



**THE INFLUENCE OF ORGANIZATIONAL CULTURE AND LEADERSHIP
STYLE ON WORKING MOTIVATION THAT HAS AN IMPACT ON
TEACHER PERFORMANCE OF SENIOR HIGH SCHOOL / VOCATIONAL
SCHOOL IN YAYASAN BUDI MURNI JAKARTA, INDONESIA**

Sarton SINAMBELA 

Universitas Mpu Tantular, Indonesia

Sartonsinambela@Yahoo.Com

Lijan Poltak SINAMBELA

Professor, Universitas Mpu Tantular, Indonesia

Lijan2005@Yahoo.Com

Patar LUMBANTOBING

Universitas Mpu Tantular, Indonesia

p_tobing@yahoo.com

Abstract

This research is concern with the issue of how teacher performance can be improved by high schools/vocational schools within the Budi Murni Jakarta Foundation, Indonesia. As for the purpose of this research was focused on knowing and explaining the influence of organizational culture and leadership style on working motivation and its impact on teacher performance. This research was conducted on teacher of vocational high school in the Budi Murni Jakarta Foundation especially in East Jakarta. The method that is used in this research is descriptive and explanatory survey method with population size of 124 teachers. The data analysis method used is SEM (Structural Equation Modeling). The results showed that organizational culture had a positive and significant effect on the working motivation. Leadership style has a positive and significant effect on the working motivation. Organizational culture has a positive and significant effect on the teacher performance. The leadership style has a positive and significant effect on



teacher performance. The working motivation has a positive and significant effect on the teacher performance. As well as organizational culture, leadership style and working motivation simultaneously have a positive and significant effect on teacher performance.

Keywords: Organizational culture, leadership, working motivation, teacher performance

INTRODUCTION

The World Bank Group report (2016) states that the quality of schools in Indonesia is still low and tends to get worse. School expansion did not produce graduates with the needed knowledge and expertise to build a strong society and a competitive economy in the future. Education is a major factor in forming the human personality. Realizing this, the government is very serious in handling education and striving to improve the quality of education, because good education system is a hope to make a qualify generation. It also able to make better changes in life of the nation and state. To fulfill the expectations of education quality and the demands of professionalism, teachers must have adequate qualifications and competencies.

One indicator for a school to be considered as a success is a high average score in National Examination and a maximum graduation rate. Like high school/ vocational school within the Budi Murni Jakarta Foundation, the national exam and graduation scores showed that student achievement has not been optimal. The low average score of the student's national exam can be used as a reference that the teacher's performance within the Budi Murni Jakarta Foundation is still not optimal. Teacher performance is the teacher's perception of teacher work performance related to the quality of work, responsibility, honesty, cooperation and initiative. According to Flippo in Sinambela, (2012: 3) factors that influence employee performance are motivation, job satisfaction, leadership, incentive, organizational culture, work discipline, and employee capability (education and training).

Research conducted by Sinambela, et al. (2007) states that leadership and organizational culture partially and simultaneously has a positive and significant effect on job satisfaction. Partially organizational culture has a dominant influence on job satisfaction. As for employee performance, leadership has no significant effect on employee performance, organizational culture and job satisfaction partially has a positive and significant effect on employee performance, and leadership, organizational culture and job satisfaction simultaneously have a positive and significant effect on employee performance, organizational culture only affects the performance of most people.

THEATRICAL FRAMEWORK

Organizational Culture

Organizational culture is a habit that has lasted a long time and is used and applied in the life of work activities as one of the drivers to improve the quality of work of employees and company managers. Robbins (2002: 247) in Zahra (2016), suggests that organizational culture is a shared perception shared by members of the organization, a system of shared meaning. The dimension of organizational culture are dimension of innovation indicator: member responsibility, dimension of attention to detail with indicator: evaluation of work, dimensions of outcome orientation with indicator achievement of targets, and dimensions of people orientation with indicator: attention to the organization whose indicator is commitment to achieving goals.

Leadership Style

Leadership as a management concept according to Hasibuan (2003) is the way a person leads influences the behavior of his subordinates to work together and work productively to achieve organizational goals. While Thoha (2012), states that good leaders must be able to motivate their employees to work.

