



The Influence of Leadership Style And Work Culture on Teacher Performance (Study Of Teachers at Sma Negeri 24 Bandung)

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Abstract: The aim of this research is to determine and analyze: (1) Leadership Style (2) Work Culture; (3) Teacher Performance; and (4) The influence of leadership style and work culture on teacher performance at SMAN 24 Bandung City, both simultaneously and partially. The research method used in this research is a descriptive survey and an explanatory survey, the unit of analysis in this research is employees in the SMAN 24 Bandung City environment with a sample of 56 people. The type of investigation is causality, and the time horizon in this research is cross-sectional. Based on the research results, it was found that the leadership style at SMAN 24 Bandung City is good, the work culture at SMAN 24 Bandung City can generally be said to be good, the current performance of SMAN 24 Bandung City is considered good. Leadership Style and Work Culture simultaneously influence the performance of SMAN 24 Bandung City. However, partially the dominant Leadership Style influences Performance rather than Work Culture. Because work culture predominantly influences performance, being the first priority in improving performance, SMAN 24 Bandung City is expected to consistently maintain current work habits and culture, so that they are able to work more professionally.

Keywords: Leadership Style, Work Culture and Performance.

INTRODUCTION

Nowadays, the world of education has entered a new phase, where there is a climate of competition from one institution to another in ensuring the best quality of educational services to attract market share in the future. So environmental changes also influence this condition. Marketing activities do not escape the attention of various academic communities, where this activity has an important role in publicizing and attracting students' interest in becoming a part of the institution. Students who are one of the main indicators of the successful performance of educational institutions can be seen from their loyalty to the image of the institution.

School is a place where the educational process takes place, both formal and informal. School can also be said to be a place where conscious effort is made in the learning process.

Activities that occur at school are under the rules of law, government regulations, ministerial regulations or other regulations.

Elementary School (SD), where the education and training process provides more reinforcement to the theoretical and basic abilities of the entire series of educational processes obtained by a person, is recognized by many parties that equipping graduates to adapt to the work environment needs to be accompanied by personality development, talent development, interest and self-development.

Teachers are the main component as teaching staff in managing school organizations. Article 1 Paragraph 1 Law no. 14 of 2005 states that,

"Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education."

Mulyasa (2003) said that only 43% of teachers in Indonesia meet the requirements, meaning that the majority of teachers (57%) do not or have not met the requirements, are incompetent and unprofessional. The low quality of human resources in Indonesia also influences this. On the Human Resources Development Index (HDI), Indonesia only ranks 109th out of 174 countries measured.

Teachers as implementers who have direct contact with students have an important role in improving the quality of education and determining whether or not educational goals are achieved. This is in accordance with Henderson (2000) who said that teachers are an important factor in achieving goals. The importance of the teacher's role in achieving goals was stated by Ahmadi (2000) stating that no matter how good and complete the curriculum, methods, media, sources of facilities and infrastructure are, the success of education lies in the teacher's performance. Therefore, improving the quality of education and teacher abilities as well as teacher performance in teaching needs to be abandoned.

Teachers become officers in the educational profession. According to Udin S (2008:7), "refers to a job or position that demands expertise, responsibility and loyalty to the profession". Article 1 Paragraph 4 of the National Education System Law states that "professional teacher means work or activities carried out by someone and is a source of livelihood income that requires expertise. Skills or abilities that meet certain quality standards or norms, and require professional education.

The description of the duties and functions of teachers above refers to the specialization of educational personnel in the formal school environment, starting from early childhood education, basic education, secondary education and tertiary education or what is usually referred to as lecturers. One of the teacher's duties is teaching, which means the task of conveying knowledge in the form of science and technology. Then, the task of guiding and directing, which means paying attention to the student's own attitude in interacting and communicating with the surrounding environment. Next, the task of training, which means the main focus is on what students already know, which is knowing which students have skills and life skills. Then, the final task, namely assessing and evaluating, is a task carried out to obtain information about the extent of the success of the business a teacher has undertaken, so that the teacher is able to get feedback to address his or her weaknesses or strengths.

A good teacher is one of the most important parts that can accelerate success and the task of teaching achievement is the conducive conditions and environment of the school where he is located. Apart from preparation, teaching attitude, voice, writing and teaching aids, good teaching performance will be achieved through a conducive school environment. Usually this environment is closely related to the leadership style of the principal and the competence of the teacher. This leadership style reflects the behavior and habits of the principal in daily life at school. Leadership style and competence are one of the main factors in supporting teacher performance. If the leadership style and competence created are in line with expectations, then the teacher will have high enthusiasm to develop their performance into superior performance.

