

The Effect of Leadership Style, Organizational Culture and Motivation on Teacher Performance (Case Study at the Tanwirul Qulub Islamic Education Foundation)

Mohammad Adam Husein¹ Syaiful Anwar² Galih Dwi Nugraha³

Sekolah Tinggi Ilmu Ekonomi Dewantara, Bogor Regency, West Java Province, Indonesia

Email: m.4dam.h@gmail.com¹ syaifulanwar101@yahoo.com² galihjudit@gmail.com³

Abstract

The purpose of this research is to analyze the effect of leadership style on teacher performance at YPI TQ. To analyze the effect of organizational culture on teacher performance at YPI TQ. To analyze the effect of motivation on teacher performance at YPI TQ. To analyze the effect of leadership style, organizational culture and motivation on teacher performance at YPI TQ. The research method used is quantitative. The population in this study are all elements in YPI TQ, from students, teachers, principals and stakeholders. The results showed that the effect of leadership style on teacher performance at YPI TQ was significant.

Keywords: Leadership Style, Organizational Culture, Motivation, Teacher Performance



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION

In this era of globalization, competition is getting tighter in all fields, including in the field of education. In order to survive and compete in this competition, reliable human resources are needed to be able to compete and not be left behind by the changing times. Education also plays a major role in increasing human resources. One of the steps in the development of a nation and state is through education.

In article 3 of law no. 20 of 2003 concerning the National Education System, states that national education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have good morals noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Hanif Manaf Muhajir (2016, p: 10) states that the success of an organization depends on the strength and weakness of organizational culture, because the performance of members and organizational performance and how the sense of belonging of members to the organization cannot be well understood except by understanding the organizational culture where someone is and is part of it.

One of the main elements in an organization is the role of the leader in carrying out leadership duties and responsibilities. Abdullah Syukri Zarkasyi (2005, p: 17) states that the role of the leader in directing, guiding and fostering its members is the key to success in creating quality educational institutions. The main task of a leader is to organize, develop and live the total governance of educational institutions. A leader must master the problem totally, whether it concerns values, systems, materials or educational programs. Regulating and managing an educational institution is not simple, not just managing teaching and learning activities in the classroom but also regarding the management of activities outside the classroom as a whole.

The Tanwirul Qulub Islamic Education Foundation (YPI TQ) is an educational institution with a long history, established on April 20, 1977. This foundation has experienced the ups and downs of an educational institution and various problems both internal and external, but until now YPI TQ is still struggling in improving the quality of education. YPI TQ has 4 units at the educational level, namely, TK, MI, MTs, SD and SMP. This indicates the seriousness of this foundation in developing education in Indonesia.

In recent years the performance of teachers at YPI TQ has decreased, marked by the average grades at YPI TQ experiencing an inconsistent situation, giving rise to an allegation that there are some problems that occur in teaching and learning activities or management at this foundation. YPI TQ is an educational institution that has not been optimal in educating its students and in managing its organization, especially in the academic field. As the author's observation and according to the explanation above, the writer is interested in conducting research and further studying this theme and as outlined in the form of a thesis with the title: "The Influence of Leadership Style, Organizational Culture and Motivation on Achievement (Case Study at YPI TQ Cibinong Bogor - West Java)".

The purpose of this study is: To analyze the effect of leadership style on teacher performance at YPI TQ. To analyze the effect of organizational culture on teacher performance at YPI TQ. To analyze the effect of motivation on teacher performance at YPI TQ. To analyze the effect of leadership style, organizational culture and motivation on teacher performance at YPI TQ.

RESEARCH METHODS

Hypothesis

In this study the hypothesis developed is:

1. Hypothesis 1: Ho: There is no partial influence between the leadership style variables on teacher performance. Ha: There is a simultaneous influence between the leadership style variables on teacher performance.
2. Hypothesis 2: Ho: There is no partial influence between organizational culture variables on teacher performance. Ha: There is a simultaneous influence between organizational culture variables on teacher performance.
3. Hypothesis 3: Ho: There is no partial effect between motivational variables on teacher performance. Ha: There is a simultaneous influence between motivational variables on teacher performance.
4. Hypothesis 4: Ho: There is no partial influence between the variables of leadership style, organizational culture and motivation on teacher performance. Ha: There is a simultaneous influence between the variables of leadership style, organizational culture and motivation on teacher performance.

