TEACHER PERFORMANCE IS REVIEWED BASED ON THE PRINCIPAL'S LEADERSHIP AND SCHOOL CULTURE AT PEMATANG Siantar FAMILY FOUNDATION PRIVATE HIGH SCHOOL

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Abstract
The research objective is to determine the impact of principal leadership and school culture on teacher performance. The approach used in the research design is a qualitative descriptive approach and a quantitative descriptive approach. This study uses a test of validity, reliability, normality, simple linear regression, correlation and determination, the F test and t test with the results of the study, namely a positive and significant effect between principal leadership and school culture on teacher performance and a moderately high level of relationship. The contribution of principal leadership and school culture on teacher performance was 73.1%.

Keywords: Principal Leadership, School Culture, Teacher Performance

Abstrak
Tujuan penelitian yaitu mengetahui dampak kepemimpinan kepala sekolah dan budaya sekolah terhadap kinerja guru. Pendekatan yang digunakan dalam desain penelitian yaitu pendekatan deskriptif kualitatif dan deskriptif kuantitatif. Penelitian ini menggunakan uji validitas, reliabilitas, normalitas, regresi linier sederhana, korelasi dan determinasi, uji F dan uji t dengan hasil penelitian yaitu pengaruh yang positif serta signifikan antara kepemimpinan kepala sekolah dan budaya sekolah terhadap kinerja guru dan tingkat hubungan yang kuat. Besarnya kontribusi variabel kepemimpinan kepala sekolah dan budaya sekolah terhadap kinerja guru sebesar 73.1%.

Kata Kunci: Kepemimpinan Kepala Sekolah, Budaya Sekolah, Kinerja Guru

History Article Received: 12 December 2023 Revised: 16 December 2023 Accepted: 17 December 2023
INTRODUCTION

Pematang Siantar City Family College Foundation Private High School is one of the educational institutions that stands to prepare students who are smart, have noble character, discipline, and have the skills to live independently, and are able to continue to the university level. Therefore, the Private High School of Yayasan Perguruan Keluarga Kota Pematang Siantar needs to pay attention to every teacher's performance which can be used as an effort to determine the success of teaching and learning activities.

Teacher performance according to (Permendikbud, 2016), has 14 dimensions, namely: mastering the characteristics of students, mastering learning theories and educational learning principles, curriculum development, educational learning activities, developing student potential, communication with students, assessment and evaluation, acting in accordance with religious norms, according to national law, social and culture, mature and exemplary personalities, work ethic, High responsibility and a sense of pride in being a teacher, being inclusive, being objective and non-discriminatory, communication with fellow teachers, education staff, parents of students and the community, mastery of materials, structures, concepts, and scientific mindsets that support the subjects taken and develop professionalism through reflective thinking actions.

Based on the results of an interview with the principal of the Private High School Yayasan Perguruan Keluarga Kota Pematang Siantar, it turned out that information was obtained stating that teacher performance was not optimal. The phenomenon of teacher performance that has not been optimal occurs in the dimension of developing student potential, where there are still 6 teachers who do not understand the nature and characteristics of students so that teachers are not able to carry out creative learning techniques, for example such as conducting questions and answers to students. In the dimension of work ethic and responsibility, where there are 6 teachers in teaching too focused and do not see the learning hours that are over. For example, during recess and after school, teachers are still focused on continuing learning and making students bored. So that this can make students feel uncomfortable and bored in the classroom because the learning hours are not in accordance with existing regulations.

The principal's leadership is certain things that have a positive impact in improving teacher performance. This is supported by research (Sidabutar et al., 2017), in his research explaining that the principal's leadership affects teacher performance. The dimensions of leadership of school principals according to (Permendiknas, 2007) include personality, managerial, entrepreneurial, supervision and social.

The phenomenon of principal leadership has not been optimal, namely in the dimensions of entrepreneurship and supervision. In the entrepreneurial dimension where there are 4 teachers feel that the principal does not create new innovations, for example, such as establishing cooperatives in schools, with the existence of cooperatives, students are able to train character as good, honest, and cooperative leaders. In the supervision dimension where there are 4 teachers feel that the principal does not show planning programs for developing the ability of teachers such as providing training to teachers.

School culture is a belief and habit shared by all school residents that is believed and proven to be used to deal with various problems so that these beliefs and habits can be taught to members and new generations so that they have the right view of how they should understand, think, feel and act in various situations and environments. This is supported by research (Santri, 2016) in his research stating that school culture affects teacher performance. The dimensions of school culture in the Private High School of the Pematang Siantar City Family College Foundation according to the Pematang Siantar City Family College
Foundation Private High School Workbook (YPK, 2013) stated that school culture has dimensions, namely greetings, smiles, greetings, courtesy and courtesy. The phenomenon of school culture at the Pematang Siantar City Family College Foundation Private High School has not been optimal, namely in the dimension of smiles and greetings. In the smile dimension, where there are 4 teachers who are less friendly when meeting other people, thus making the school atmosphere less comfortable and feel awkward. Furthermore, in the greeting dimension, where there are 4 teachers who do not appreciate other people who visit the school such as parents, PKL students when they are being greeted. So that it makes feelings of resentment arise and does not strengthen the brotherhood.