Leadership style is one of the dominant factors in supporting teacher performance. In the school environment, the leader is called the principal. The principal is the main pillar of command in running the school organization. If the principal's leadership style does not match the expectations of each teacher, there will be a significant decline in performance in various aspects.

According to Rivai (2004), leadership style is the overall pattern of a leader's actions, both visible and invisible to his subordinates. Leadership style describes a consistent combination of philosophy, skills, traits and attitudes that underlie a person's behavior. Leadership style shows directly or indirectly a leader's confidence in the abilities of his subordinates.

Efforts to fulfill the wishes of students and prospective students are the main key to winning the existing competition. A good action taken by educational institutions is to receive feedback from students or prospective students to make organizational changes (Bergin 1997: 8). Conformity between consumer desires or perceptions (Customer Voice) and the will of the organization managing school educational institutions (Company Voice) is an important condition for the success of the educational process (Muafi and Yuni, 2007). This condition requires every educational institution to provide good quality educational services in order to foster a sense of satisfaction for students and stakeholders, to achieve the long-term goal of loyalty.

Human resources today are the most valuable asset, especially for agencies/organizations, but on the other hand, employee performance is still relatively below the organization's targets and expectations, where employees tend to experience a decline in performance. One of the phenomena in the field based on survey results shows that relatively many employees still feel less enthusiastic about carrying out their duties, responsibilities, changes in employee behavior, especially aspects of cooperation that are less conducive and initiatives that are less supportive after changes to the organizational structure, this can be seen from Employees are often late in arriving at the office, and provide services that are not in line with expectations, but on the other hand, employee performance is still relatively below the organization's targets and expectations, where employees tend to experience a decline in performance, as can be seen in table 1 below:

Table 1. Measurement of Teacher Performance Results at SMA Negeri 24 Bandung (2020)

NO	ELEMENTS TO BE MEASURED	MEASUREMENT RESULTS	TARGET (%)
1	Discipline	75	85
2	Creativity	76	85
3	Honesty	76	85
4	Cooperation	74	85
5	Initiative	74	85
6	Leadership	75	85
7	Job Aspects	76	85

Source: Average teacher performance assessment

Based on table 1.1 above, low teacher performance is caused by an inappropriate work culture. This means that to improve teacher performance, it needs to be supported by a work culture that is in line with the demands of today's environment. The existence and success of an organization is largely influenced by its success in instilling and maintaining the mission and goals of the organization which are reflected in the work culture it adheres to today.

The obstacle for SMA Negeri 24 Bandung is that until now it does not have a formal formulation regarding work culture and motivation which can be used as a guide for each teacher so that they can work optimally in line with the mission and goals of the organization,

this occurs due to changes in the structure and leadership of the organization, Of course, this brings various consequences to situations and conditions felt by teachers, both work culture and work culture that existed before the formation of the new organization.

On other issues, Luthans (2002:563) states that work culture has several characteristics, namely (1) Behavioral rules that must be obeyed. Organization members interact with each other using the same procedures, terms and language that reflect good attitudes and mutual respect. (2) Norms. A standard regarding the behavior displayed includes guidelines about what must be done, namely not too much but not too little. (3) Values and dominant. The existence of the most important values in the organization that its members are expected to adhere to. Examples are high product quality, low absenteeism rates, or high efficiency. (4) Philosophy. There are policies or regulations that direct an organization on how to treat employees and/or customers. (5) Rules. There are guidelines that must be adhered to when joining the organization. New members must learn it to be accepted into the organization. (6) Organizational climate. Feelings about the organization as a whole are reflected by the physical layout, the way members interact, and the way they relate to customers or the environment outside the organization. All of these characteristics are closely related to teacher performance. Therefore, the organization is also thought to influence teacher performance.

Based on the results of preliminary observations (2019), researchers found the following problems:

1. The leadership style of SMA Negeri 24 Bandung does not match expectations;
2. Less conducive work culture;
3. Bosses who seem dictatorial and authoritarian;
4. Low teacher commitment and loyalty to school goals;
5. Principals who do not mix well with teachers;

Several studies provide different results regarding the influence of leadership style and work culture on teacher performance.

METHOD

The independent variables in this research are Leadership Style and Competence. Meanwhile, the object of research which is the dependent variable (dependent variable) is Teacher Performance, this element was studied to find out more in depth about the behavior of Teachers at SMA Negeri 24 Bandung related to their performance.