Population and Sampling

Population is the subject of research. The population can be in the form of groups or groups whose members are people. (Suharsimi Arikunto, 2010, p.173). The population in this study are all elements in YPI TQ, from students, teachers, principals and stakeholders. The questionnaire was not distributed to all elements of the foundation, but only samples were taken. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010, p. 62). One method that can be used to determine sample size is the Slovin formula:

$$n = \frac{N}{Nd^2 + 1}$$

Information:

n = Number of samples

N = Population size

d = accuracy limit (inaccuracy due to sampling error). If the accuracy limit is 5%, it means that this sample has 95% accuracy to describe the population.

Based on the calculation of the Slovin formula, the sample size used is:

$$n = \frac{415}{(415 \times (0,05)^2) + 1}$$

$$n = \frac{415}{(415 \times 0,0025) + 1}$$

$$n = \frac{415}{1,0375 + 1}$$

$$n = \frac{415}{2,0375}$$

$$n = 203,6$$

From the calculation results, the required minimum sample is 203 people.

Variable Measurement

According to Sugiyono, the sampling technique used in this research is a proportional random sampling technique, namely a sampling technique in which all members have the same opportunity to be sampled, according to the proportion of the large or small population. While the instrument used is the Likert scale. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. (Sugiyono, 2009, p.168). In general, this scale has 5 categories from "strongly agree" to "strongly disagree".

Data Analysis Technique

The data technique used to determine the percentage of gaps and determine the causes of gaps is carried out using data analysis as follows:

1. Quantitative Data Analysis. This research is a type of discrepancy evaluation research, which means gaps, so the analysis used is the discrepancy analysis model developed by Malcolm Provous. This research is a model that emphasizes the view that there are gaps in program implementation. The program evaluation carried out by the evaluator measures the magnitude of the gaps that exist in each component.
2. Qualitative Data Analysis. In conducting qualitative data analysis, it aims at extracting meaning, describing, explaining, and placing data in their respective contexts. The collected data will be analyzed using the LISREL 8.8 program's multivariate Structural Equation Model (SEM) technique. According to Bagozzi and Fornell (1982) SEM is the second generation of multivariate analysis techniques (Ghozali and Fuad, 2005, p.3).

RESEARCH RESULTS AND DISCUSSION

Classic Assumption Test

It is important to test the classical assumptions in order to obtain valid and reliable parameters for the regression model used. The classic test consists of a regression normality test, multicollinearity test, autocorrelation test and heteroscedasticity test.

Autocorrelation Test

The purpose of holding the autocorrelation test is to find out in the linear regression model there is a correlation of errors interfering with this analysis using the Durbin Watson method. The test results can be seen as follows:

Table 1. Autocorrelation Test
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.829 ^a	.687	.682	3.32738	.687	145.702	3	199	.000	2.082

a. Predictors: (Constant), Motivasi, Budaya Organisasi, Kepemimpinan

b. Dependent Variable: Prstasi

Based on the table above, it can be explained that each variable in this study has no autocorrelation and is feasible for further testing. From the analysis above, the DW test result is 2.082, which indicates that there is no autocorrelation.

Multicollinearity Test

According to Imam Ghozali (2009) states that the multicollinearity test aims to test whether the regression model found a correlation between independent variables, to detect the presence or absence of multicollinearity in this study is to look at VIF (Variance Inflation Factor). If $VIF > 10$ then there is multicollinearity. If $VIF < 10$ then there is no multicollinearity. With the results of data processing as follows:

Table 2. Multicollinearity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)	-2.833			4.494		-.631	.529	
	Kepemimpinan	.282	.076	.279	3.709	.000	.730	.254	.147	.278	3.596
	Budaya Organisasi	.443	.046	.547	9.640	.000	.793	.564	.382	.489	2.046
	Motivasi	.082	.072	.078	1.142	.255	.645	.081	.045	.341	2.932

a. Dependent Variable: Prstasi

Based on the table above, it can be concluded that the multiple regression used has no multicollinearity problem because the VIF value < 10 .

