

THE STUDY OF PRINCIPAL LEADERSHIP EFFECT AND SCHOOL CULTURE ON WORK MOTIVATION AND TEACHER PERFORMANCE IN PRIVATE VOCATION HIGH SCHOOL OF MAKASSAR CITY

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The Study of Principal Leadership Effect and School Culture on work Motivation and Teacher Performance in Private Vocational High School of Makassar City

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Abstract: Implementation of learning in schools is largely determined by the performance of teachers which is influenced by various factors such as principal's leadership and school culture. This study aimed to comprehend the influence of school principal leadership and school culture on work motivation and performance of private Vocational High School teachers in the city of Makassar. This study used primary data through a survey of 260 teachers as respondents with a minimum of four years of teaching experience at 65 private Vocational High School in Makassar city. Data were analyzed using Structural Equation Modeling (SEM) program with Amos 18 software facility. The results of this study indicated that the leadership of principals and school culture affect the motivation and performance of teachers, then work motivation affect the performance either directly or as a variable intervening on the performance of private Vocational High School teachers in the city of Makassar

Keywords: principal leadership, school culture, teachers' work motivation, teachers' performance.

INTRODUCTION

The development of the world of education is currently entering an era marked by incessant technological innovation thus demanding the adjustment of education system in line with the demands of the world of work. Vocational High School is one of the secondary education levels with the specialization in preparing its graduates for ready career.

Vocational high school as a sub-system of national education prioritizes preparing its students to be able to choose a career, enter the work field, compete, and develop themselves successfully in the rapidly evolving and expanding employment field. Graduates of vocational high schools are expected to be productive individuals

who are able to work and have readiness to face work competition.

Vocational education is part of an educational system that prepares students to be better able to work in a work group or one field of work than any other field of work, prepares students primarily to work in a particular field, and prioritizes the preparation of students to enter the employment and develops a professional attitude as well as organizing educational programs adjusted to the types of employment (Rupert Evans, 1978), (Made Wena, 1996), (Ditpsn 2006).

In education, the role and function of teachers is one very significant factor. Teachers are the most important part of the teaching and learning processes through formal, informal and non-



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formal education. Therefore, in every effort to improve the quality of education, teachers cannot be separated from various things related to their existence. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners, to improve the quality of students and must be professional (Ali, 2002), (Day, 2006).

Leadership is the ability of a leader in influencing subordinates to do the work as expected willingly, in an organization needs to develop and provides motivation to his/her subordinates to achieve high productivity. Principal is someone who determines the direction and policy of a school and got success when able to understand the school's ambiguity as a complex and unique organization, and able to carry out the responsibility of the school-led. The principal's leadership includes planning, organizing, directing, coordinating and supervising all educational activities held in a school (Hadari, 2005), (Vethzal Rivai & Deddy Mulyadi, 2011).

School culture is a working climate that describes the working atmosphere and working relationships between fellow teachers, teachers with principals, and teachers with other education personnel, atmosphere, which is conducive, is needed by teachers to carry out their duties properly. School culture can be described through supportive, collegial, intimate, and cooperative attitude (NurKholis, 2003), (Soetopo, 2010). School culture is something that is built from the result of a meeting between the values held by the principal as a leader with values held by teachers and education personnel in schools, academic physical and non-physical schools are conducive academic conditions for the implementation of teaching and learning process effective, established school environment and create the same understanding among all elements and

personnel, and forming the same public opinion as the school (Ditpsmk, 2006), (Moerdiyono, 2010).

Work motivation is a potential strength within a person which can be developed by a number of outside strength that essentially revolve around monetary rewards, and non-monetary rewards that can affect performance positively or negatively depending on the circumstances of a person (Winardi, 2002). Furthermore, Motivation can basically derive from one's self or internal motivation and also be sourced from outside of one's self or external motivation. Motivation is a leader's tool so subordinates will work as expected. Principals can motivate teachers in different ways according to the need in providing encouragement so that teachers' performances are expected to improve for the better (Sadiman, 2002), (Biget U.S. et al, 2010).

Teacher performance is the ability of a teacher in carrying out the task of learning, and responsible for the learners who guided. Many factors influence teacher performance which is a combination of teacher's ability, effort of teacher and support to teacher. The creation of a conducive climate in school can improve teacher performance, and the quality of teaching and learning process (Steers & Mowday, 1986), (Day, 2007). And to produce teachers who behave real, then the teacher must have the ability to prepare lesson materials, self-adjustments, attitudes, and values of exemplary personality (Darmodihardjo, 2003), (Jumadi, 2006), (Wirawan, 2009). Teacher performance is expressed into the ability of teaching, professional ability, and personal ability supported by education component such as curriculum, book and school management (Rebore, 1991), (Suryadi and Tilaar, 2004), (Kusmintardjo, 2003). Furthermore, teacher performance is strongly influenced by school management factor that is principal role,

managerial role, curriculum and instructional role (Lunenburg & Ortein, 2000), (Suharsaputra, 2010).

This study aims to determine the influence of principal leadership and school culture on teacher work motivation and performance of private Vocational High School teachers in the city of Makassar.

