

# The Effect of Principal Leadership, Organizational Culture, Job Satisfaction and Work Motivation on Teacher Performance of Vocational High School in Medan City

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**Abstract.** The research aims to analyze the effect of: (1) the ability of the principal to lead on teacher satisfaction at work; (2) organizational culture in schools on teacher satisfaction at work; (3) the effect of the principal's ability to lead on the teacher's motivation to work; (4) the influence of organizational culture in schools on teachers' motivation to work; (5) the influence of the principal's ability to lead on teacher performance; (6) the influence of school culture on teacher performance; (7) the influence of teacher satisfaction at work on teacher performance; and (8) the influence of teacher motivation in working on teacher performance. The research subjects were teachers of State Vocational Schools of Technology and Engineering in Medan City. The sample is 174 people. The research method is path analysis. Based on the hypothesis testing: (1) the ability of the principal to lead on teacher satisfaction at work is 4.8%; (2) school culture on teacher satisfaction at work by 2.3%; (3) the ability of school principals to lead to teacher motivation at work is 7.8%; (4) school culture on teachers' motivation to work by 3.4%; (5) the ability of school principals to lead to teacher performance is 16.2%; (6) school culture on teacher performance by 7.6%; (7) teacher satisfaction at work on teacher performance of 4.6%; and (8) teacher motivation in working on teacher performance by 10.2%. The results showed that the principal's ability to lead, school culture, teacher satisfaction at work, and teacher motivation in working on teacher performance was 59.7%, and the rest was determined by other conditions.

**Keywords:** Principal leadership, Organizational culture, Job satisfaction, Work motivation, Teacher performance

## 1 Introduction

Education is a vehicle to improve the quality of human resources in a country, as well as education in Indonesia. In other words, the more advanced education in a nation will be reflected in the level of prosperity of the nation. In the Strategic Plan of the Ministry of National Education for 2004 – 2009, one of the targets that has been achieved at the secondary education level is the repositioning of the ratio of Senior High Schools to Vocational High Schools [1]. In 2009, the ratio of the number of school units and SMA:SMK students was 40:60, while in 2015 the ratio for SMA:SMK was targeted to be 30:70. This is intended to

encourage educational graduates to be more relevant to the needs of the labor market. Law No. 20 of 2003 Article 15 describes the purpose of vocational education, namely preparing students, especially to work in certain fields, so the development of SMK must always refer to the needs of the labor market. SMK development is not just about increasing the number of SMK units and the number of students, but how to create SMK graduates who have the knowledge and skills according to their study program. In line with that, Schippers and Ratriana<sup>1</sup> state that the purpose of vocational education is to equip students to have behavioral competence in certain vocational fields so that those concerned are able to work for the future and for the welfare of the nation. For this reason, the availability of vocational teachers is needed in an effort to create students who have the knowledge and work skills as the needs of stakeholders.

In 2012, there were 200 SMA units in Medan, with a total of 62,290 students. While the number of SMK there are 134 units, with a total of 41,769 students. So if you refer to the 2004-2009 Ministry of National Education Strategic Plan, in 2010 the ratio of the number of SMA and SMK has reached the target of 60% for SMA and 40% for SMK. The implementation of learning in Vocational Schools is the realization of productive program learning that emphasizes mastery of broad, strong basic skills and mastery of tools and work techniques that are appropriate with the allocation for learning productive training subjects is 30% theory and 70% practice in the field. This is a challenge for teachers, because they have to understand the theoretical and practical aspects of what is needed in society, as well as the personal skills required to work together with parties related to the business/industry world. The teacher is someone who is positioned as the front guard in organizing learning in the classroom, with the main task of creating quality graduates who meet the needs of society, nation and state.

Speaking of professional teachers, currently the Medan City Government has 29,493 teachers spread across public and private schools, of which 3,998 are certified teachers. Of these, 760 people are State Vocational School teachers in the city of Medan. Professional teachers are people who have special abilities and expertise in the field of pedagogy[2]. Rice and Bishoprick in Bafadal [3] state that a professional teacher is someone who has the knowledge and skills to teach and educate professionally. The professional ability of a teacher can be seen from its performance in intellectual, physical, personal, social and spiritual competence[4].