Hypothesis test

Correlation Coefficient Test

To answer the hypothesis in this study is by looking at the product moment correlation value (r). The meaning of the strength of the relationship can be seen in the following table:

Table 3. Relationship Level Strength

Coefficient	Relationship Strength
0,00	No connection
0,01-0,09	Relationships are meaningless
0,100,29	Weak relationship
0,30-49	Moderate relationship
0,50-0,69	Strong relationship
0,70-0,89	Relationships are very strong

>0,90	The relationship is close to perfection
-------	---

After testing the analysis requirements through the normality test, and homogeneity, the calculations based on the SPSS results are obtained as follows:

Table 4. Correlation Coefficient Test Correlations

		Prstasi	Kepemimpinan	Budaya Organisasi	Motivasi
Pearson Correlation	Prstasi	1.000	.730	.793	.645
	Kepemimpinan	.730	1.000	.710	.808
	Budaya Organisasi	.793	.710	1.000	.625
	Motivasi	.645	.808	.625	1.000
Sig. (1-tailed)	Prstasi	.	.000	.000	.000
	Kepemimpinan	.000	.	.000	.000
	Budaya Organisasi	.000	.000	.	.000
	Motivasi	.000	.000	.000	.
N	Prstasi	203	203	203	203
	Kepemimpinan	203	203	203	203
	Budaya Organisasi	203	203	203	203
	Motivasi	203	203	203	203

Then the regression together is as follows:

Table 5.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.829 ^a	.687	.682	3.32738	.687	145.702	3	199	.000	2.082

a. Predictors: (Constant), Motivasi, Budaya Organisasi, Kepemimpinan

b. Dependent Variable: Prstasi

Based on the results of the multiple correlation analysis above, an R of 0.829 is obtained because the multiple correlation value is between 0.70 – 0.89, so it can be concluded that there is a very strong influence between leadership, organizational culture and motivation on teacher performance.

Regression Coefficient Test

The regression coefficient is expressed in the form of a regression equation while multiple regression is used to determine whether there is a significant influence between the independent and dependent variables. Regression results can be seen as follows:

Table 6. Regression Coefficient Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)	-2.833			4.494		-.631	.529	
	Kepemimpinan	.282	.076	.279	3.709	.000	.730	.254	.147	.278	3.596
	Budaya Organisasi	.443	.046	.547	9.640	.000	.793	.564	.382	.489	2.046
	Motivasi	.082	.072	.078	1.142	.255	.645	.081	.045	.341	2.932

a. Dependent Variable: Prstasi

The influence of leadership (X1), organizational culture (X2) and motivation (X3) together with teacher performance (Y) using the product moment correlation technique obtained a correlation coefficient $r_{y.2} = 0.829$. Thus H0 is rejected and H1 is accepted, meaning that there is a very significant influence on Leadership (X1) Organizational Culture (X2) and Motivation (X3) together with teacher performance (Y). regression analysis $\hat{Y} = -2.833 + 0.282X1 + 0.443 X2.+ 0.082X3$ It means that the regression equation is significant thus the variables Leadership (X1), Organizational Culture (X2) and Motivation (X3) can be used to influence teacher performance (Y). For more details in detail about the influence of each variable can be seen in the following figure:

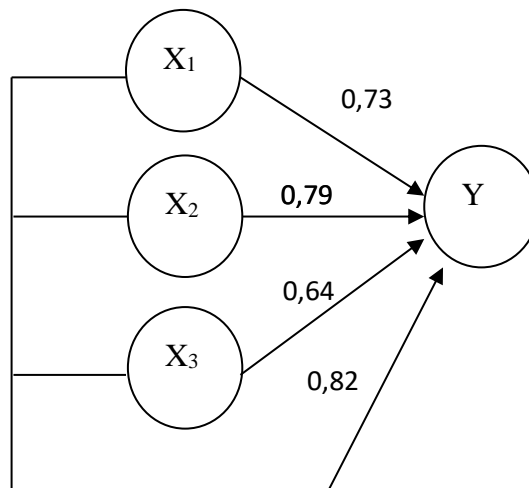


Figure 1.