Based on the study objectives, this research is descriptive and verification in nature. Descriptive research is research that aims to obtain a description of the characteristics of variables. The nature of verification research basically aims to analyze the truth of a hypothesis which is carried out through data collection in the field. Considering that the nature of this research is descriptive and the analysis is carried out through data collection in the field, the research methods used are the descriptive survey method and the explanatory survey method. The type of investigation used is causality, which is a type of research that states that there is a causal relationship between independent variables, in this case Leadership Style and Competence with the dependent variable, namely Teacher Performance. The unit of analysis of this research is the individual, namely the teacher at SMA Negeri 24 Bandung. Judging from the time horizon, this research is cross sectional in nature, that is, information from part of the population (sample respondents) is collected directly at the scene empirically, with the aim of finding out the opinions of part of the population regarding the object being studied.

RESULTS AND DISCUSSION

Robbins (2009) states that leadership is the ability to influence a group towards achieving goals. Leadership according to Siagian (2002) is a person's ability to influence other people, in this case his subordinates, in such a way that the other person may not be liked. Meanwhile, Yukl (2001) states that leadership is the process of influencing other people to understand and

agree with what needs to be done and how the task is carried out effectively, as well as the process of facilitating individual and group efforts to achieve common goals.

Teachers at SMAN 24 Bandung City perceive doubts about the principal's leadership style, in the sense that the current working conditions feel uncomfortable and they don't like the personality and style displayed by the principal. It is hoped that this will not affect work/teaching in carrying out their respective duties and functions as teachers.

Work culture is the dominant values that are disseminated within the organization and serve as a reference for employee work philosophy. According to Stoner's opinion (1995: 78), work culture refers to a system of shared meaning held by members which differentiates the organization from other organizations. On the other hand, work culture is also often interpreted as a basic philosophy that provides direction for organizational policies in managing employees and customers (Robbins, 2003: 67).

The interpersonal communication of teachers at SMAN 24 Bandung City is found in every individual, specifically in the teacher in carrying out his duties and work as a leader in the school. If it is well developed, it can help him fulfill his shortcomings. This can be seen from the explanation above that the work culture of teachers at SMAN 24 Bandung City is classified as improving.

Performance is the result of work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him." Meanwhile, Bernardin and Russel (2003:397), state that: "employee performance depends on ability, work effort and job opportunities which can be assessed from output", also that performance (work achievement) is: "The level of individual performance, namely the results desired individual behavior.

Teachers at SMAN 24 Bandung City agree that they have high performance, but there are things that need to be paid attention to, namely the method that will be taught is not absorbed by students and teachers are less than optimal in making teaching materials as an obligation for teachers, so that the teaching and learning process is not optimal and the learning objectives not achieved. because according to Mangkunegara (2005:67) believes that performance is the result of work in quality and quantity achieved by a respondent in carrying out his duties in accordance with the responsibilities given to him, while Siagian (2008:105) explains that performance is the achievement shown by the respondent, it is the result achieved in carrying out the tasks assigned to him based on skills, experience and sincerity as well as the time available.

The influence of Leadership Style and Work Culture simultaneously or partially on teacher performance at State Elementary Schools in Ciambar District, Sukabumi Regency. (1) The relationship between the leadership style variable (X1) and the work culture variable (X2), obtained a correlation coefficient value of 0.556. Thus, it can be said that leadership style and work culture have a positive relationship with the Strong criteria. (2) The variable relationship between leadership style (X1) and performance variable (Y), obtained a correlation coefficient value of 0.557. Thus, it can be said that leadership style and teacher performance have a positive relationship with the Strong criteria. (3) The variable relationship between Work Culture (X2) and the performance variable (Y), obtained a correlation coefficient value of 0.550. Thus, it can be said that Work Culture and teacher performance have a positive relationship with the Strong criteria.