In a leadership there is always a leader, that is someone who has charisma to influence others and is trusted by its members because they have the knowledge and skills. The leader has its own unique and distinctive character, that distinguishes himself from other people by having these indicators: able to accommodates the suggestions of the subordinates before making a decision, participates in helping if the subordinates have difficulty doing the task, often hold a discussion so the decisions taken are collective decisions. Also dimensions of achievement orientation with indicators: leaders set challenges and objectives, leaders have expectations of high-quality performance, leaders provide rewards if subordinates achieve a satisfying achievement.

Work Motivation

Motivation is an impulse to do something in order to achieve a certain achievement. The word motivation is often interpreted in the form of verbs to be stimulation, encouragement that cause something to happen, both originating from within and originating from outside a person or environment. According to Muhibin (2008: 136), motivation is an internal state of organisms both human and animal which encourages him to do something. In that sense, motivation means the power supplier (energizer) to behave in a directed manner.

Teacher Performance

Performance is a translation of the word "performance" (job performance). According to Woolf (1979) in Latifah (2016), performance means the execution of action. From this understanding it can be concluded that performance or performance means the act of displaying or carrying out an activity.

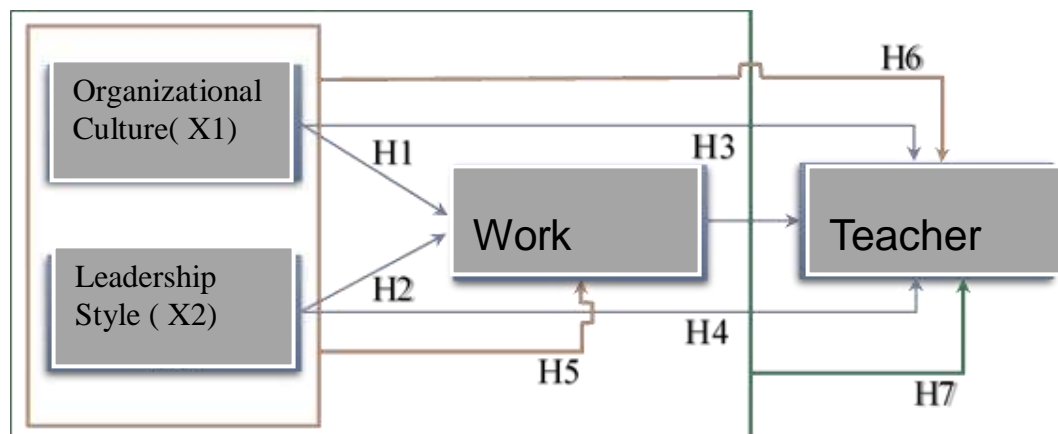
Previous Research

Some empirical studies examine the simultaneous relation between organizational culture, leadership style, work motivation and employee / teacher performance. Some of the studies that have been conducted include: Sinambela (2017), conclude that: the direct variables of principals' leadership, teacher motivation and school organizational culture variables influence teacher job satisfaction and also have a direct effect on performance variables. Principals' leadership, teacher work motivation and organizational culture through job satisfaction affect performance. This shows that teacher job satisfaction in this study is mediating the intervening of principal leadership variables, teacher motivation and organization culture on teacher performance.

Proposed Research Model

This study aims to identify, explore, and explain the character and pattern of the relationship between organizational culture, leadership style, and motivation towards teacher performance. Seeing the relationship between organizational culture and leadership style is mediated by work motivation. The research model is as follows:

Figure 1. Research Model



RESEARCH METHODOLOGY

Research Design

This research is classified as a type of survey research, which is a research conducted on large and small populations, but the data studied is data from samples taken from the population, so that relative events, distribution and relationships between sociological and psychological variables are found (Kerlinger in Riduwan, 2009: 30). In the context of this study, surveys were conducted to look at the conditions and relationships of the variables studied, namely leadership, organizational culture and job satisfaction as independent variables and performance as dependent variables.

Population and Samples

The population of this study are vocational teachers under the Budi Murni Jakarta Foundation, especially in the East Jakarta region based on data from the Foundation and School, amounting to 139 teachers, in the 2018-2019 school year, we can see the following table.

