

The Influence Of Leadership And Organizational Culture On Teacher Performance With Work Motivation As An Intervening Variable At The Kristen Methodist Indonesia College 5

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Abstract.

Kristen Methodist Indonesia College 5 is one of the private schools that educates disciplined and highly moral students. The problems faced by this school are the lack of assertiveness by school leaders so that the delivery of tasks cannot be carried out optimally, the culture in the school that has begun to fade both the culture to be consistent, the culture of courtesy that has declined, providing motivation that is less constructive. The purpose of this study was to determine the effect of leadership and organizational culture on teacher performance with work motivation as an intervening variable. Respondents in this study were 88 teachers. This research method uses Path Analysis using SPSS software. The results of the study which are the conclusion are Leadership has a positive effect on teacher performance. Organizational culture has a positive effect on teacher performance. Leadership has a positive effect on work motivation. Organizational culture has a positive effect on work motivation. However, work motivation has no influence on teacher performance. Leadership has a positive effect on teacher performance through work motivation. Organizational culture has a positive effect on teacher performance through work motivation.

Keywords: Leadership, Organizational Culture, Work Motivation and Teacher Performance.

I. INTRODUCTION

Education is the foundation of a nation. The world of education plays an important role in maintaining the survival and progress of a nation. Education is the forerunner of a nation's progress because with good education, the quality of human resources can be improved continuously which has an impact on society and other aspects. To create reliable human resources, the world of education requires competent people to advance the nation's civilization. However, the world of education in Indonesia is experiencing severe problems related to the quality of education today. Education is an important aspect in educating the life of the nation and state. Progress in education will have a positive impact on improving human resources. To be able to improve human resources, it is necessary to be at the forefront, namely teachers in schools. Not only that, the success in advancing the world of education is due to the intervention of various parties in the school, not only teachers but also other human resources such as principals, students and employees involved in managing the organization in the school.

With the rapid development of technology, teachers are required to be able to provide effective performance that can benefit the nation's generation. Performance is the result of work in quantity and quality achieved by an employee in the performance of his duties in accordance with the responsibilities given to him (Mangkunegara, 2017). Kristen Methodist Indonesia College 5 is a private general education institution that was founded in 1969 and is located at Jl. Karya Rakyat No. 67 Sambu Baru, Medan. The leader of Kristen Methodist Indonesia College 5 is Mrs. Yusna, S.E. Indonesian Methodist Christian College was originally a plot of land purchased by a pastor which was initially used as a place of worship and continued to be a school. Kristen Methodist Indonesia College 5 has an organizational culture characterized by Christianity but its education system adheres to the education system like private schools in general. Kristen Methodist Indonesia College 5 manages levels ranging from kindergarten, elementary, junior high, high school located in Medan, North Sumatra. Kristen Methodist Indonesia College 5 has approximately 1,146 students, as shown in the table below:

Table 1.1.Number of Students FY. 2021 / 2022

Number	Unit	total of students
1	Playground Methodist 5	83
2	elementary school Methodist 5	502
3	junior high school Methodist 5	358
4	senior high school Methodist 5	203
Total		1.146

Source: Kristen Methodist Indonesia College 5 (June 2022)

Teachers who devote themselves to Kristen Methodist Indonesia College 5 are not only Protestant Christians but also Buddhists. The number of teaching staff is 88 people, this is shown in the table below:

Table 1.2.Total Teachers 2021 / 2022

No	Unit	total teachers
1	Playground Methodist 5	8
2	elementary school Methodist 5	30
3	junior high school Methodist 5	26
4	senior high school Methodist 5	24
Total		88

Source: Kristen Methodist Indonesia College 5 (June 2022)