Based on the picture above, it can be seen that the influence of the research variables above is very significant, which means that the research hypothesis stated includes:

1. There is an influence of leadership on teacher performance at YPI TQ accepted
2. The influence of organizational culture on teacher performance at YPI TQ is accepted
3. There is an influence of motivation on teacher performance at YPI TQ accepted
4. The influence of leadership, organizational culture, and motivation on teacher performance at YPI TQ is accepted.

SEM analysis

Based on the picture above it can be explained that:

1. Factors that influence leadership include ability, personality, experience, intellect and learning environment which are sub-variables that can influence leadership. The most dominant factor influencing leadership is the personality factor of 0.779.
2. Factors that influence Organizational Culture include Professionalism, Barriers to management, trust in colleagues, order and hostility which are sub-variables that can affect Organizational Culture. The most dominant factor influencing Organizational Culture is the barrier factor with management of 0.669.
3. Factors that affect motivation include attention, connectedness, satisfaction, allowances and trust which are sub-variables that can affect motivation. The most dominant factor influencing motivation is the satisfaction factor of 0.884.
4. The factors that affect teacher performance include psychological, social, physical and financial which are sub-variables that can affect teacher performance. The most dominant factor affecting teacher performance is the need for power factor of 0.838.

CONCLUSION

The influence of leadership style on teacher performance at YPI TQ is significant. This is in accordance with the author's observation, that with the lack of supervision and guidance from the Leaders regarding Teaching and Learning Activities (KBM), the performance of teachers in recent years has not progressed. The influence of organizational culture on teacher performance at YPI TQ is significant. This is in line with field conditions, in that a lack of sense of upholding discipline will result in a lack of responsibility to achieve more. The effect of teacher motivation on YPI TQ is significant. This is in accordance with the author's observation, that with a lack of motivation, enthusiasm and fighting power in work is reduced. The influence of leadership style, organizational culture and motivation on teacher performance at YPI TQ is significant. This was confirmed by the researchers' observations that the lack of supervision and guidance from the Leaders regarding Teaching and Learning Activities (KBM), the lack of a sense of upholding discipline and the lack of motivation had an impact on slowing down the development of performance in recent years.

After conducting research at YPI TQ, to improve teacher performance, the authors provide several suggestions, as follows: Strive for direct supervision and evaluation from the leadership or director of education on Teaching and Learning Activities (KBM), if there are irregularities, they can be followed up immediately. Attempts are made to have *miliu uswatun hasanah* and *fastabiqul khairaat* within the foundation. It strives for non-academic education and training such as seminars, study tours, etc. to motivate achievement.

There are differences in the vision and mission of several individual YPI TQ teachers, so that it can hinder the development of education at YPI TQ, it is necessary to have special guidance and associations to discuss and equalize perceptions in the vision and mission of each individual teacher in advancing and developing YPI TQ. Not yet maximizing existing educational media such as Lab. Science and Labs. Computers in increasing motivation in learning, it is necessary to supervise and control the person in charge of the Lab. Science and Labs. Computer in order to maximize it.

BIBLIOGRAPHY

- Arep, Ishak dan Hendri Tanjung, 2003. *Manajemen Motivasi*, Jakarta: PT Gramedia Widiasarana Indonesia.
- Arifin, Zainal, 2012. *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya
- Arikunto, Suharsimi, 2010. *Manajemen Penelitian*, Jakarta: PT. Rienika Cipta.
- AS, Ahmad Tajudin, 2017. *Pedoman Pekan Ta'aruf dan Orientasi*, Cibinong Bogor: Arah Press.
- Choir, Abu, 2004. *Telaah Konsep Kepemimpinan Islam dalam Manajemen Pendidikan Islam*, STAIN Surakarta, *Jurnal At-Tarbawi* vol.1
- Falakh, Mukhammad Shobakhul, 2016. *Pengaruh Kedisiplinan dan Motivasi Belajar terhadap Tingkat Prestasi Belajar Mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang*, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Ghozali, Imam dan Fuad, 2005. *Structural Equation Modelling Teori, Konsep & Aplikasi dengan Program Lisre 8.54*, Badan Penerbit Universitas Diponegoro, Semarang.
- Haedari, Amin dan Ishom El-Saha, 2006. *Peningkatan Mutu Terpadu Pesantren dan Madrasah Diniyah*, Diva Pustaka.
- Hamdi, Asep Saepul dan E. Bahruddin, 2014. *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*, Yogyakarta: Daepublish.
- Hartono, Budi, 2016. Tesis dengan judul "Hubungan Antara Metode Mengajar Guru dan Perilaku Keagamaan Siswa dengan Prestasi Belajar Fikih Siswa kelas VIII MTs Negeri Cawas Klaten Tahun Pelajaran 2015-2016", IAIN Surakarta.

