creates an environment where teachers feel supported, valued and can express their ideas, which in turn strengthens collaboration in achieving common goals.

Table 4. T-test results

Model	Coefficients ^a			t	Sig.
	Unstandardized coefficients		Standardized coefficients		
		Std.			
	B	Error	Beta		
(Constant)	-9.428	11.640		-.810	.421
Organisational culture	.899	.129	.626	6.958	.000
Madrasa head leadership	.427	.102	.377	4.194	.000
a. Dependent variable: teacher performance					

The findings of this study are in line with research conducted by Ali et al. (2018), this study discusses the effect of madrasah head leadership and teacher work motivation on teacher performance. The results showed a significance value of 0.032 which is smaller than alpha 0.05 so that there is a significant influence between the leadership of the madrasah head on teacher performance.

4. Conclusion

Based on the discussion that has been done, several conclusions can be drawn as follows; Organizational Culture has a significant effect on the performance of MI teachers in Sedan District, Rembang Regency and Madrasah Principal Leadership has a significant effect on the performance of MI teachers in Sedan District, Rembang Regency. The author suggests that madrasahs need to identify positive organizational culture values and strengthen their implementation throughout the madrasah, encourage the participation of madrasah heads in leadership development programmes and implement a transparent and results-based monitoring and evaluation system for teacher performance. For the government, it should strengthen the education system including curriculum, learning and other aspects to build a positive organizational culture, facilitate forums or periodic meetings to *share* experiences and lessons learned among madrasahs and use incentive policies as a way to encourage madrasahs to improve the quality of education. For further research, the author realizes the limitations of researchers, so further researchers can add other variables so that the model provided can better predict teacher performance.

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