THEORETICAL BASIS

Teacher Leadership

According to (Purwanto, 2014), stated that the principal's leadership is a leader at the level of organizational institutions in schools who will determine the course of overall organizational performance.

According to (Depdiknas, 2007) The leadership of the principal can be measured through competence in carrying out duties and responsibilities, namely:
1. Personality
2. Managerial
3. Entrepreneurship
4. Supervision
5. Social

School Culture

According to (Susanto, 2016), school culture is the elaboration of the values applied in school, norms that exist and are enforced in schools, as well as expectations and habits that describe mutual interactions between one member and another.

According to the Private High School Workbook of Yayasan Perguruan Keluarga Kota Pematang Siantar (YPK, 2013) on Teacher Habituation, it is stated that the school culture that will be used will be:
1. Greetings, is one of the actions to give a sense of peace or express respect to others.
2. Smile, is one of worship. With a smile can strengthen the bonds of brotherhood and can be a means of achieving peace.
3. Greeting, is one form of our behavior to appreciate others. By greeting, we further strengthen the bond of brotherhood with others. Greeting does not have to be done by teachers and students, greeting can also be done by fellow schoolmates.
4. Polite, is behavior that upholds the values of respect, respect, not arrogant and noble morals.
5. Manner, has a subtle understanding and good behavior. The essence of politeness is to behave in accordance with existing rules and norms.

Teacher Performance

According to (Arikunto, Suhardjono and Supardi, 2015), Teacher performance is the ability of a teacher to carry out learning tasks and be responsible for students.

According to (Permendikbud, 2016) There are 14 indicators of teacher performance measurement sourced from teacher competence, which are as follows:
1. Mastering the characteristics of learners,
2. Mastering learning theory and educational learning principles,
3. Curriculum development,
4. Educational learning activities,
5. Development of learners' potential,
6. Communication with learners,
7. Assessment and evaluation,
8. Act in accordance with religious, national legal, social and cultural norms,
9. A mature and exemplary person,
10. Work ethic, high responsibility and a sense of pride in being a teacher,
11. Be inclusive, be objective and non-discriminatory,
12. Communication with fellow teachers, education staff, parents of students and the community,
13. Mastery of material, structure, concepts, and scientific mindset that supports the subjects taken
14. Develop professionalism through reflective thinking.

Framework

![Framework](image)

Gambar 1. Kerangka Berpikir

Sumber: Santri (2016), Sidabutar, et.al. (2017)

METHOD

This research was conducted on 30 private teachers of the Pematang Siantar City Family College Foundation. Research design used through surveys. With qualitative and quantitative data, with primary and secondary data sources. Field data collection was carried out by observation, interviews, and questionnaire distribution. Data analysis with mix method with qualitative and quantitative analysis (Sugiyono, 2013).

RESULT AND DISCUSSION

Qualitative Analysis Results

Grouping the respondents' average answer criteria to describe respondents' answers qualitatively using the following table:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Budaya Sekolah</th>
<th>Kepemimpinan Kepala Sekolah, Kinerja Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,21–5,00</td>
<td>Sangat Kuat</td>
<td>Sangat Baik</td>
</tr>
<tr>
<td>3,41–4,20</td>
<td>Kuat</td>
<td>Baik</td>
</tr>
<tr>
<td>2,61–3,40</td>
<td>Cukup Kuat</td>
<td>Cukup Baik</td>
</tr>
<tr>
<td>1,81–2,60</td>
<td>Lemah</td>
<td>Tidak Baik</td>
</tr>
</tbody>
</table>

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Overview of Principal Leadership

The principal's leadership is seen from several aspects such as personality, managerial, entrepreneurial, supervision and social.

**Tabel 2. Distribution of Answers Principal Leadership**

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimensi Variabel</th>
<th>Rata Rata</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kepribadian</td>
<td>3,63</td>
</tr>
<tr>
<td>2</td>
<td>Manajerial</td>
<td>3,64</td>
</tr>
<tr>
<td>3</td>
<td>Kewirausahaan</td>
<td>3,61</td>
</tr>
<tr>
<td>4</td>
<td>Supervisi</td>
<td>3,42</td>
</tr>
<tr>
<td>5</td>
<td>Sosial</td>
<td>3,56</td>
</tr>
<tr>
<td></td>
<td><strong>Rata-rata</strong></td>
<td><strong>3,57</strong></td>
</tr>
</tbody>
</table>

Sumber: pengolahan data (2023)

The average score of the principal leadership variable was 3.57 with good answer criteria. The highest average score was 3.64 on the managerial dimension. While the lowest average value was 3.42 in the supervision dimension.