The quality of education will be realized if the teaching and learning process in the classroom goes well, in the sense that the teacher who carries out the teaching and learning process has carried out lesson planning, implementing learning to evaluating learning in an integrated manner. However, expectations for quality teachers are still far from what the community wants. Head of the Education Human Resources Development Agency and Education Quality Assurance Ministry of Education and Culture, Gultom stated: "The teacher competency test aims to map competence and as a starting point for assessing teacher performance. Nationally, the average competency of Kindergarten teachers is 58.87, SD is 36.86%, SMP is 46.15, SMA is 51.35, SMK is 50.02, and supervisors are 32.58". From these results, it can be concluded that teacher performance is not optimal, both certified and non-certified teachers. This proves that the problem of teacher performance still requires serious attention from the government, both regional and national. Regarding the quality of teachers in the city of Medan, the Head of the Medan City Education Office argued that having certification could not guarantee that teachers had competence as good educators, as evidenced by the fact that more than 50% of schools had teachers who were less competent. Based on these results, the Medan City Education Office plans to carry out an evaluation to

prove the extent to which teaching staff master good and correct teaching and educating practices.

For this reason, it is necessary to know the things that affect the achievement of teacher performance in schools. One theory that examines the performance put forward by Colquitt, et al [5] which states that a person's performance can be directly influenced by his job satisfaction and work motivation. While the factors of superior leadership and organizational culture are factors that influence indirectly. As for Robbins [6] suggests the term performance can be measured through the level of production, attendance, loyalty, and satisfaction of a person.

Teacher performance can be done by increasing teacher satisfaction in working for teachers. Often we meet at school, teachers get together to discuss the treatment of the school administration that is not according to their wishes. Gibson, et al [7] stated that teacher satisfaction at work is a positive attitude and can also be negative that individuals have towards various aspects of work, workplace and relationships with co-workers. In general, people express satisfaction at work when they are happy to do the work they face and carry out every day.

The research results of Carudin,[8] Irawati and Bambang [9] provide an illustration that the ability of school principals to lead has a positive influence on improving teacher performance. That is, if the teacher is able and willing to work in completing tasks effectively, it is suggested that the leadership needed is to maintain task orientation and increase relationship orientation. Sagala [10] suggests the nature of the principal's ability to lead teaching efforts to bring positive and negative influences on teachers, counselors, and other educational professions.

In carrying out their duties at school, teachers always interact with the organizational culture in their schools. It is a common sight that teachers must follow the traditions that exist at school, both in socializing and teaching in class. This suggests that it is difficult for teachers' performance to be maximized if the culture in the school does not support it. McShane and Von Glinow [11] say that a strong school culture has the potential to increase performance, and vice versa if the school culture is weak it will result in decreased performance. Culture also concerns how members perceive the organization, not whether they like it [6]. Thus the performance of a teacher is also influenced by the cultural conditions that exist in the school.

## **2 Research Methods**

This research was conducted at State Vocational Schools in Medan City with a sample of 174 people. This research is a quantitative research model of path analysis, which analyzes the effect of endogenous on exogenous variables. The research instrument used as a variable measuring instrument was developed by the researcher himself by referring to the indicators of each variable. The instrument was made using a modified Likert scale model. The questionnaire contains a number of statements submitted to the teacher which are formulated in the form of a statement with four alternative answers that are tailored to the purpose of the question or statement.

