The Effect of Organizational Culture, Principal Leadership and Motivation on Teacher Performance in Madrasah

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Abstract:

This study aims to determine whether direct and indirect effects of organizational culture, principal leadership, and motivation on teacher performance at Madrasah Aliyah Irsyadul Islamiyah. The type of research used is a quantitative research using multiple linear regression formulas and flow analysis as its development. This study found that: 1) there was a significant influence between teacher motivation and teacher performance of 0.570. The contribution given by teacher motivation to teacher performance is 31.2%; 2) The influence of organizational culture and principal's leadership on teacher performance is 0.642. The contribution given by the head of madrasa communication to teacher performance is 41.2%; 3) Teacher motivation, organizational culture, and principal leadership together on teacher performance have a strong relationship of 0.737. The contribution of the two independent variables to the teacher's performance at Madrasah Aliyah Irsyadul Islamiyah was 54.3%, while the remaining 45.7% was the contribution of other variables not measured in this study.

Keywords: *Organizational Culture, Principal Leadership, Motivation, Teacher Performance*

Abstrak:

Penelitian ini bertujuan untuk mengetahui adakah pengaruh langsung dan tidak langsung budaya organisasi, kepemimpinan kepala sekolah dan motivasi terhadap kinerja guru di Madrasah Aliyah Irsyadul Islamiyah. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan menggunakan rumus regresi linier berganda dan analisis alur sebagai pengembangannya. Hasil penelitian ini menemukan bahwa : 1) ada pengaruh signifikan antara motivasi guru terhadap kinerja guru sebesar 0.570. Kontribusi yang diberikan oleh motivasi guru, terhadap kinerja guru adalah 31,2%; 2) Pengaruh budaya organisasi dan kepemimpinan kepala sekolah terhadap kinerja guru sebesar 0.642. Kontribusi yang diberikan komunikasi kepala madrasah terhadap kinerja guru sebesar 41,2%; 3) Motivasi guru, budaya organisasi dan kepemimpinan kepala sekolah bersama-sama terhadap kinerja guru memiliki hubungan kuat sebesar 0.737. Kontribusi yang disumbangkan kedua variabel bebas terhadap kinerja guru di Madrasah Aliyah Irsyadul Islamiyah adalah 54.3%, sedangkan sisanya 45.7% merupakan kontribusi dari variabel lain yang tidak diukur dalam penelitian ini.

Kata Kunci: *Budaya Organisasi, Kepemimpinan Kepala Madrasah, Motivasi, Kinerja Guru*

INTRODUCTION

A school is a form of educational organization. Judging from the components, there are several main elements in the school organization (Aisyafarda & Sarino, 2019). The first element is human resources, which includes principals, teachers, administrative staff, and students; the second element is material resources, including equipment, materials, funds, and other infrastructure; the third element (Kartono, 2008). Organization, which includes goals, size, task structure, level of position, formalization, and administrative regulations (Ekeowa, 2017), the fourth element is the internal organizational climate, namely the organizational situation felt by personnel during the interaction, and the fifth in the school organizational environment (Syno et al., 2019; Shateri & Hayat, 2020).

Organizational culture in educational institutions is the shared meaning of all organizational members in an educational institution related to the values (Ardadiansyah, 2017), norms, beliefs, traditions, and unique ways of thinking that they adhere to and appear in their behavior, thus distinguishing one educational institution from another (Amrullah, 2021). A conducive school organizational culture is required to implement an effective teaching and learning process (Rusydi et al., 2019). School organizational culture is a distinctive characteristic of the school that can be identified through the values it holds, the attitudes it has, the habits it displays, and the actions shown by all school personnel who make up a particular unit of the school system (Kalangi et al., 2021). In addition, school organizations must be able to unite the perceptions or perspectives of teachers, staff, and school principals in order to achieve goals, among others, through the formation of an excellent working mentality with high dedication and loyalty to their work, providing work motivation, guidance, direction, and good coordination (Gultom & Situmorang, 2020), in working to transform change (Imami & Hariyati, 2021). Conceptually, the head of the madrasa is responsible for providing education (Wahyuni, 2015).

As a leader in his environment, the head of the senior high school is obliged to carry out administrative tasks and manage the entire madrasa program (Harapan, 2020). He must be able to bring and maximize the organization he leads to provide quality services and achieve the organization's goals (Puspita & Karlina, 2021).