- Hasibuan, Malayu S.P, 2002. Manajemen Sumber Daya Manusia, Jakarta: Bumi Aksara.
- Ig. Wursano, 2003. Dasar-dasar Ilmu Organisasi, Yogyakarta: Andi.
- Muhajir, Hafidz Manaf, 2016. Tesis dengan judul “Pengaruh Kepemimpinan Transformasional, Budaya Organisasi dan Teamwork terhadap Kinerja Organisasi Pondok Pesantren Modern di Kabupaten Ponorogo”, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Purwanto, Arief, 2013. Jurnal dengan judul “Variabel Anteseden Budaya Organisasi dan Pengaruh Strategi Bisnis terhadap Kinerja Organisasi: Pendekatan Konseo”, Jurnal Akuntansi Aktual. Vol.2(1)
- Purwanto, M. Ngalim, 2006. Administrasi dan Supervisi Pendidikan, Bandung: PT. Remaja Rosda Karya.
- Rivai, Veithzal dan Deddy Mulyadi, 2009. Kepemimpinan dan Perilaku Organisasi, Jakarta: PT RajaGrafindo Persada.
- Robbins, Stephen P dan Mary Coulter, 2010. Manajemen Edisi Kesepuluh Jilid 1, Jakarta: Erlangga.
- Robbins, Stephen P, 2001. Organizational Behavior. New Jersey: Pearson Education International.
- Sadirman, 2005. Interaksi dan Motivasi Belajar Mengajar. Jakarta: Rajawali Press
- Siagian, Sondang P, 2004. Teori Motivasi dan Aplikasinya. Jakarta: PT Rineka Cipta
- Siwi, Retno Palupi Yonni, 2011. Tesis dengan judul “Pengaruh Persepsi Tentang Lingkungan Belajar, Motivasi dan Persepsi tentang Kepemimpinan Institut terhadap Prestasi Belajar Mahasiswa D III Kebidanan STIKES Nurul Jadid Probolinggo dibandingkan dengan AKBID Mamba’ul Ulum Surakarta”, Universitas Sebelas Maret, Surakarta.
- Sugiyono, 2009. Metode Penelitian Pendidikan. Bandung: Alfabeta.
- Sugiyono, 2014. Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R 7 D. Bandung: Alfabeta.
- Wibowo, 2010. Budaya Organisasi, Jakarta: Rajawali Pers.
- Widodo, Suparno Eko, 2015. Pengembangan Manajemen Sumber Daya Manusia, Yogyakarta: Pustaka Pelajar.
- Wijanto, Setyo Hari, 2008. Structural Equation Modelling dengan LISREL 8.8: Konsep dan Tutorial, Cet.1, Yogyakarta: Graha Ilmu.
- Winardi, J, 2009. Teori Organisasi & Keorganisasian, Jakarta: Rajawali Press.
- Winardi, J, 2011. Motivasi dan Pemasukan dalam Manajemen, Jakarta: Rajawali Pers.
- Wirawan, 2007. Budaya dan Iklim Organisasi, Jakarta: Penerbit Salemba Empat.
- Yukl, Gary, 2007. Kepemimpinan Dalam Organisasi, Jakarta: PT INDEKS.
- Zarkasyi, Abdullah Syukri, 2005. Manajemen Pesantren, Ponorogo: Trimurti Press