

The Influence Of Transformation Leadership, Organiza Culture And Work Motivation On Teacher Performance In Namorambe District State Primary School

Rosvina Sari Siburian¹, Rosmala Dewi², Arif Rahman³

{vinasiburian25@gmail.com}

Medan State University Postgraduate Department of Educational Administration

Abstract. Transformational Leadership has a positive effect on teacher performance. Transformational leadership is a leadership style characterized by the leader's ability to influence, inspire and mobilize his subordinates to achieve organizational goals in an innovative and creative way. The organizational culture in this research was able to improve teacher performance. Working effectively and being transparent and open will support work motivation. This results in positive work that can improve teacher performance. This research uses quantitative methods with a descriptive approach and a path analysis model. This research was conducted at the Namorambe District Public Elementary School. The population in this study was 169 teachers. Using Issac Michael's table, a sample of 114 teachers was obtained. Data collection was used by distributing questionnaires after testing the instrument on 30 teachers with a reliability coefficient on transformational leadership of 0.947, organizational culture of 0.941, work motivation of 0.929 and teacher performance of 0.921. The results of this research reveal that Transformational Leadership, Organizational Culture, Work Motivation Can Improve the Performance of Public Elementary School Teachers in Namorambe District.

Keywords: Transformational Leadership, Organizational Culture, Work Motivation, Teacher Performance.

1 Introduction

Teacher performance is a determinant of the quality of education. Education plays an important role as a provider of skilled and qualified teaching staff. Human resource management builds progress in social, national and state life. Zhu, Peng, and Zhang (2018) said that developed countries are influenced by advanced education. In developing human resources, the provision of education must be managed in a quality manner, because the quality of education is determined by the quality of teacher performance. This is in accordance with government regulation Number 17 of 2010 concerning the management and

administration of education. Preparation to develop human resources capable of managing quality education requires an education quality assurance strategy.

Quality education is an asset in entering a new century of globalization with intense competition between nations where the 21st century is a century of quality (Mardiyah, et al, 2021). To be able to participate in globalization, quality teacher performance is needed both quantitatively and qualitatively. Everyone has the right to quality because it is a basic human right in Indonesia. Quality is a very important issue in the world of education. Professional teachers are teachers who have good performance (Damanik, 2019).

Teachers must have adequate competitive advantage, because competitive advantage is the heart of performance that puts generic strategies into work practices. Currently, the quality of teacher performance shows that conditions are not good (Maigahoaku, 2020). Performance issues always receive greater attention from management. This is because performance is closely related to the productivity of an institution/school. One interesting aspect to discuss about a teacher is the performance aspect because teacher performance is the most important input in the implementation of education.

A teacher is an educator who is responsible for teaching and guiding students in learning. Teacher performance can be measured from various aspects, including: (1) Preparing and delivering lesson material well and on target, so that students can understand and master the concepts being taught; (2) Applying teaching methods that suit student characteristics, including learning styles, cognitive abilities, and individual needs; (3) Providing constructive feedback and evaluation of student learning outcomes, so that they can improve their performance and academic achievement; (4) Encourage and motivate students to learn independently, through the delivery of relevant information and reading materials, as well as providing opportunities to develop creativity and other skills; (5) Building good and professional relationships with students, parents, and

co-workers, as well as actively participating in school and community activities; (6) Applying moral and ethical principles in teaching activities, including maintaining the safety and welfare of students, as well as respecting differences in culture, religion and social background; (7) Develop yourself continuously through training, research and professional development, so that you can improve your quality and performance as a teacher.

According to Chukwuma and Obiefuna (2014) Motivation is a process that begins with a need within humans which creates a void within a person. Furthermore, Robbins and Judge (2013) stated that motivation is a process carried out by individuals who try to achieve goals, including three important elements, namely intensity, direction and persistence. Teachers who do not have work motivation will make the teacher quickly feel bored and tired because there is no motivating element. Motivation is the provision of driving force that can arouse a person's enthusiasm for work, so that they want to work together, work effectively and efficiently. Motivation is very important in work because with motivation, it is hoped that every teacher will work hard and have high enthusiasm to achieve high work performance.

