

The Relationships Between School Principals' Suitability and School Culture in Relation to Teacher Performance

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ABSTRACT

This study employed quantitative research that is descriptive-analytic, quantitative in the sense that this study conducted statistical tests to measure how much the relationship or strength of the relationship between the variables studied. The results of the study are as follows: 1). Relationship between Principal Competence and Teacher Performance Improvement, where the t value of 2.224 with Sig. (p = 0.033) <0.05. 2). The relationship between school culture and teacher performance improvement, where t value is 2.642 with Sig. (p = 0.014) <0.05. 3). The Sig also shows it. F (p = 0,000) or p <0.05. Based on these results, it is concluded that there is a positive relationship between principal competence and school culture and teacher performance improvement.

Keywords: *Principal Competence, School Culture, Teacher Performance*

1. INTRODUCTION

In carrying out various tasks and jobs, teachers often do different interactions in their work environment, either with students or fellow professionals (Range, 2012). Teachers' obligations and roles will be increasingly complex, with the development in the field of science and technology are pretty rapid today. Therefore, teachers must continually develop and improve their skills to properly carry out their teaching duties (Abdullah, 2019). Competence is the knowledge, expertise and ability that a person has/achieves that is a part of him to carry out the appearance of specific cognitions, affections, and psychomotor behaviors (Ayundasari, 2017).

2. LITERATURE REVIEW

Teacher Performance

Performance is a universal concept that is the organization's operational efficiency, part of the organization, and its employees based on predetermined standards and criteria (Hendrawijaya & Indrianti, 2020). Performance is a fundamental behavior that everyone displays

as a work achievement generated by employees under their company's role (Fardah, 2012). Employee performance is crucial in the company's efforts to achieve its goals (Aziizah, 2018).

Teacher performance has certain specifications (Syamsyuddin, 2020). It can be seen and measured based on the specifications or competency criteria that must be owned by each teacher (Suriansyah, 2014). A form of teacher behavior that describes its performance is a teacher's activity in the learning process, namely how a teacher plans learning, carrying out teaching activities, and assess learning outcomes (Winaryo, 2016). Conceptually and generally, the performance of teachers achieves the task of competency aspects, namely professional competence, social competence, and personal competence (Kartini & Fitria, 2020)

Factors Affecting Teacher Performance

The factors that influence performance into 3 (three) groups, namely individual competence, organizational support, and management support. According to Mc Ashan, "*Competency is*

acknowledged, skills, and abilities or capabilities that a person achieves, which becomes part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors" (Kristiawan & Lestari, 2017). Competence could be described as a behavior or behavior that represents a good performance from a work context. (Komar, 2020). Education leaders/principals have three leading roles: the key to shaping school culture, leaders, and curriculum makers (Kusumaningtyas & Setyawati, 2015). Duties and Responsibilities of the Principal (Eger, 2020).

School Culture

Culture is not only because it is agreed and embraced, but because it has strength, it is not easily changed (Mangkunegara & Prabu, 2004). Organizational culture can influence the organization's overall activities and direct each member of its behavior towards the achievement. Corporate culture contains a combination of values, beliefs, traditions, assumptions, perceptions, norms, peculiarities, and patterns of behavior. Managerial culture functions among others as an identity giver, an adhesive of commitment, improvement of social system stability and behavioral influence (Lewis & King,

2016). School culture is a relatively decisive and consistently predictive factor among the many factors influencing how teachers are happy with their jobs (Kristiawan, 2019). School culture is a unique asset and is not the same as one school (Muniarti & Zebua, 2016).

3. METHODS

This research is correlational research using quantitative methods and data collection techniques using questionnaires. This research was conducted in the even semester of 2019/2020 at SD Kasih Immanuel North Jakarta from July 2019 to December 2019. The population in this study was 30 teachers at SD Kasih Immanuel. In the concept of population, know two types: the idea of the target population and the affordable population. The target population is the comprehensive human resources (Teachers, TU staff, security guards) at SD Kasih Immanuel. The reasonable population is the entirety of SD Kasih Immanuel Teachers in the 2019/2020 school year. While the samples studied are all the works in SD Kasih Immanuel and the proportional random sampling method used in this research.

4. RESULTS AND DISCUSSION

Table 1
Multiple Linear Regression Analysis Results Table

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	25.417	11.763		2.161	.040
	Competition Headmaster	.369	.164	.389	2.242	.033
	School Culture	.401	.152	.458	2.642	.014

Hypothesis Test

Obtained t value of 2,242 with Sig value. (p=0.033) < 0.05, so it can be concluded that Ho was rejected. This means that in part, the Principal Competency variable (X1) has a significantly positive effect on Teacher Work

(Y). Thus, the first hypothesis proposed earlier is acceptable.