Table 1. Number of Vocational Teacher Teachers under the Budi Murni Jakarta Foundation, East Jakarta region

No.	Name of Vocational School	Male	Female	Total Teachers
1	Budi Murni 1	18	16	34
2	Budi Murni 3	6	18	24
3	Budi Murni 4	15	14	29
4	Multimedia Nusantara	17	13	30
5	Pelayaran Bimasakti	10	12	22
TOTAL		66	73	139

Source: Vocational School at Budi Murni Jakarta Foundation, 2018

The determination of the number of samples is determined based on Siswoyo, (2017: 211), which states that multivariate data analysis research using the *Structural Equation Model* (SEM) method generally uses *Maximum Likelihood estimation* (MLE). In the MLE method, the minimum number of samples in the survey ranged from 100 to 200 respondents. Based on the above conditions, the total population is used as the study sample, which is 139 respondents.

Analysis and Testing the Research Hypothesis

The hypothesis testing of the study was carried out using the Structural Equation Model (SEM) approach. SEM is basically a statistical technique that is used to test a series of relationships

between several variables formed from factor variables or observed variables that are analyzed using the Analysis of Moment Structures (AMOS) program.

FINDINGS

Testing Analysis Requirements in SEM (Structural Equation Model)

Normality Test

Normality tests have been carried out for each latent variable, namely data on organizational culture variables, leadership style, work motivation and teacher performance. Based on the results of the computer process of the AMOS program on the research data for each latent variable, the results of the assessment of normality were obtained.

Goodness of Fit Test of the Overall Model Before Respecification

The goodness of fit test is conducted to find out whether the model obtained is appropriate in describing the relationship between the variables so that it can be identified as a good model. The fitted model test in SEM can be seen based on several model compatibility criteria (see Figure 2).