Organizational culture has a significant relationship to teacher performance and the motivation and leadership of school principals to significantly influence the teacher's performance (Wahyuni, 2015). The goal to be achieved in this context is to create teacher performance by the school's objectives (Rahayu, 2017). Senior High School that excels basically cannot be separated from the teachers' performance. The effectiveness of the teacher's performance can be seen to what extent the performance can influence students' behavior (Kuswanto & Anderson, 2021).

As we all know, in madrasas, there is a mutual interaction between individuals and their environment, both physical and social (Erkan, 2019). This environment will be perceived and felt by the individual, giving rise to certain impressions and feelings (Öztürk, 2016). In this case, the madrasa must create a conducive and pleasant work environment for every member of the Senior High School through various environmental arrangements, both physical and social (Barseli et al., 2018).

The educational process will not happen by itself but must be planned, programmed, and facilitated with teachers' support and active participation as a teacher. At present and in the future, education policy implementers must have high abilities, and one of the implications is improving teacher performance. Several factors influence teacher performance: the principal's leadership, culture, government policies, costs, facilities, and infrastructure (Jong et al., 2022).

The high performance of teachers can be proven by the authority and work responsibility for learning planning, implementation of learning, evaluation of Senior High School programs, curriculum management, personnel management, management of madrasa equipment and supplies (Muali et al., 2020). Teacher performance can be seen in the work process or results (Lin et al., 2022). A job always has work steps (procedures); work procedures always lead to increased work results by work demands (Islam et al., 2018). If the procedure carries out a job, it will arrive at the desired work result. The performance benchmark is job demands that describe the work to be achieved. How far a person can do the job compared with the results achieved is called a person's performance (Putri et al., 2022).

A high-performance teacher should have a positive attitude towards the work he faces; such attitudes are discipline, likes to work seriously, maintaining his work quality, being responsible, being highly dedicated, and so on (Al-momani, 2022). Jong et al., (2022) stated a significant relationship between the motivation of the madrasa principal and teacher performance.

The quality of education in Senior High School is a product of the school principal's managerial effectiveness supported by teachers and other staff (Ndlovu & Simba, 2021). The head of the Senior High School must provide optimal service to teachers to provide optimal service to students. This statement shows that the school principal plays a vital role in teacher performance improvement activities. The principal can understand the efforts to carry out activities to improve teacher performance (Myende et al., 2018).

To realize good management in madrasas, as a manager, the principal must have professional abilities in his field (Umar et al., 2021). The quality of madrasa management will depend on a madrasa principal who acts as a manager. As a manager, the principal of the Senior High School certainly has excellent duties and responsibilities in managing his school.

RESEARCH METHODS

The design of this study uses a quantitative method research type survey method. The survey is a research method using a questionnaire as a research data collection instrument. This study uses a quantitative approach that starts with deductive thinking to derive hypotheses then conducts field testing; conclusions or hypotheses are drawn based on empirical data (Hardani et al., 2020). This research was conducted at Senior High School Irsyadul Islamiyah Bagan Batu. The population in this study were all 34 teachers at Senior High School Irsyadul Islamiyah Bagan Batu. In this study, there was no sample because the population was not more than 100, so the entire population was studied or what is called a saturated sample (Sugiyono, 2017).

The research instrument used was a questionnaire with a Likert scale in this study. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena. The assessment criteria for the statement have four alternative answers; namely, for a positive statement, it has a value of SS = 4. S=3, TS=2, and STS=1, while for negative statements, the values are SS=1, S=2, TS=3, and STS=4. The data analysis procedure in this study is a descriptive analysis technique used to analyze the description of variables (Hikmawati, 2020). The steps of descriptive data analysis are presenting data through tables, making graphs, calculating the average score, calculating the average respondents' answers. For further analysis in this study, using inferential statistics is carried out to identify the third research problem determined, then perform a simple regression analysis (Hikmawati, 2020). Simple regression analysis is based on one independent variable's functional or causal relationship with one dependent variable. Respondents in this study were all 34 teachers and school principals. In this study, the sampling technique used is the Saturated Sampling technique in which all members of the population become members of the sampling.

Test The Validity of Instruments

A validity test is used to measure the validity or validity. The validity test is done by comparing the r $_{count}$ with the r $_{table}$ or looking at the value of sig. (2-tailed) < 0.05.