In this discussion, it is not only the influence of motivation, organizational culture also has an important role in improving teacher performance. Organizational culture is a set of value systems, beliefs, assumptions, or norms that have long been in effect, shared, accepted, and held by members of an organization as behavioral guidelines that determine how things are

felt, thought, and react to diverse environments. In research by Muis, Jufrizen, and Fahmi (2018) shows that organizational culture influences performance positively and significantly. The same thing was also researched by Handayani and Rasyid (2015) showing that the organizational culture of school principals significantly influences teacher performance.

In relation to teacher performance, leadership is believed to be one of the important factors that influence performance. One important factor that influences the success of the leadership process is the behavior of the leader concerned or the leader's style. Effective leadership must provide direction to the efforts of all employees in achieving organizational goals. Leadership is one of the factors that shapes and helps other people to work and be enthusiastic about achieving planned goals in relation to organizational success (Winardi, 2012). According to Handoko (2016), in reality leaders can influence morale and job satisfaction, work loyalty, security, quality of work life, especially the level of achievement of an organization.

Setiawan and Muhith (2013) said that the initial concept of transformational leadership that had been put forward explicitly raised a theory that transformational leadership is a process where leaders and their subordinates strive to achieve a higher level of morality and motivation. Transformational leadership is a problem solver and acts as a driver, especially people who provide tasks to change the system for the better (Maris et al., 2016). Transformational leadership can be interpreted as the leader's ability to improve the performance of his subordinates by prioritizing the interests, needs, and providing rewards to subordinates, so that commitment and work engagement can be established for subordinates in achieving organizational goals (Putra Rustamaji et al., 2017). Setiawan and Muhith (2013) said that the initial concept of transformational leadership that had been put forward explicitly raised a theory that transformational leadership is a process in which leaders and their subordinates strive to achieve a higher level of morality and motivation. Transformational leadership exists to answer the difficulties of an era full of change. Innovative authority is not only due to the need for self-esteem, but the growing awareness of pioneers to give everything according to executive and administrative development focused on the view that in individuals, performance and authoritative development are usually the strong side. Transformational leadership is a pioneer who has extraordinary experience and seeks to improve and nurture the association until further notice and beyond. Transformational leadership is a problem solver and acts as a driver, especially for people who are tasked with changing the system for the better (Maris et al., 2016). Transformational leadership can be interpreted as the leader's ability to improve the performance of his subordinates by prioritizing the interests, needs, and providing rewards to subordinates, so that commitment and work engagement can be established for subordinates in achieving organizational goals (Putra Rustamaji et al., 2017). However, the facts on the ground are that the leadership of school principals in teacher creativity and performance is still very low.

The results of research from Kurniawati, Arafat, and Puspita (2020), school leadership is currently still very low considering the low quality of school principals in developing leadership models that match the organizational culture and school vision that they want to achieve. Maryati and Hanggara (2022) explained that the condition of school principals is currently stagnant and not innovative and creative in school development. So it also affects the performance of teachers and ultimately worsens the quality of the school itself. Findings from Ndoen and Manurung (2021) reveal that quality education will be realized, one of the ways, is

through the role of the school principal as the holder of the highest policy authority and driving force in the components of a school.

Based on initial interviews with teachers, information was found that the principal's leadership was deemed not to accommodate teachers' interests regarding the division of tasks. There are often misunderstandings or mutual misunderstandings throwing responsibility between teachers and even between teacher and head school. Teachers often feel confused and even lost leaders when they find problems when teachers carry out their functions and responsibilities the answer is as an elementary school teacher in Namorambe District. That's a problem too What happens at the Namorambe District Public Elementary School is teacher performance. Indication Low teacher performance is still found for teachers in state elementary schools in Namorambe District. This fact is visible in the teacher's responsibilities teaching, teachers who leave students during the hour and teachers who teaching without first preparing the learning tools.