Overview of School Culture

School culture is seen from several aspects such as greetings, smiles, greetings, polite and manner.

**Tabel 3. Distribution of Answers School Culture**

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimensi Variabel</th>
<th>Rata Rata</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Salam</td>
<td>3,59</td>
</tr>
<tr>
<td>2</td>
<td>Senyum</td>
<td>3,53</td>
</tr>
<tr>
<td>3</td>
<td>Sapa</td>
<td>3,60</td>
</tr>
<tr>
<td>4</td>
<td>Sopan</td>
<td>3,59</td>
</tr>
<tr>
<td>5</td>
<td>Santun</td>
<td>3,62</td>
</tr>
<tr>
<td></td>
<td><strong>Rata-rata</strong></td>
<td><strong>3,59</strong></td>
</tr>
</tbody>
</table>

Sumber: pengolahan data (2023)

The average score of the school culture variable was 3.59 with Strong answer criteria. The highest average score was 3.62 on the polite dimension. While the lowest average value was 3.53 in the smile dimension.

Overview of Teacher Performance

Teacher performance is seen from several aspects such as mastering the characteristics of students, mastering learning theories and educational learning principles, curriculum development, educational learning activities, developing student potential, communication with students, assessment and evaluation, acting in accordance with religious norms, according to national law, social and culture, mature and exemplary personalities, work ethic, high responsibility and a sense of pride in being a teacher, be inclusive, be objective and non-discriminatory, communicate with fellow teachers, education staff, parents of students.
and the community, mastery of material, structure, concepts, and scientific mindsets that support the subjects taken and develop professionalism through reflective thinking actions.

**Tabel 4.**
Distribution of Answers for Teacher Performance

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimensi Variabel</th>
<th>Rata Rata</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menguasai karakteristik peserta didik</td>
<td>3,36</td>
</tr>
<tr>
<td>2</td>
<td>Menguasai teori belajar dan prinsip pembelajaran yang mendidik</td>
<td>3,56</td>
</tr>
<tr>
<td>3</td>
<td>Pengembangan kurikulum</td>
<td>3,41</td>
</tr>
<tr>
<td>4</td>
<td>Kegiatan pembelajaran yang mendidik</td>
<td>3,36</td>
</tr>
<tr>
<td>5</td>
<td>Pengembangan potensi peserta didik</td>
<td>3,59</td>
</tr>
<tr>
<td>6</td>
<td>Komunikasi dengan peserta didik</td>
<td>3,41</td>
</tr>
<tr>
<td>7</td>
<td>Penilaian dan evaluasi</td>
<td>3,42</td>
</tr>
<tr>
<td>8</td>
<td>Bertindak sesuai dengan norma agama, sesuai hukum, sosial dan budaya nasional</td>
<td>3,41</td>
</tr>
<tr>
<td>9</td>
<td>Pribadi yang dewasa dan teladan</td>
<td>3,53</td>
</tr>
<tr>
<td>10</td>
<td>Etos kerja, tanggung jawab yang tinggi dan rasa bangga menjadi guru</td>
<td>3,56</td>
</tr>
<tr>
<td>11</td>
<td>Bersikap inklusif, bersikap objektif dan tidak diskriminatif</td>
<td>3,28</td>
</tr>
<tr>
<td>12</td>
<td>Komunikasi dengan sesama guru, tenaga pendidikan, orang tua peserta didik dan masyarakat</td>
<td>3,56</td>
</tr>
<tr>
<td>13</td>
<td>Penguasaan materi, struktur, konsep, dan pola pikir keilmuan yang mendukung mata pelajaran yang diambil</td>
<td>3,20</td>
</tr>
<tr>
<td>14</td>
<td>Mengembangkan keprofesionalan melalui tindakan berfikir yang reflektif</td>
<td>3,53</td>
</tr>
</tbody>
</table>

| Rata-rata | 3,44 |

Sumber: pengolahan data (2023)

The average score of the teacher performance variable was 3.44 with good answer criteria. The highest average score was 3.59 on the dimension of developing student potential. While the lowest average score of 3.20 on the dimensions of mastery of the material, structure, concepts, and scientific mindset that supports the subjects taken.

**Quantitative Analysis Results**

**Multiple Linear Regression**

To analyze the influence between variables, multiple linear regression analysis with the help of the following SPSS is used:

**Tabel 5.**
Hasil Regresi Linier Berganda

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>5.276</td>
</tr>
<tr>
<td></td>
<td>Kepemimpinan, Kepala, Sekolah</td>
<td>.946</td>
</tr>
<tr>
<td></td>
<td>Budaya Sekolah</td>
<td>1.455</td>
</tr>
</tbody>
</table>

Sumber: pengolahan data (2023)
Based on the table above, the regression model is \( \hat{Y} = 5.276 + 0.946 X_1 + 1.455 X_2 \) meaning that the principal's leadership and school culture have a positive effect on teacher performance.