Table 1: Validity Test Results

Variable	Items in The Question Naire	coefficient correlation (r) value	Mark critical (r) table	level sig. 95%(0,05)	Description (r count > r table)
Motivation of teacher (X^1)	$X_1 1\ X_1 2$	0.568	0.330	0.00	Valid
	$X_1 3\ X_1 4$	0.796	0.330	0.00	Valid
	$X_1 5\ X_1 6$	0.529	0.330	0.00	Valid
	$X_1 7\ X_1 8$	0.799	0.330	0.00	Valid
	$X_1 9$	0.659	0.330	0.00	Valid
		0.687	0.330	0.00	Valid
		0.663	0.330	0.00	Valid
		0.656	0.330	0.00	Valid
		0.684	0.330	0.00	

Organizational culture (X^2)	X_21 X_22	0.790	0.330	0.00	Valid
	X_23 X_24	0.907	0.330	0.00	Valid
	X_25 X_26	0.908	0.330	0.00	Valid
	X_27 X_28	0.823	0.330	0.00	Valid
	X_29 X_210	0.691	0.330	0.00	Valid
	X_211 X_212	0.879	0.330	0.00	Valid
		0.773	0.330	0.00	Valid
		0.818	0.330	0.00	Valid
		0.713	0.330	0.00	Valid
		0.809	0.330	0.00	Valid
		0.851	0.330	0.00	Valid
		0.732	0.330	0.00	Valid
			0.330		
Principal Leadership (X^3)	X_31	0.762	0.330	0.00	Valid
	X_32 X_33	0.608	0.330	0.00	Valid
	X_34 X_35	0.752	0.330	0.00	Valid
	X_36 X_37	0.784	0.330	0.00	Valid
	X_38 X_39	0.780	0.330	0.00	Valid
	X_310 X_311	0.784	0.330	0.00	Valid
	X_312	0.704	0.330	0.00	Valid
		0.708	0.330	0.00	Valid
		0.694	0.330	0.00	Valid
		0.502	0.330	0.00	Valid
		0.705	0.330	0.00	Valid
		0.631	0.330	0.00	Valid
			0.330		
Principal Leadership (Y)	Y1 Y2 Y3	0.799	0.330	0.00	Valid
	Y4 Y5 Y6	0.859	0.330	0.00	Valid
	Y7 Y8 Y9	0.859	0.330	0.00	Valid
	Y10 Y11	0.858	0.330	0.00	Valid
	Y12	0.823	0.330	0.00	Valid
	Y13 Y14	0.770	0.330	0.00	Valid
		0.830	0.330	0.00	Valid
		0.717	0.330	0.00	Valid
		0.614	0.330	0.00	Valid
		0.572	0.330	0.00	Valid
		0.722	0.330	0.00	Valid
		0.755	0.330	0.00	Valid
		0.748	0.330	0.00	Valid
		0.763	0.330	0.00	

From the results of the validity test in table 1, it can be seen and interpreted that from all research variable items, r $_{count}$ > r $_{table}$, which is at a significant level of 95% (0.05) and df = n-2 = 32. So it can be seen that the r $_{table}$ of each item is > 0.330, So it can be said that all research variable items are valid to be used as instruments in research or the questions asked to measure the variables studied.

The Instrument Reliability Test

The reliability test used shows the extent to which the measuring instrument is reliable. A questionnaire is reliable or reliable if a person's answer to the statement is consistent or stable from time to time. In this study,

reliability testing used Cronbach's alpha value. The questionnaire is reliable if the value of Cronbach's alpha is more significant than 0.60.

Table 2: Reliability Test Results

Variable	(α) cronbach Alpha value	(α) cronbach Alpha limit	Description (α) value > α limit)
Motivation of teacher (X_1)	**0.789**	0.60	Reliable
Organizational culture (X_2)	**0.806**	0.60	Reliable
Principal Leadership (X_3)	**0.862**	0.60	Reliable
Performance of teacher (Y)	**0.801**	0.60	Reliable

The reliability results show that all variables have alpha coefficients greater than 0.60. Thus, all measurement concepts of each variable from the questionnaire are reliable so that they are appropriate to be used as measuring instruments.