### 3 Results and Discussion

#### 3.1 Results

- The results of the calculation of the path coefficient between X1 and X3 are  $p_{31} = 0.220$  and the  $t\text{-obs} = 2.961$ . The calculation results show  $p_{31} > r\text{-tab}$  ( $0.220 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $2.961 > 1.645$ ).
- The results of the calculation of the path coefficient between X2 and X3 are  $p_{32} = 0.152$  and the  $t\text{-obs} = 2.025$ . The calculation results show  $p_{32} > r\text{-tab}$  ( $0.152 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $2.025 > 1.645$ ).
- The results of calculating the path coefficient between X1 and X4 obtained  $p_{41} = 0.280$  and the  $t\text{-obs} = 3.833$ . The calculation results show  $p_{41} > r\text{-tab}$  ( $0.280 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $3.833 > 1.645$ ).
- The results of calculating the path coefficient between X2 and X4 obtained  $p_{42} = 0.184$  and the  $t\text{-obs} = 1.725$ . The calculation results show  $p_{42} > r\text{-tab}$  ( $0.184 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $1.725 > 1.645$ ).
- The results of calculating the path coefficient between X1 and X5 obtained  $p_{51} = 0.491$  and the  $t\text{-obs} = 7.422$ . The calculation results show  $p_{51} > r\text{-tab}$  ( $0.491 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $7.422 > 1.645$ ).
- The results of calculating the path coefficient between X2 and X5 obtained  $p_{52} = 0.204$  and the  $t\text{-obs} = 2.737$ . The calculation results show  $p_{52} > r\text{-tab}$  ( $0.204 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $2.737 > 1.645$ ).
- The results of calculating the path coefficient between X3 and X5 obtained  $p_{53} = 0.297$  and the  $t\text{-obs} = 4.090$ . The calculation results show  $p_{53} > r\text{-tab}$  ( $0.297 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $4.090 > 1.645$ ).
- The results of calculating the path coefficient between X4 and X5 obtained  $p_{54} = 0.521$  and the  $t\text{-obs} = 8.027$ . The calculation results show  $p_{54} > r\text{-tab}$  ( $0.521 > 0.148$ ) and  $t\text{-obs} > t\text{-tbl}$  ( $8.027 > 1.645$ ).

The causal model formed theoretically is as shown in Figure 1 below.