**Correlation and Coefficient of Determination**

To see the closeness of the relationship between variables and the contribution of independent variables to the ups and downs of dependent variables, it can be seen from the results of correlation analysis and coefficient of determination through the following SPSS program:

**Tabel 6.**
**Hasil Korelasi dan Determinasi**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.855*</td>
<td>0.731</td>
<td>0.711</td>
<td>0.034788</td>
</tr>
</tbody>
</table>

* a. Predictors: (Constant), Budaya.Sekolah, Kepemimpinan.Kepala.Sekolah

Sumber: pengolahan data (2023)

The calculation results obtained \( r = 0.855 \) which means that there is a very strong and positive relationship between the principal's leadership and school culture with teacher performance. Furthermore, the coefficient of determination = 0.731 means that teacher performance of 73.1% is explained by the principal's leadership and school culture, and the remaining 26.9% is explained by other things that are not discussed in this study.

**Hypothesis test**

Test the hypothesis used with the F test and t test to prove the hypothesis proposed earlier.

**Tabel 7**
**Uji F**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7842.379</td>
<td>2</td>
<td>3921.189</td>
<td>36.620</td>
<td>.000*</td>
</tr>
</tbody>
</table>
| Residual | 2891.122 | 27 | 107.079
| Total  | 10733.500      | 29 |              |       |     |

* a. Predictors: (Constant), Budaya.Sekolah, Kepemimpinan.Kepala.Sekolah
* b. Dependent Variable: Kinerja.Guru

Sumber: pengolahan data (2023)

Based on the table above, a significance value of 0.000 < 0.05 is obtained, which means that H0 is rejected, meaning that the principal's leadership and school culture have a positive and significant effect on teacher performance.

**Tabel 8**
**Uji t**

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.284</td>
<td>.771</td>
</tr>
<tr>
<td></td>
<td>Kepemimpinan.Kepala.Sekolah</td>
<td>2.318</td>
<td>.028</td>
</tr>
<tr>
<td></td>
<td>Budaya.Sekolah</td>
<td>3.628</td>
<td>.001</td>
</tr>
</tbody>
</table>

* a. Dependent Variable: Kinerja.Guru

Sumber: pengolahan data (2023)
Based on the table above, a significance value of $0.028 < 0.05$ is obtained, which means that $H_0$ is rejected, meaning that the principal's leadership has a positive and significant effect on teacher performance, and a significance value of $0.001 < 0.05$, which means that $H_0$ is rejected, means that school culture has a positive and significant effect on teacher performance.

**Discussion**

**Principal Leadership**

Based on the results of the questionnaire in the study, it can be concluded that the leadership of the principal at the Pematang Siantar City Family College Foundation Private High School is in the good category with an average score of 3.57. In this case, there are still below-average indicators.

In the supervision dimension with indicators that the principal carries out academic supervision of teachers using appropriate supervision approaches and techniques, this can be optimized by the way the principal carries out academic supervision measures which include pre-observation, observation, analysis of observation results, conducting meetings, and evaluation.

**School Culture**

Based on the results of the questionnaire in the study, it can be concluded that the school culture at the Pematang Siantar City Family College Foundation Private High School is in the strong category with an average score of 3.59. In this case, there are still below-average indicators.

In the dimension of smile culture with indicators of the application of smile culture in the school environment that embodies friendly and greedy behavior, this can be optimized by practicing to always empathize and help others in daily attitudes.

**Teacher Performance**

Based on the results of the recapitulation, respondents' answers related to teacher performance were classified as good with an average score of 3.44. In this case, there are still below-average indicators.

In the dimension of material mastery, structure, concepts, and scientific mindset that supports the subjects taken, this can be optimized by doing good planning and preparation thoroughly and conducting material application exercises with interesting teaching strategies.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The summary of this research is:

1. The leadership of the principal at the Pematang Siantar City Family College Foundation Private High School is in the good category
2. The school culture at the Pematang Siantar City Family College Foundation Private High School is in the strong category
3. Teacher performance at the Pematang Siantar City Family College Foundation Private High School is good category

**Suggestion**

The advice given by the author includes:

1. To improve the principal's leadership variables, the principal should carry out academic supervision measures which include pre-observation, observation, analysis of observation results, conducting meetings, and evaluation.
2. To improve school culture variables, every element in the Pematang Siantar City Family College Foundation Private High School should practice to always empathize and help others in their daily attitudes.

3. To improve teacher performance variables, teachers should do good planning and preparation thoroughly and conduct material application exercises with interesting teaching strategies.

REFERENCE