Simultaneous Hypothesis Testing. Based on the results of these calculations, it turns out that Fcount of 37,998 is greater than ttable 3.23 ($F_o > F_\alpha : (k, nk-1)$ ($37,998 > 3.23$), so the hypothesis is accepted or H_0 is rejected. This means that individual testing with the hypothesis can continue to be carried out, namely:

Individual Hypothesis Testing. From the structural picture of the relationship between variables with the structural parameter values above, the influence of the causal variables on the variables, then the influence of leadership style and work culture on teacher performance at SMAN 24 Bandung City is:

Table 2. Influence of variables X1 and X2 on Y and influence outside variables X and Y

INTERPRESTATION OF PATH ANALYSIS		
INFORMATION	INFLUENCE	%
Influence of X1, X2 on Y	0.813	81.3
Influence Beyond X1, X2 and Y	0.187	18.7
Amount		100

Source: SPSS Program Statistical Processing Results

From the test results, it can be seen that leadership style and work culture together influence performance, namely 81.3%, while the remaining 18.7% is influenced by other factors not researched by the author, namely work culture, work environment, work climate, attitude. work that requires further research. However, if viewed partially, Leadership Style is more dominant in influencing performance than work culture. This can be understood because every indicator of leadership style and work culture is used as an aspect of performance measurement.

Based on the results of the calculations above, it can be revealed that the leadership style on performance both directly and indirectly among teachers at SMAN 24 Bandung City can be seen in table 3 below.

Table 3. Direct and Indirect Influence of Leadership Style on Performance

Path Analysis Interpretation			
Note		Influence	%
X1	Direct influence to Y	0.1182	11.82
	Indirect influence via X1 to Y	0.1233	12.33
Total		0.2415	24.15

Source: SPSS Program Statistical Processing Results

From the table above it can be seen that the contribution of leadership style to performance is directly 11.82% with a tcount coefficient of 3.122, while for the ttable value at the significance level $\alpha(0.05) = 0.012$, because the tcount > ttable value, and indirectly through variables Work culture is 12.33%. While the contribution of leadership style to overall performance reached 24.15%, it can be concluded that leadership style has a significant direct effect on performance. This empirical evidence provides an indication that in an effort to improve performance, there is a need to improve compensation factors, because leadership style factors are closely related to increased performance.

Likewise, from the results of the calculations above, it can be revealed that the influence of Work Culture on performance both directly and indirectly can be seen in table 4 below:

Table 4. Direct and Indirect Influence of Leadership Style on Performance

Path Analysis Interpretation			
Note		Influence	%
X2	Direct influence to Y	0.4482	44.82
	Indirect influence via X2 to Y	0.1233	12.33
Amount		0.5715	57.15

Source: SPSS Program Statistical Processing Results

From the table above, it can be seen that the contribution of Work Culture to performance directly is 44.82%, with a tcount coefficient of 5,341, while for the ttable value at the significance level $\alpha(0.05) = 0.001$, because the tcount > ttable value, and indirectly through the leadership style variable is 12.33%. While the contribution of interpersonal communication to

overall performance reached 57.15%, it can be concluded that work culture has a direct effect on performance. The path coefficient shows a positive and significant value, meaning that if work culture increases, performance will also increase. This is in line with what is found in every individual, especially in teachers, in carrying out their duties and work as leaders in the school. If it is well developed, it can help them fulfill their shortcomings. This can be seen from the explanation above that the work culture of teachers at SMAN 24 Bandung City is classified as improving. With Work Culture, every individual is able to show his/her personal self to others.

CONCLUSION

Based on the results of research that has been carried out to determine the influence of leadership style and work culture on employee performance (a study on teachers at SMAN 24 Bandung City), the following conclusions can be drawn:

1. Leadership style is the most important thing in every existing institution, both business and non-business. Leadership style is reflected in the behavior of superiors towards subordinates. The leadership style of the head of SMAN 24 Bandung City is very popular with teachers so that it can increase teacher motivation and performance.

2. Teachers at SMAN 24 Bandung City have a good work culture. This is in line with what is found in every individual, especially in teachers, in carrying out their duties and work as leaders in the school. If it is well developed, it can help them fulfill their shortcomings. It can be seen that the work culture of teachers at SMAN 24 Bandung city is classified as improving. With work culture, every individual is able to show his/her personal self to others. Interpersonal relationships are a form of channeling desires with limitations that one has and based on these relationships with other people will provide responses. A teacher's work culture is an inseparable part in realizing teacher performance in facing all the tasks assigned to them in the school environment. 3. Leadership style and work culture simultaneously influence teacher performance at SMAN 24 Bandung City. However, partially Work Culture is more dominant in influencing teacher performance than Leadership Style. Partially, the influence of leadership style and work culture on teacher performance is as follows:

a. Leadership style influences teacher performance, so that if the teacher's leadership style is appropriate/appropriate, teacher performance will also increase.

b. Work Culture influences teacher performance, so the higher the teacher's Work Culture, the higher the teacher's performance will be.

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