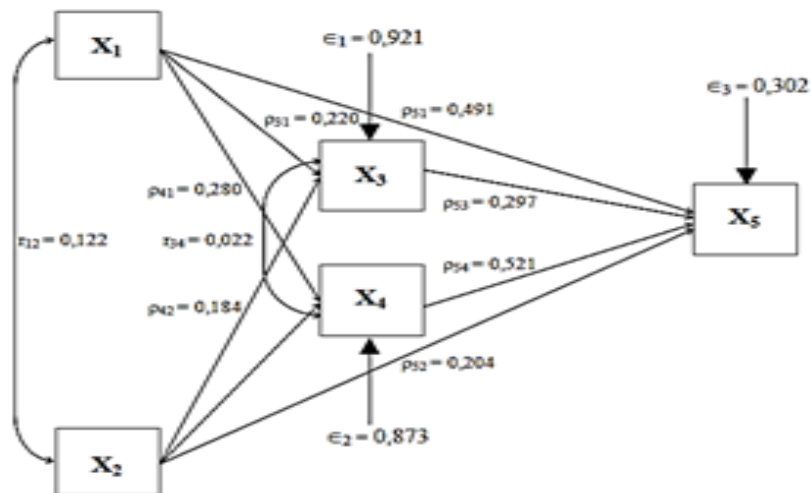


Fig. 1. Research Variable Path Diagram

### 3.2 Discussion

- a. There is a direct effect of the principal's ability to lead on teacher satisfaction at work, which is equal to 0.048. So, the ability of the principal to lead has a direct effect on teacher satisfaction at work, of which 4.8% changes in teacher satisfaction at work can be determined by the ability of the principal to lead. The findings of this study support the results of Irawati and Bambang [9] which suggest that leadership style influences teacher satisfaction at work. The findings of this study support the theory used as the basis for proposing a theoretical variable research model, namely Colquitt's theory which explains that the ability of school principals to lead has a direct effect on teacher satisfaction at work. The principal as a leader has a tendency to establish relationships with teachers in an effort to achieve school goals. By helping any difficulties or problems that the teacher complains about, the principal will always get a good response from the teacher. Thus the teacher will feel satisfied carrying out his teaching duties at school.
- b. There is a direct influence of school culture on teacher satisfaction at work, which is equal to 0.023. So, school culture has a direct effect on teacher satisfaction at work, where 2.3% changes in teacher satisfaction at work can be determined by school culture. The findings of this study support the results of Soedjono [12] and Sopiah [13] studies which suggest that school culture influences teacher satisfaction in employee work. The findings of this study support the theory used as the basis for proposing a theoretical variable research model, namely Colquitt's theory which explains that school culture has a direct effect on teacher satisfaction at work. A culture that grows to be strong is able to spur the organization towards better development which leads to teacher satisfaction at work.
- c. There is a direct effect of the principal's ability to lead on the teacher's motivation to work, which is equal to 0.078. So, the ability of the principal to lead has a direct effect on the teacher's motivation to work, where 7.8% of changes in the teacher's motivation to work can be determined by the ability of the principal to lead. The findings of this study support the results of Samson<sup>14</sup> which suggests that leadership influences employee achievement motivation. The findings of this study support the theory used as the basis for proposing a theoretical variable research model, namely Colquitt's theory which explains that the ability of school principals to lead has a direct effect on teacher motivation at work. Principals in carrying out their duties must be able to improve teacher performance. When the teacher gets encouragement and his needs are met, the teacher will do his job as well as possible.
- d. There is a direct influence of school culture on teacher motivation at work, which is equal to 0.034. So, school culture has a direct effect on teacher motivation in working, where 3.4% changes in teacher motivation in working can be determined by school culture. The findings of this study support the results of research by Koesmono[15] and Widodo[16] which suggest that school culture influences teacher motivation in working for employees. The findings of this study support the theory used as the basis for proposing a theoretical variable research model, namely Colquitt's theory which explains that school culture has a direct effect on teacher motivation at work. These values are reflected in the behavior of teachers in schools, where the interests of the school are above individual interests. Even so, shared values must be able to facilitate each teacher to do the best for their school.

- e. There is a direct influence on the ability of the principal to lead with teacher performance, which is equal to 0.048. So, the ability of the principal to lead has a direct effect on teacher performance, where 4.8% changes in teacher performance can be determined by the ability of the principal to lead. The findings of this study support the results of research by Sriwidodo and Bangun [17] and Irawati and Bambang [9] which suggest that leadership influences employee performance. A school principal who can take firm and appropriate action on a problem faced by a teacher will give an idea of how his leadership spirit is. This means that if the principal's ability to lead is able to understand the condition of education staff, delegating tasks and accepting suggestions and criticism, it will be able to improve teacher teaching performance.
- f. There is a direct influence of school culture on teacher performance of 0.042. So school culture has a direct effect on teacher performance, with a 4.2% increase in teacher performance being determined by the culture that occurs in the school. The findings of this study support the results of Soedjono[12] and Sopia[13]h studies which suggest that school culture influences organizational performance. Values and beliefs are seen in the teacher's behavior in achieving work results in the classroom.
- g. There is a direct effect of teacher satisfaction in working with teacher performance, which is equal to 0.088. So, teacher satisfaction at work has a direct effect on teacher performance, in which 8.8% changes in teacher performance can be determined by teacher satisfaction at work. The findings of this study support the results of research by Sriwidodo and Bangun and Irawati and Bambang [9] which suggest that teacher satisfaction at work influences employee performance. These results support Colquitt's theory that one's job satisfaction affects job performance. Teachers who feel satisfied, committed and can adjust well to be more at risk of working to meet school goals and provide wholehearted service to schools by increasing performance that will support the achievement of school goals.
- h. There is a direct effect of teacher motivation in working with teacher performance, which is equal to 0.271. So, teacher motivation at work has a direct effect on teacher performance, where 27.1% changes in teacher performance can be determined by teacher motivation at work. The findings of this study support the research results of Darna[18] and Samson[14] which suggest that achievement motivation influences employee performance. These results support Colquitt's theory that one's job motivation affects job performance. Each teacher comes from a different background. With the right working position, teachers will be more motivated at work because basically motivation can spur teachers to work hard to achieve their goals. This happens because the teacher's motivation at work can be a motivating factor for teachers to carry out their duties as well as possible.