RESULTS AND DISCUSSION

Multiple linear regression analysis was used to determine the magnitude of the influence of each and the overall effect of organizational culture variables, principal leadership, and motivation on teacher performance. The results of multiple linear regression are as follows:

Table 3: Multiple Linear Regression Analysis Test Results Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,760	11,028		,704	,487
	Organizational culture	,705	,183	,484	3,856	,001
	Principal Leadership	,232	,142	,210	1,633	,113
	Motivation	,732	,269	,311	2,718	,011

a. Dependent Variable: Performance of teacher

The results of the regression calculations in Table 3 obtained a regression equation as follows:

$$Y = 7.760 + 0.705 X1 + 0.232 X2 + 0.732 X3$$

The regression equation can be explained as follows; a = 7,760 is an intercept (constant) indicating the value of the teacher's performance. If the organizational culture, principal leadership, and teacher motivation are constant, teacher performance will decrease by 7.760. b1 = 0.705 for the organizational culture variable, the regression coefficient (b1) shows a value of 0.705 which means that every increase in one unit of organizational culture will increase teacher performance by 0.705 with a note that the variables of principal leadership and teacher motivation are considered constant. b2 = 0.232 for the principal leadership variable, the regression coefficient (b2) shows a value of

0.232 which means that every increase in one unit of the principal's leadership will increase teacher performance by 0.232 with a note that the organizational culture and teacher motivation variables are considered constant. B3 = 0.732 for the teacher motivation variable, the regression coefficient (b3) shows a value of 0.732 which means that every increase in one unit of teacher motivation will increase teacher performance by 0.732 with a note that the organizational culture principal leadership variables are considered constant.

Coefficient of Determination (R2)

Table 4: Coefficient of Determination Test Results (R^2) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,884ᵃ	,782	,760	2,552

a. Predictors: (Constant), Motivation, Organizational Culture, Leadership

From Table 4, it can be seen that the coefficient of determination (R square) obtained is 0.782. This means that 78.2% of the teachers' performance variables can be explained by the variables of organizational culture, principal leadership and teacher motivation. The remaining 21.8% of teachers' performance variables are explained by other variables or factors that cannot be mentioned in this study.

T Test

Tabel 5: T Test Result

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,760	11,028		,704	,487
	Organizational culture, Leadership Motivation	,705	,183	,484	3,856	,001
		,232	,142	,210	1,633	,113
		,732	,269	,311	2,718	,011

a. Dependent Variable: Performance of teacher

The t-test is used to determine whether there is a significant relationship or influence between the independent variables partially on the dependent variable. Based on the results of data analysis in table 9, it can be seen that not all independent variables have a significant effect on the dependent variable with a significant value (Sig.) less than 0.05. With the following analysis process: Organizational Culture (X_1). From the results of the t-test, the value of count = 3.856 with a significant value level of = 0.05 then obtained t table = 2.042 so that t $_{count}$ = 3.856 > t $_{table}$ = 2.042, then H_0 is rejected and H_a is accepted. This means that there is a partially significant influence between organizational culture variables (X_1) on the performance of teacher (Y). Principal Leadership (X_2). From the results of the t-test, the value of count = 1.633 with a significant value level of = 0.05 then obtained t $_{table}$ = 2.042 so that t $_{count}$ = 1.633 < t table =

2.042, then H_0 is accepted and Ha is rejected. This means that there is no significant effect partially between the variables of the principal's leadership (X_2) on the performance of teacher (Y). Teacher Motivation (X_3). From the results of the t-test, the value of count = 2.718 with a significant value level of = 0.05 then obtained t $_{table}$ = 2.042 so that t $_{count}$ = 2.718 > t $_{table}$ = 2.042, then H_0 is rejected and H_a is accepted. This means that there is a partially significant influence between the motivational variables of teacher (X_3) on the performance of teacher (Y).

F Test

The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect between organizational culture and principal's leadership and teacher motivation on the performance of teacher.

Table 6: F Test results

ANOVAª

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	700,198	3	233,399	35,847	,000ᵇ
	Residual	195,332	30	6,511		
	Total	895,529	33			

a. Dependent Variable: Performance of Educators

b. Predictors: (Constant), Motivation, Organizational Culture, Principal Leadership

Based on Table 6 the results of data analysis obtained F_{count} of 35.847 while F_{table} = 3.29. Because F_{count} > F_{table} then H_0 is rejected. This means that together the variables of organizational culture, principals' leadership, and motivation significantly affect educator performance. Based on the results of the data analysis above, the performance of educators is directly influenced by the motivational variables of educators, organizational culture, and principals' leadership.