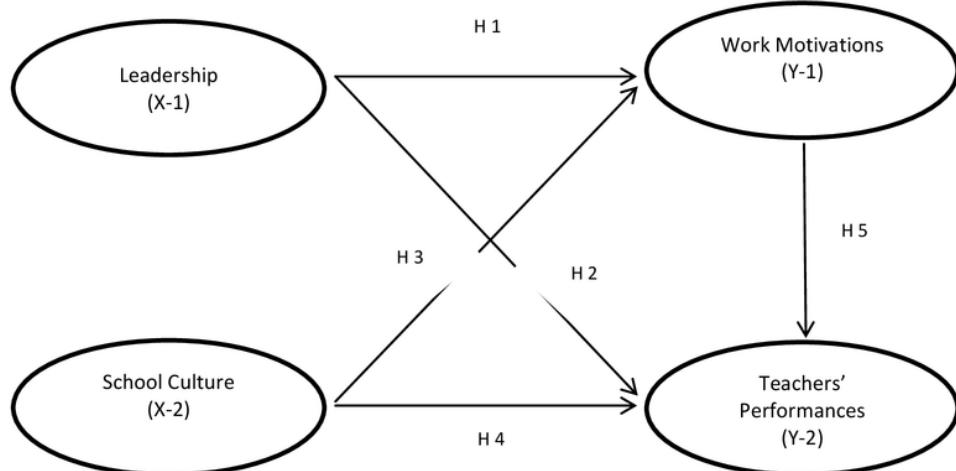
STUDY METHOD

This study is a correlational survey research with quantitative approach trying to explain the presence or absence of relationship or influence of Principal Leadership and School Culture on Work

Motivation and Performance of Private Vocational High School Teachers in Makassar City.

Data analysis is done by using statistic either descriptively or inferential. For the purpose of hypothesis testing, we use Structural Equation Modeling (SEM) method with Amos 18 program. Generalization is done to the population on the SEM model developed, and found based on the discussion of research results in studying or looking for causal relationship between Principal leadership variables and School Culture as independent variables, and Motivation Work and Performance as dependent variable.

Conceptual Framework is described as follows:



Picture of Conceptual Framework

OPERATIONAL DEFINITION

The operational definitions of each of the variables in this study are:

Leadership (X1) is the principal leadership covering activities planning, organizing, directing, coordinating, and supervising all educational activities held in a school.

School culture (X2) is a working climate, working atmosphere and working relationship that can be described through supportive, collegial, intimate, and cooperative attitude between fellow teachers, teachers with principals, and teachers with other education personnel.



Motivation of work (Y1) is the work motivation of teachers in terms of self-actualization, improvement of achievement and job satisfaction. Teacher performance (Y2) is the management of learning, mastery of teaching materials, use of learning media, and evaluation of student learning outcomes.

COLLECTION AND DATA ANALYSIS MODEL

Technique of data collecting through interviewed directly to principals, vice principals, teachers, and staffs of schools which are sample of this research, instrument prepared by using *Likert's scale* with five options that were: strongly agree value was 5 points, agree value was 4 points, neutral value was 3 points, disagree value was 2 points, and strongly disagree value was 1 point.

The first data analysis model used was descriptive statistical analysis, to give a natural description of research variables that was average and standard deviation, median and rank, frequency table and percentage analysis, and was used to describe the characteristics of respondents and study variables both *exogenous variable* and *endogenous variable*. The second model of analysis was inferential statistical analysis used to analyze the sample data and the results are applied

to the population. In the testing method used confirmatory factor analysis (CFA) which is divided into two, goodness test of fit and validity test, then tested the reliability and test of normality.

RESULTS AND DISCUSSION

Characteristics of respondents from 260 teachers taken as samples at 65 Private Vocational Schools in Makassar City showed that there were 117 male respondents or 45% of male teachers and 143 women or 55% of women. About the age of respondents, 21 - 30 years was 31 people or 11.93%; age 31 - 40 years was 53 people or 20.38%; age 41 - 50 years was 128 people or 49.23%; and age 51 - 60 years was 48 people or 18.46%. Furthermore, teaching experience, there were teacher respondents who had 16-30 years teaching experience was the most widely, that was 196 people or 75.4%, the rest teachers with teaching experience between 4-15 years was 47 people or 18.1%, followed with teachers who had experience of teaching above 31 years, 31 people or 5%. While the level of education of the respondent teachers seen that Diploma was 5 people or 1.92%; Bachelor Degree was 211 people or 81.15%; and Master Degree was 44 people or 16.9%.