Decision-making done using two ways: First, the F-test (F-test) test can be done by comparing F count with Ftable. The test criteria are if Fcalculate > F table then Ho is rejected and Ha is accepted, while if Fcalculates < F table then Ho is accepted and Ha is rejected. Second, using a value of significance,

Table 2
Simultaneous Test Result (Test F)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2474.139	2	1237.070	21.972	.000 ^a
	Residual	1520.161	27	56.302		
	Total	3994.300	29			

- a. Predictors: (Constant), School Culture, Principal Competence
- b. Dependent Variable: Teacher's Work

From the results of the analysis in Table 2 above, it can seem that the value of probability (Sig.) =0.000 (p=0.000) or p<0.05, so it can be concluded that Ho (Principal Competency Variable and School Culture simultaneously does not affect Teacher's Work) rejected. This means that the principal's competence variables and school culture jointly affect the teacher's

work(Y). Thus, the third hypothesis proposed earlier is acceptable.

Coefficient of Determination

The result of the calculation of the coefficient of judgment can be presented in Table 3:

Table 3
Coefficient's Value

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.787 ^a	.619	.591	7.50348

The calculation of Table 6 indicates that the value of R2 is obtained by 0.619. This means that the influence of the Principal's Competence with School Culture for Teacher Work is 61.9%.

The amount of influence of each free variable can be known from the multiplication between the standard coefficient (beta) and the zero-order correlation (*product-moment correlation*) as follows:

Table 4
Variable Influence

Variable	Beta coefficient	Zero-order correlation	Great Influence
Principal Competence	0.389	0.722	0.280
School Culture	0.458	0.741	0.339
		Total	0.619

Table 4 above, known, the significant influence of all free variables is 0.619 %. The value consists of the contribution of the Principal Competency variable of 0.280 or 28.0% and school culture of 0.339 or 33.9%.

The Relationship of The Principal's Competence with Teacher Performance

From the results of regression analysis, obtained t value of 2,242 with Sig value. ($p=0.033$) < 0.05, so it can be concluded that H_0 was rejected. This means that in part, the Principal Competency variable (X1) has a significantly positive effect on Teacher Performance (Y). Thus, the first hypothesis proposed earlier is acceptable (Robbins & Judge, 2015).

The correlation between the principal's competence and performance shows its meaning, either through *product-moment correlation* or partial correlation. This analysis showed that the headmaster's competence is one of the main factors contributing to teacher performance.

The school's cultural relationship with teacher performance

The results found that school culture has a relationship with performance. This was justified based on the results of regression analysis obtained t value of 2,642 with Sig value. ($p=0.014$) < 0.05, so it can be concluded that H_0 was rejected. This means that, in part, the School Culture variable (X1) significantly positive effect on Teacher Performance (Y). Thus, the first hypothesis proposed earlier is acceptable (Rifma, 2018).

Performance is an activity carried out to carry out, complete tasks and responsibilities under the expectations and objectives set. This is under research conducted by Winaryo (2018) showing that the influence of the headmaster's managerial competence and school culture on the school's effectiveness was obtained by 0.403 or 40.3% with a positive regression coefficient. It is appropriate based on the results of the analysis, the value of Sig. F ($p=0.000$) or $p<0.05$, so it can be concluded that H_0 was rejected. This means that the principal's competence variables and school culture are jointly towards teacher performance (Y). Thus, the third hypothesis proposed earlier is acceptable.

5. CONCLUSIONS AND SUGGESTIONS

Conclusions

The analysis results can be concluded several things as follows: 1) There is a positive and significant relationship between the headmaster's competence to teacher performance, which is indicated by a grade of 2,242 and a Sig score. ($p=0.033$) < 0.05, which means there is a significant relationship between the headmaster's competence to teacher performance at SD Kasih Immanuel North Jakarta; 2) There is a positive and significant relationship between school culture and teacher performance, which is shown by at grade of 2,642 and a Sig score. ($p=0.014$) < 0.05, which means there is a significant connection between school culture and teacher performance at SD Kasih Immanuel, North Jakarta; 3) There is a positive and significant relationship between the headmaster's competence and the school culture together with the teacher's performance, and Sig pointed out. ($p=0.000$) or $p<0.05$, which means there is a

significant connection between the headmaster's leadership style and school culture to teachers' performance at SD Kasih Immanuel North Jakarta. Thus, this research's hypothesis was accepted that there is a positive relationship between the competence of the principal and the culture of the school to the performance of teachers of SD Kasih Immanuel, North Jakarta.

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