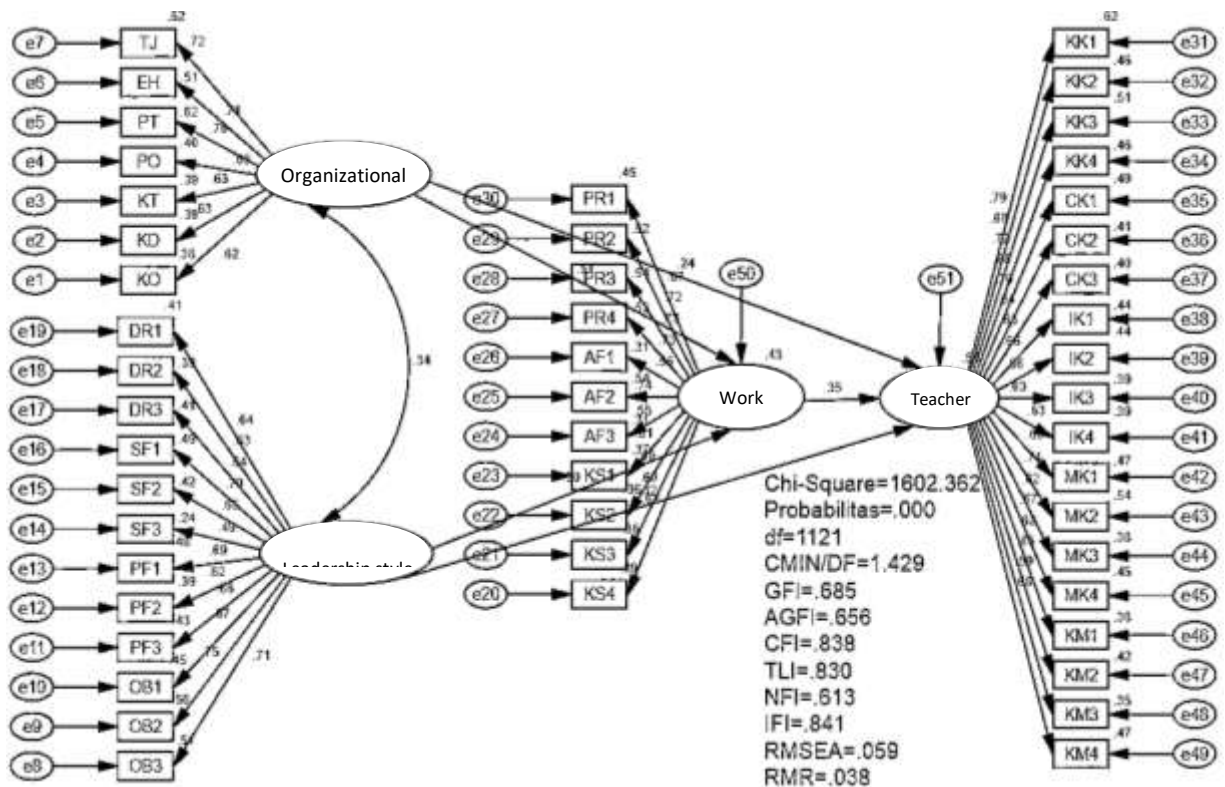


Figure 2. Overall Model Before Respecification

Table 2. Results of Validity and Multivariate Reliability Test in SEM Before Respecification

Variable	Reliability		Conclusion
	CR ≥ 0,70	AVE ≥ 0,50	
Organizational Culture	0,855	0,459	Reliable
Leadership Style	0,901	0,432	Reliable
Work Motivation	0,890	0,426	Reliable
Teacher Performance	0,938	0,446	Reliable

Source: Processed with AMOS

Based on the overall test model before respecification (the initial research model in figure 2) it can be seen that the goodness of fit model test on table 2., it can be seen that the result on most of the goodness of fit model measurements are not good, then in testing the multivariate validity and reliability in SEM, it shown a good reliability (CR> 0.70) but multivariate validity is not good (AVE <0.50).

Compatibility Test for the Entire Model After the Respecification

The model of goodness of fit after being respecified is based on the model that matches the AMOS output, the model specification can be seen in Figure 3.

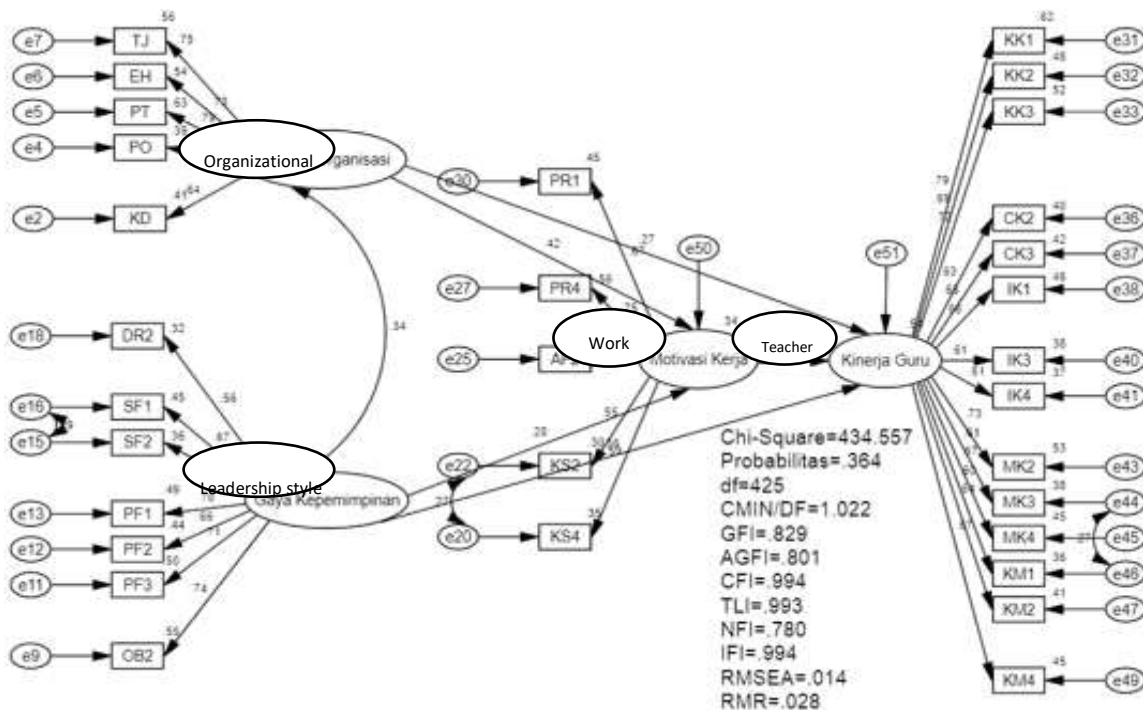


Figure 3. Overall Model After Specifications

Source: Processed with AMOS

Based on figure 3 above after respecification of the model, a goodness of fit test is conducted to determine whether the model specified is appropriate to describe the relationship between the variables so that it can be identified as a good model. The goodness of fit test in structural equation modeling can be seen based on several criteria as presented in table 3.