Description of respondents' responses from each variable is as follows,

Table 1. Basic Interpretation of Average Scores Description of Respondents

No. Choices	Distance of Value	Interpretation
1	0,00 <Average ≤ 1,09	strongly Disagree
2	1,10 <Average ≤ 2,09	Disagree
3	2,10 <Average ≤ 3,09	Neutral
4	3,10 <Average ≤ 4,09	agree
5	4,10 <Average ≤ 5,00	strongly agree



From five indicators of leadership variables of Principal (X1) in the final stage of CFA was described, the responses of respondents (6,130: 1,560) = 3,92 (agree) was 58.2%. And from four indicator of school culture variable (X2) at CFA final stage was described, the responses of respondents (11,536: 2,860) = 4,03 (agree) was 65,6%. Furthermore, from three indicator of work

motivation variable (Y1) at CFA final stage was described, the responses of respondents (10,454: 2,600) = 4,02 (agree) was 65,7%. Subsequently, the four indicators of teacher performance (Y2) in the final stage of CFA was described, the responses of respondents (9,460: 2,340) = 4,04 (agree) was 67.8%.

Testing the study model was done with Over All Model final stage, tested with Goodness of Fit Index, the result was shown in following table.

Table 2. Evaluation of the Goodness of Fit Index

<i>Goodness Of Fit Index</i>	Cut Off Value	Result of Model	Statement
X ² – Chi – Square Statistic	-	1201.152	Expected to be Low
FreeDegree, DF	-	1.711	Good
X ² Significance Probability	≥ 0,05	0,000	Good
Relative Chi-Square CMIN/DF	≤ 2,00	0,052	Good
RMSEA	≤ 0,08	0,052	Good
GFI	≥ 0,90	0,817	Good
AGFI	≥ 0,90	0,767	Good
CFI	≥ 0,90	0,912	Good
TLI	≥ 0,90	0,902	Good

From Table 2 showed the proposed overall research model based on acceptable theory, supported by empirical data in the field so that the results were fit.

After testing to determine whether there is influence between latent variables that have been

hypothesized before, with a significance level of 5% so that the relationship was said to be significant if the value of CR ≥ 1.65 or P ≤ 0.05 , then the test results are shown in the following table.

Table 3. Hypothesis Testing Results

Exogenous Variables	Endogen Variables	Track Coefficient	CR	P (P≤0,05)	Conclusions (CR ≥ 1,65)
Leadership (X1)	→ Motivation (Y1)	0542	4.697	0.000	Significance
Leadership (X1)	→ Performance (Y2)	0.241	1.833	0.028	Significance



School Culture(X2)	→ Motivation (Y1)	0.247	2.025	0.043	Significance
School Culture(X2)	→ Performance (Y2)	0.294	2.010	0.039	Significance
WorkMotivation(Y1)	→ Performance (Y2)	0.627	3.631	0.000	Significance

Based on the hypothesis test results, it is concluded that leadership was very influential on the motivation of work, meaning that the better was leadership of the principal in terms of as a central force driving school life, the greater would effect on teacher work motivation. Furthermore, leadership influenced on performance, meaning that the leadership of a good principal affected the high performance of teachers in terms of managing learning, mastery of teaching materials, use of learning media, and evaluation of student learning outcomes.

Similarly, school cultures had effect on work motivations, meaning that good school cultures in safe and orderly school environment, optimism and high expectation, school health, and student centered activities affected the high motivation of teacher work. Furthermore, the school cultures had an effect on the performance, meaning that good school culture influences teachers' performances in terms of managing learning, mastery of teaching materials, use of instructional media, and evaluation of student learning outcomes. While the influence of work motivations on the performance showed a significant influence, meaning that the higher the teachers' work motivations in terms of self-actualization, improvement of achievement, and job satisfaction improved teachers' performances.

Leadership of principals was very influential on work motivations and teachers' performances. The results of this study indicated that if teachers were supported by good principal

leadership, it encouraged higher work motivations and teachers' performances, as in research of Goleman (2002), Gani (2006), Apuanur (2010), Hermanto (2011), Samson Girma (2016).

School cultures had a significant effect on work motivations and teachers' performances, meaning that the better the school cultures, the motivations of work and performances were increasing. Good school cultures had a positive effect on teachers' motivations and performances. This study supported the research of Sibrromullisi (2013), Sulistina (2013), Arman, Syamsul, Darman (2016). With good principal leadership, and supported by good school culture, encouraged the improvement of work motivations and teachers' performances, as Nurhayati's research. B (2006).

Relationship of work motivation on teacher performance showed that high work motivations affected in improvement of teachers' performances. This means that higher motivations of work would provide higher teachers' performances. Because the competence and leadership variables directly affected to the work motivations, the main key in improving teachers' performances were teachers' work motivations, this was in accordance with the research of Natsir Muhammad (2011), Leithwood Kenneth, Steinbach Rosanne, Jantzi Doris (2002), SomechAnit and Wenderow (2006).



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CONCLUSION

Based on the results of data analysis and hypothesis testing that conducted in this study, it is concluded that the leadership of the principal has a positive and significant impact on work motivation and teachers' performances, as well as school culture has a positive and significant impact on work motivation and teachers' performances of private Vocational High School Makassar city. The result of the research shows that principal leadership has more influence on work motivation compared to school culture, whereas school culture has more influence on performance compared to principal leadership. Furthermore, work motivation shows a positive and significant influence on performance, it can be interpreted that high work motivation will affect the teachers' performances of private Vocational High School in the city of Makassar either directly, or as a variable intervening of leadership variables and school culture variables.

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