Based on a preliminary study conducted by researchers through interview with the deputy principal of a State Elementary School in Namorambe District who is in charge of the curriculum stated that the teacher's performance is still low as evidenced by: (1) Teachers who carry out authentic assessments average not more than 75%; (2) The teacher prepares the device learning before the school year starts is on average no more than 70%; (3) There are still teachers who are less interested in participating in development activities learning both held by the education department and carried out by the school itself, (4) there is still a communication gap that occurs between the principal and teachers. Apart from that, there is a lack of appreciation or... achievements produced by teachers and there are still teachers who arrive late go to school and go to class even though the school bell has rung. This matter shows that teacher performance is still low.

Considering the importance of teacher performance in improving the achievement of school goals, it is necessary to think about continuing to improve performance so that the quality of education can be better. In accordance with theoretical explanations and previous research results, there are several variables that influence teacher performance, including transformational leadership, organizational culture and work motivation. In this regard, the author is interested in conducting research entitled "The Influence of Transformational Leadership, Organizational Culture and Work Motivation on Teacher Performance in State Elementary Schools in Namorambe District".

2 Research method

The type of research used in this research is quantitative research with a descriptive approach. The model used is a path analysis model or often called a cause and effect relationship pattern. Quantitative research methods are a type of research whose specifications are systematic, planned and clearly structured from the start until the creation of the research design. According to Sugiyono (2013), quantitative research methods can be interpreted as methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of test the established hypothesis.

The locations chosen for this research were public elementary schools, all of which are located in Namorambe District. This research is planned to be carried out in April – June 2023, starting from the preparation stage to research implementation. According to Sugiyono (2016) Population is a generalized area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Sugiyono (2016) said that the sample is part of the number and characteristics of the population. To determine the sample that will be used in this research, it is the one developed by Issac and Michael for an error rate of 1%, 5%, 10%. In this study, a significance level of 5% was used. The sample size for a population of 169 teachers is 114 teachers.

3 Result and discussion

3.1 Research result

By using research instruments, variable scores regarding transformational leadership, organizational culture, work motivation and teacher performance were obtained, which can be seen in table 1.

Table 1. Research Data Results

No	Parameter	(X1)	(X2)	(X3)	(X4)
1	Sample	114	114	114	114
2	Min Score	75	78	68	73
3	Max Score	137	140	130	137
4	Mean	106,728	108,780	98,789	103,789
5	Deviation	18,016	17,699	17,713	17,776
6	Min score is ideal	30	30	30	30
7	Max's score is ideal	150	150	150	150
8	Ideal standard deviation	20	20	20	20
9	Ideal average score	90	90	90	90
10	Range	62.00	62.00	62.00	64.00
11	Intervals	7,787	7,787	7,787	7,787
12	Lots of classes	7,961	7,961	7,961	8,217
13	Variance	324,606	313,270	313,760	315,990
14	Median	104	107	97	102
15	Mode	99	120	93	98

a. Trend Levels of Transformational Leadership Data

The trend score level for the transformational leadership variable data is 19.29% (22 respondents) in the high category, 57.89% (66 respondents) in the sufficient category, 22.80% (26 respondents) in the poor category, 0% (0 respondents) in the low category. Thus, the

transformational leadership of school principals in Namorambe District Public Elementary Schools is generally in the Sufficient category, can be seen in table 2.