Table 3. Model Goodness of Fit Test Results After Respecification

Model Accuracy Index	Expected Range	Actual Value	Information
Chi-Square	Small value or acceptable if $p \geq 0,05$	434,557	Chi-Square tabel 74,919
Probability (p)	$\geq 0,05$	0,364	Bad and unacceptable
CMIN/DF	$< 2,00$	1,022	Good
GFI	$\geq 0,90$	0,829	Marginal Fit
AGFI	$\geq 0,90$	0,801	Marginal Fit
CFI	$\geq 0,90$	0,994	Good
TLI	$\geq 0,90$	0,993	Good
RMSEA	$\leq 0,08$	0,014	Good
RMR	$\leq 0,05$	0,028	Good

Source: Processed with AMOS

The result of the goodness of fit model in SEM analysis is:

- The χ^2 (Chi-square) value for the model studied were obtained at 434,557 with a probability value (p) of 0.364. Judging from the p value greater than 0.05 ($p > 0.05$), it can be said that the χ^2 test is significant.
- The RMSEA (Root Mean Square Error of Approximation) value for the model studied amounted to 0.014, the model obtained satisfies the criteria in which the expected RMSEA value is ≤ 0.08 .
- The GFI (Goodness of Fit Index) value for the model studied is 0.829. Because the GFI value is at a marginal value or close to the recommended value, the model is still quite fit and feasible to use.

The two structural equations produced by the model fit (Model After Respecification) can be formed from AMOS 20 output on the Standardized Regression Weight: (Group number 1- Default model) above, namely:

Structural Equation 1:

$$\text{Work Motivation} = 0,424 * \text{organizational culture} + 0.284 * \text{Leadership Style} + 0,194$$

Structural Equation 2:

Teacher Performance = 0,274* organizational culture + 0,364* Leadership Style + 0,295* work motivation + 0,111

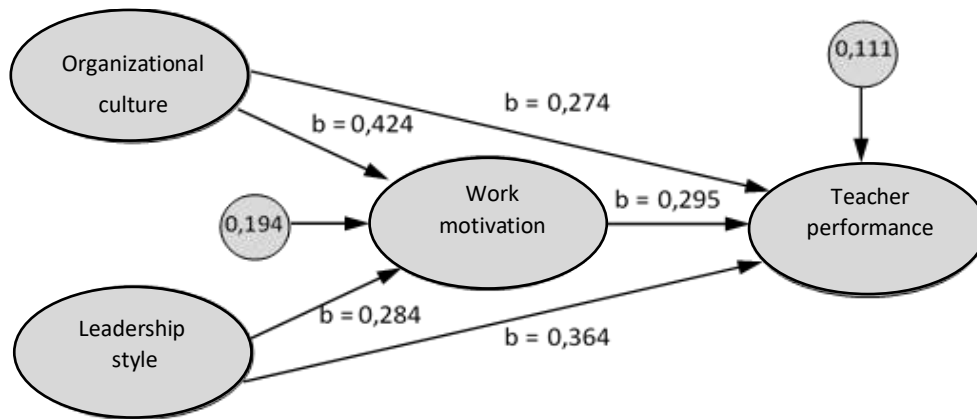


Figure 4. Model Regression Coefficient After Specifics

After respecification of the model, it is necessary to test the validity again using Confirmatory Factor Analysis (CFA), and each item in question must have a loading factor of ≥ 0.50 after the model is respecified.