Based on the research results obtained through data analysis conducted, the authors present a discussion of the research results, namely as follows;

The Influence of Educator Motivation on Educator Performance

Based on the results of the calculation of the Product Moment correlation between the motivation of educators and the performance of educators at Senior High School Irsyadul Islamiyah Bagan Batu, it can be concluded that the proposed research hypothesis (H_a) is acceptable. Thus, it can be seen that there is a significant positive effect between the motivation of educators on the performance of educators at Senior High School Irsyadul Islamiyah Bagan Batu. The results of this study indicate that the motivation of educators contributes 31.2% to the performance of educators at Senior High School Irsyadul Islamiyah Bagan Batu teachers. With moderate influence strength (0.570). In other words, the higher the motivation of the educators, the higher the performance of the

Senior High School Irsyadul Islamiyah Bagan Batu educators. Thus, good motivation is also needed to obtain a good performance of educators at Senior High School Irsyadul Islamiyah Bagan Batu (Nilawati, 2016). The close relationship between the motivation of educators and the performance of educators at Senior High School Irsyadul Islamiyah Bagan Batu with teacher performance will be discussed as follows. In improving the performance of educators at Senior High School Irsyadul Islamiyah Bagan Batu, it is primarily determined by the motivation of the educators (Marthalia, 2019). One of the influencing factors is the motivation factor of the madrasa principal (Rahmi & Zulminiati, 2019). This statement is supported by Sergiovanni, who argues that the quality of education in madrasas is a product of the motivation of the madrasa principal, whom teachers and other staff support.

The Influence of Organizational Culture and Principals' Leadership on The Performance of Teacher

The results showed that the organizational culture and leadership of the principal significantly affect the performance of teachers with the power of influence of 0.642. The contribution of organizational culture and principal's leadership to teachers' performance is 41.2%. This implies that in order to improve the performance of teachers at Senior High School Irsyadul Islamiyah Bagan Batu, in addition to the motivation of the professional madrasa principal as well as the intensity of the level of organizational culture and leadership of the head of the teaching staff (Puspita & Karlina, 2021). The direction of follow-up from the meaning contained in this finding requires efforts to improve the organizational culture and leadership of the principal because the higher the intensity of the level of organizational culture and leadership of the principal (Sawaluddin et al., 2019), the higher the performance of the teaching staff the principal's organizational culture and continued leadership (Husnah et al., 2021). The ability of organizational culture and principals' leadership in improving academic staff must be realized through dynamic direction (Siregar, 2020), coordinating education staff in carrying out their duties, giving rewards for those who excel, and punishing those who lack discipline in carrying out their duties (Yusnita & Muryati, 2018).

The Influence of The Motivation of Teacher, Organizational Culture and Principals' Leadership on The Performance of Teacher

The motivation of teachers, organizational culture, and school principals' leadership influence the teacher's performance at Senior High School Irsyadul Islamiyah Bagan Batu with a strong strength (0.737). The contribution of the two independent variables to teachers' performance is 54.3%, while the remaining 45.7% is the contribution of other variables not measured in this study (Lutfi, 2013).

The results of the data analysis above indicate that the motivation of teachers, organizational culture, and leadership of school principals should be a concern to improve teachers' performance (Sawaluddin, 2018). Suppose you look at the results of the path analysis of the two independent variables on teacher performance. In that case, data on the teacher's motivation,

organizational culture, and leadership of the head have an indirect effect on the teacher's performance, meaning that other variables affect the teacher's performance.

CONCLUSION

Based on the results of data presentation and analysis, by the formulation of the problem proposed in this study, several conclusions were obtained: There is a significant and positive influence between the teacher's motivation on the teacher's performance, with a moderate influence 0.570. The contribution given by teachers' motivation to the teacher's performance is 31.2%. This shows that teachers' motivation will increase educators if teachers and other staff support the effectiveness of the motivation of the madrasa principal. There is a significant and positive influence between the influence of organizational culture and principal's leadership on teacher performance with a strong relationship strength of 0.642. The contribution given by the organizational culture and leadership of the principal on teacher performance is 41.2%. This implies that to improve the performance of teachers; in addition to the motivational ability of the madrasah principal, there is also the intensity of organizational culture and principals' leadership on the performance of teachers. The existence of a significant and positive influence jointly between the motivation of teacher, organizational culture, and leadership of the principal affects the teacher's performance at Madrasah Aliyah Irsyadul Islamiyah Bagan Batu with a strong strength (0.737). The contribution of the two independent variables to teachers' performance is 54.3%, while the remaining 45.7% is the contribution of other variables not measured in this study.

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