Table 2. Level of Trend in Transformational Leadership Data

Class	Class Intervals	Observation Frequency	Relative Frequency (%)	Category
1	122– Highest Score	22	19.29	Tall
2	91- 121	66	57.89	Enough
3	60- 90	26	22.80	Not enough
4	29-59	0	0	Low
Total		114	100.00	

b. Organizational Culture Data Trend Level

Based on the research, it was found that the majority of respondents had the highest Organizational Culture score in the 92-122 interval class, namely 65 respondents (57.01%), 25 respondents (21.92%) were in the high category, 24 respondents (21.05%) were in the low category and 0 respondents (0%) were in the low category. Thus, the organizational culture in Namorambe District Public Elementary Schools is generally in the adequate category, can be seen in table 3.

Table 3. Trend Level of Organizational Culture Data

Class	Class Intervals	Observation Frequency	Relative Frequency (%)	Category
1	122– Highest Score	25	21.92	Tall
2	91- 121	65	57.01	Enough
3	60- 90	24	21.05	Not enough
4	29-59	0	0	Low
Total		114	100.00	

c. Trend Level of Work Motivation Data

Based on the research, it was found that the majority of respondents had the highest Work Motivation scores in the 92-122 interval class, namely 67 respondents (58.77%) in the sufficient category, 16 respondents (14.03%) in the high category, 31 respondents (27, 19%) were in the low category and 0 respondents (0%) were in the low category. Thus, work motivation in Namorambe District Public Elementary Schools is generally in the sufficient category, which can be seen in table 4.

Table 4 Trend Level of Work Motivation Data

Class	Class Intervals	Observation Frequency	Relative Frequency (%)	Category
1	122– Highest Score	16	14.03	Tall
2	92- 121	67	58.77	Enough
3	60- 90	31	27.19	Not enough
4	29-59	0	0	Low
Total		114	100.00	

d. Trend Level of Teacher Performance Data

Based on the research, it was obtained that the majority of respondents had the highest teacher performance scores in the 92-122 interval class, namely 65 respondents (57.01%) were in the sufficient category, 20 respondents (17.54%) were in the high category, 29 respondents (25.43%) are in the low category and 0 respondents (0%) are in the low category. Thus, the performance of teachers in Namorambe District Public Elementary Schools is generally in the low category, as can be seen in table 5.

Table 5 Level of Trend in Teacher Performance Data

Class	Class Intervals	Observation Frequency	Relative Frequency (%)	Category
1	122– Highest Score	20	17.54	Tall
2	91- 121	65	57.01	Enough
3	60- 90	29	25.43	Not enough
4	29-59	0	0	Low
Total		114	100.00	

3.2 Discussion

The results of testing the analysis requirements show that each research variable has met the requirements for statistical hypothesis testing and research hypothesis testing. Before testing the hypothesis, a correlation analysis between variables is first carried out. By using computer tools, the SPSS for Windows version 25 program application, a summary of the results of correlation analysis and path analysis between exogenous variables and endogenous variables as presented in table 6 is presented between research correlations.

Table 6 Correlation Between Research Variables

Number Hypothesis	Coefficient Track	t-count	Information
X1-X3	$\rho_{31} =$	7,307	Mean Path

		0.568		
X2-X3	$\rho_{32} =$	0.601	5,654	Mean Path
X1-X4	$\rho_{41} =$	0.471	7,960	Mean Path
X2-X4	$\rho_{42} =$	0.468	5,599	Mean Path
X3-X4	$\rho_{43} =$	0.572	7,386	Mean Path

*All path coefficients have (t-count) greater than ttable 5 % = 1.98(dk = N - k - 1 = 110)

Information:

X1 = Transformational Leadership

X2 = Organizational Culture

X3 = Work Motivation

X4 = Teacher Performance

Based on the path coefficient values obtained from the calculation results, the path can be described as follows:

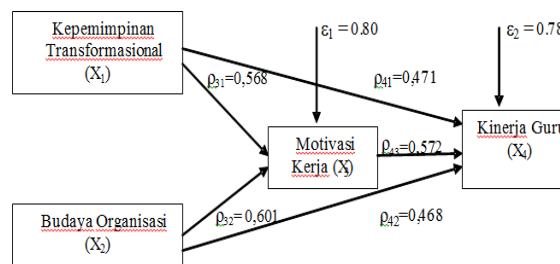


Fig. 1. Teacher Performance

The results of the quantitative analysis prove that transformational leadership (X1) has a positive and significant effect on work motivation (X3) of 0.323 so that the strength of Transformational Leadership which directly determines changes in work motivation is $0.323 \times 100\% = 32.3\%$, while the influence of other variables is outside Transformational Leadership, namely: $(\rho_{31})^2 = 1 - 0.323 = 0.677 = 67.7\%$ with path coefficient $\rho_{31} = 0.568$. The testing criteria are reject H_0 , if the t-calculated significance value is < 0.05 or accept H_0 , if the t-calculated significance value is ≥ 0.05 . Based on the results of the analysis, the path coefficient between X1 and 1 = 110 is equal to 1, 98. This shows that the path coefficient X1 to Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Transformational Leadership has a direct positive and significant effect on Work Motivation. The direct influence of Organizational Culture (X2) on work motivation (X3) is 0.222. Thus, the strength of the Organizational Culture factor (X2) which directly determines changes in work motivation (X3) is $0.222 \times 100\% = 22.2\%$, while the influence of other variables outside the Organizational Culture factor is: $(\rho_{32})^2 = 1 - 0.222 = 0.778 = 77.8\%$ with path coefficient $\rho_{32} = 0.468$. The testing criteria are reject H_0 , if the t-calculated significance value is < 0.05 or accept H_0 , if the t-calculated significance value is ≥ 0.05 . Based on the results of the analysis, the path coefficient between X2 and 1 = 110 is 1.98. This shows that the path coefficient X2 to Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Organizational Culture (X2) has a direct positive and significant effect on work motivation (X3)

The test criteria used are reject H_0 , if the t-calculated significance value is <0.05 or accept H_0 , if the t-calculated significance value is ≥ 0.05 . Based on the results of the analysis, it was found that $p_{41} = 0.471$ (t-count = 7.960 with Sig value = 0.000) <0.05 . When compared with the value of t-count = 1.98 (for $N = 114$ or $df = 110$) it can be seen that t-count (7.960) $>$ t-table (1.98). Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Transformational Leadership (X1) has a direct positive and significant effect on Teacher Performance (X4).

The testing criteria are reject H_0 , if the t-calculated significance value is <0.05 or accept H_0 if the t-calculated significance value is ≥ 0.05 . Based on the results of the analysis, it shows that $p_{42} = 0.468$ (t-count = 5.599 with Sig value = 0.000) <0.05 . When compared with the t-count value = 1.98 (for $N = 114$ or $df = 110$) it can be seen that t-count (5.599) $>$ t-table (1.98). Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Organizational Culture has a direct positive and significant effect on Teacher Performance.

The testing criteria are reject H_0 , if the t-calculated significance value is <0.05 or accept H_0 if the t-calculated significance value is ≥ 0.05 . Based on the analysis results, it shows that $p_{43} = 0.572$ (t-count = 7.386 with Sig value = 0.000) <0.05 . When compared with the value of t-count = 1.98 (for $N = 114$ or $df = 110$) it can be seen that t-count (7.386) $>$ t-table (1.98). Thus, H_0 is rejected and H_a is accepted, so it can be concluded that Motivation has a direct effect positive and significant on Teacher Performance.

4. Conclusions And Recommendation

a. Conclusion

Based on the results of data analysis and observations, the following conclusions can be drawn:

1. Student physics knowledge learning outcomes using the Laboratory-Based Guided Inquiry learning model on the material momentum and impulse in class
2. Learning outcomes for students' conceptual physics knowledge using conventional learning models in the material momentum and impulse in class
3. Student learning activities during the learning process using the Laboratory-Based Guided Inquiry learning model on the material momentum and impulse in class

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