Testing the Research Hypotheses

Based on the calculation of the regression coefficient which can be seen in appendix 7, an output table can be made as presented in the following table:

Table 5. *Standardized Indirect Effects (Group number 1 - Default model)*

	Leadership Style	Work Motivation	Teacher Performance
Work Motivation	.000	.000	.000
Teacher Performance	.084	.125	.000

DISCUSSION OF RESEARCH RESULTS

Based to the hypothesis testing performed, the results of this study are as follows:

Effect of Organizational Culture on Work Motivation

Hypothesis testing shows that the hypothesis 1 is accepted which means that organizational culture has a positive and significant effect on work motivation. This is evidenced by the CR value (3,364) greater than 2,000 and Probability (0,000) less than 0.05. The positive influence of the two variables shows that the better the organizational culture, the more motivation the teacher works.

Effect of Leadership Style on Work Motivation

Hypothesis testing shows that the hypothesis 2 is accepted meaning that the leadership style has a positive and significant effect on work motivation. This is evidenced by the value of CR (2,551) greater than 2,000 and Probability (0,011) smaller than 0.05. The results of this study are in accordance with Sampurno and Wibowo (2015) which shows that there is a direct influence of the principal's leadership on work motivation (33.4%). That percentage is higher when compared to this study which work motivation influenced by 16.89% by leadership style.

Effect of Organizational Culture on Teacher Performance

Hypothesis testing shows that the hypothesis 3 is accepted which means that organizational culture has a positive and significant effect on teacher performance. This is evidenced by the value of CR (2,681) greater than 2,000 and Probability (0,007) smaller than 0.05. The research conducted by Suleman and Ruliaty (2016) shows that there is an influence between school culture on teacher performance at SMK Negeri 1 Jeneponto with a value of t-stat of 3.086 and significance level of $0.003 < 0.050$. In addition, Handayani and Rasyid (2015) also shows that there is a significant influence between school organizational culture on teacher performance ($p < 0.05$) and contributes to the R^2 value of 11.7% .

Effect of Leadership Style on Teacher Performance

Hypothesis testing shows that hypothesis 4 is accepted which means that the leadership style has a positive and significant effect on teacher performance. This is evidenced by the value of CR (3,766) greater than 2,000 and Probability (0,000) smaller than 0.05. Besides that, it is in accordance with Sampurno and Wibowo (2015) which shows that there is a direct effect of school principals' leadership on teacher performance with a value of $0.007 < 0.05$ and a direct influence by 42.9%. That percentage is higher when compared to this study that shows teacher performance is influenced by 22.85% by leadership style.

Effect of Work Motivation on Teacher Performance

Hypothesis testing shows that the hypothesis 5 is accepted which means that work motivation has a positive and significant effect on teacher performance. This is evidenced by the CR value (2.643) greater than 2,000 and Probability (0.008) smaller than 0.05. This research is in accordance with Handayani and Rasyid (2015) which shows that there is a significant influence on teacher work motivation on teacher performance ($p < 0.05$), and contributes to the R2 value of 20.2 %.

Effect of Organizational Culture and Simultaneous Leadership Style on Work Motivation

Hypothesis testing shows that the hypothesis 6 is accepted which means that organizational culture and leadership style simultaneously have a positive and significant effect on work motivation as indicated by the calculated F stat (50,306) is greater than F table (3,071). In addition, 45.4% of work motivation variables are influenced by leadership style and organizational culture, while 54.6% are influenced by other factors outside this study.

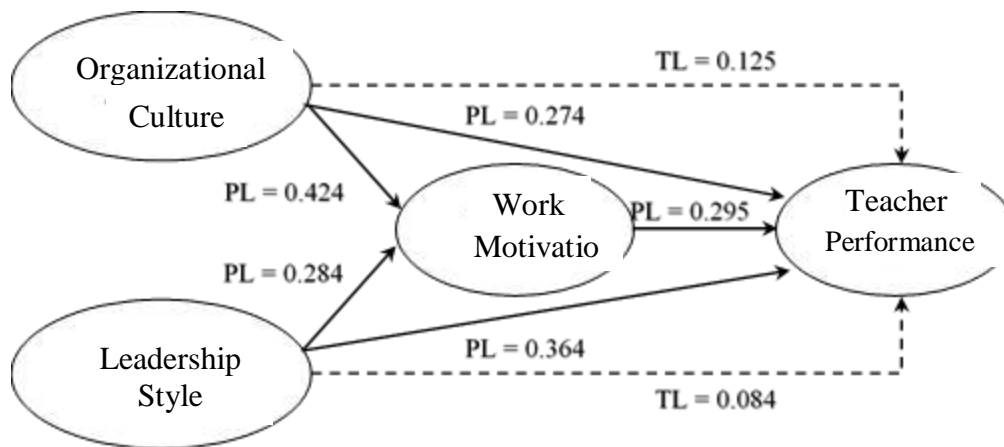
Effect of Organizational Culture, Simultaneous Leadership Style and Work Motivation on Teacher Performance