#### **4 Conclusion**

- a. The ability of the principal to lead has a significant effect on teacher satisfaction in working at State Vocational Schools in Medan City.
- b. School culture has a significant effect on teacher satisfaction in working at State Vocational Schools in Medan City.

- c. The ability of school principals to lead has a significant effect on teacher motivation in working at State Vocational Schools in Medan City.
- d. School culture has a significant effect on teacher motivation in working at State Vocational Schools in Medan City.
- e. The ability of the principal to lead has a significant effect on teacher performance at State Vocational Schools in Medan City.
- f. School culture has a significant effect on teacher performance at State Vocational Schools in Medan City.
- g. Teacher satisfaction at work has a significant effect on teacher performance at State Vocational Schools in Medan City.
- h. Teacher motivation at work has a significant effect on teacher performance at State Vocational Schools in Medan City.

## **5 Implications**

- a. Need to improve the ability of school principals in leading to optimize teacher satisfaction in working for State Vocational School teachers in Medan City. Efforts that can be made by school principals include creating a conducive work climate and providing opportunities for teachers to appear in every school activity. With a conducive working climate, teachers can feel satisfied with their school environment. This satisfaction is shown by the teacher's timely attendance at school and the teacher's desire to support each school program. It is hoped that the efforts of the school principal can improve his leadership in supporting the increase in teacher satisfaction in the work of teachers.
- b. School culture needs to be improved to optimize teacher satisfaction in working for State Vocational School teachers in Medan City. Efforts that can be made include focusing the culture in schools on the orientation of one's work results. A teacher who has obtained good performance does not have to be abandoned because of the inability of other teachers to follow his achievements. This effort can increase teacher satisfaction in working at school.
- c. Need to improve the ability of school principals in leading to optimize teacher motivation in working for State Vocational School teachers in Medan City. Efforts that can be made include involving teachers in making decisions at school. With this belief, the teacher's motivation to continue to be involved/work at school is getting better. It is hoped that the efforts of the school principal can improve his leadership in supporting increased teacher motivation in teacher work.
- d. It is necessary to improve school culture to optimize teachers' motivation to work. Efforts that can be made by directing teachers to take advantage of school cultural support in innovating in the classroom. With this, school culture can develop in a better direction to increase teacher motivation.
- e. Need to improve the ability of school principals to lead, the better the performance of State Vocational School teachers in Medan City. In this case the principal must make certain efforts to improve teacher teaching performance. With the opportunity and encouragement from the principal, teachers will be motivated to continue working well at school. The efforts of the school principal are expected to improve their leadership in supporting the improvement of teacher teaching performance.

- f. It is necessary to improve school culture to optimize the performance of State Vocational School teachers in Medan City. In this case the improvement of organizational culture in schools can be improved by providing opportunities for teachers to innovate and be prepared for any risks faced while working. With the opportunity for every teacher to innovate at school, the teacher will be able to do his job well. This effort is expected to improve teacher performance in a better direction.
- g. It is necessary to increase teacher satisfaction in working to optimize the performance of State Vocational High School teachers in Medan City. Support from schools to teachers will make it easy for teachers to do a good job according to their responsibilities. This effort is expected to increase teacher motivation in working in a better direction in supporting the improvement of teacher teaching performance.
- h. It is necessary to increase teacher motivation in working to optimize the performance of State Vocational School teachers in Medan City. In this case, increasing teacher motivation in working for teachers at school can be increased by giving appreciation to each teacher who has shown his work performance. This effort is expected to increase teacher satisfaction in working towards a better direction in supporting the improvement of teacher teaching performance.

## 6 Suggestion

- a. It is necessary to pay attention to the Medan City Education Office to choose the best principal to lead at State Vocational Schools. This must be done considering the very large duties and responsibilities of the principal.
- b. The ability of a good principal can direct and establish programs to improve teacher teaching performance in schools.
- c. The teacher must be willing to support any decisions by the principal related to his workload at school, especially in carrying out teaching assignments in class.

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