Hypothesis testing shows that the accepted hypothesis H7 means that organizational culture, leadership style and work motivation simultaneously have a positive and significant effect on teacher performance as indicated by the calculated F stat (46,768) greater than F table (2,680). In addition 53.9% of teacher performance variables are influenced by organizational culture, leadership style, and work motivation, while 46.1% are affected by other factors not outside the study.

The results of this study are supported by Sinambela (2017) which shows that the school principal leadership, teacher motivation and school organizational culture have a direct effect on teacher performance with a contribution of 30.32%. This value is still low when compared to this study where 53.9% of teacher performance are influenced by organizational culture, leadership style, and work motivation.

Table 6. Total Effects

Standardized Total Effects (Group number 1 - Default model)				
	Leadership Style	Organizational Culture	Work Motivation	Teacher Performance
Work Motivation	0.284	0.424	0	0
Teacher Performance	0.448	0.399	0.295	0



PL = direct effect, with full line

TL = indirect effect, with dot line

Figure 5. Direct Effects, Indirect Effects

Based on the calculation results in Table 6 and Figure 5 above, the influence of organizational culture and leadership style on work motivation can be concluded that organizational culture has a greater direct influence on work motivation (amounting to 0.424) than the direct influence of leadership style (amounting to 0.284). The direct influence of organizational culture, leadership style and work motivation on teacher performance can be concluded that the leadership style has the greatest influence on teacher performance (amounting to 0.364), rather than the direct effect of work motivation (amounting to 0.295) or organizational culture (amounting to 0.274).

CONCLUSIONS

1. Organizational culture has a positive and significant influence on the work motivation of High School / Vocational School teachers within the Budi Murni Jakarta Foundation.
2. The leadership style has a positive and significant influence on the work motivation of High School / Vocational School teachers within the Budi Murni Jakarta Foundation.
3. Organizational culture has a positive and significant influence on the performance of High School/Vocational School teachers within the Budi Murni Jakarta Foundation.
4. The leadership style has a positive and significant influence on the performance of High School / Vocational School teachers in the Budi Murni Jakarta Foundation.
5. Work motivation has a positive and significant influence on the performance of High School / Vocational School teachers within the Budi Murni Jakarta Foundation.
6. Organizational culture and leadership style have a positive and significant influence on the work motivation of High School / Vocational School teachers within the Budi Murni Jakarta Foundation

7. Organizational culture, leadership style and work motivation have a positive and significant influence on the performance of High School / Vocational School teachers within the Budi Murni Jakarta Foundation.

Managerial Implications

The results of the study show that the Coefficient Regression of organizational culture is the most dominant positive factor that affect work motivation and teacher performance. Organizational culture and leadership style have a significant influence on work motivation and teacher performance, both simultaneously and partially. This study shows that these variables need to be considered and also continue to experience increased performance for the progress of the school.

Suggestions

The suggestions that can be submitted are as follows:

1. To give more opportunity for members on the organization to participate in running the organization using the fully-given power.
2. To increase the principals' ability to direct and guide the teachers in completing their tasks timely.
3. To increase the enthusiasm of the teacher to hold control of the situation in carrying out tasks or work.
4. To increase the support of the principal to the teachers so that they can be motivated and create a good working atmosphere.
5. To increase the teacher initiatives to improve school administration to be better and more effective.
6. To improve the ability of teachers to give an objective assessment for the learning outcomes.
7. To increase the teachers' attention for school management, so it can improve the motivation to work and teacher performance.
8. Continue to make efforts to improve the ability of the members of the organization so that they can carry out tasks and jobs as expected.
9. To explore this topic more broadly by adding other variables for further researchers so that the research can be more useful.

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