Kristen Methodist Indonesia College 5 has an organizational culture that is almost owned by Christian schools in general, namely realizing people who are reasonable, spiritual and physical. Reasonable, spiritual and physical character is the cornerstone of the policy and direction of education of Kristen Methodist Indonesia College 5, this is the basic character that is formed in students through the KBM (Teaching and Learning Activities) process and other activities that will become a culture for students who will be brought from the school environment to the community environment later. The culture that has been pioneered by the founders of the Kristen Methodist Indonesia College 5 school has begun to fade. This is reflected in several aspects, starting from the aspect of assignments, some teachers are still inconsistent in terms of collecting grades, both assignment grades and test scores. While from the aspect of teachers to parents, some teachers still cannot solve small problems with parents. Accompanied by aspects from teachers to other teacher colleagues, namely more junior teachers are still less pro-active in doing their duties and between teachers are still lacking in terms of fostering a sense of togetherness so that it seems that there is a map in Kristen Methodist Indonesia College 5. As the attitude of a teacher decreases, it will also have an impact on the attitude of a student.

This can be seen in a student who lacks respect for teachers and fellow students, students lack a culture of courtesy towards teachers and fellow students and students are less friendly towards teachers. Teachers are role models for their students, therefore teachers also take an important part in the development of student character even though the family is the basis for the formation of children's character. Work motivation is also needed by a teacher in educating students. Work motivation is one of the indicators of teacher performance. Motivation can be interpreted as providing a driving force that creates a person's work enthusiasm so that they are able to work together, work effectively, and integrate with all their efforts to achieve satisfaction (Hafidzi, 2019). Teachers who have high motivation will achieve maximum performance but on the other hand that working as a teacher is only temporary or as a stepping stone to get a better job. This study took a sample of permanent teachers at the Kristen Methodist Indonesia College 5 with the consideration that research on leadership, organizational culture on performance with work motivation as an intervening variable has never been carried out at the Kristen Methodist Indonesia College 5. From the background description, the authors are interested in conducting research at the Kristen Methodist Indonesia College 5 with the title The Effect of Leadership, Organizational Culture on Teacher Performance with work motivation as an intervening variable at the Kristen Methodist Indonesia College 5.

II. METHODS

In this study, researchers used quantitative methods where quantitative data techniques are data analysis activities that process numeric data such as the use of statistical data, data from respondent surveys,

and so on. Similar to qualitative data analysis techniques, there are also several types of quantitative data analysis, namely descriptive quantitative data analysis and inferential quantitative data analysis (Sugiyono, 2016: 132).

Path Analys

Sub Model I :

$$Z = \rho_1 X_1 + \rho_2 X_2 + e_1$$

Sub Model II :

$$Y = \rho_3 X_1 + \rho_4 X_2 + \rho_5 Z + e_2$$

Description :

$\rho_1, \rho_2, \rho_3, \rho_4, \rho_5$	=	Path coefficient of each variable
X_1	=	Leadership
X_2	=	Organizational Culture
Z	=	Work Motivation
e_1	=	error term 1
e_2	=	error term 2

III. RESULTS AND DISCUSSION

Hasil Analisis Regresi Sub - Model I

Table 1.3.Regression Analysis Results Sub-Model I

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.991	4.063		3.444	.001
	Leadership	.201	.108	.182	1.860	.066
	Organizational Culture	.343	.085	.395	4.039	.000

a. Dependent Variable: Work Motivation

Source: *Research Results, 2022 (Data processed)*

Based on Table 1.3, a regression model can be made for sub-structure I, namely:

$$Z = 0,182 X_1 + 0,395 X_2$$

From the regression model equation of sub-structure I, it can be explained that:

1. The effect of leadership on work motivation is 0.182, meaning that if leadership increases by 1 unit, then work motivation will increase by 0.182.
2. The effect of organizational culture on work motivation is 0.395, which means that if the organizational culture increases by 1 unit, work motivation will increase by 0.395.

Regression Analysis Results of Sub-Model II

Table 1.4. Regression Analysis Results of Sub-Model II

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.547	3.889		3.740	.000
	Leadership	.245	.099	.234	2.483	.015
	Organizational Culture	.397	.083	.483	4.780	.000
	Work Motivation	-.044	.097	-.046	-.452	.653

a. Dependent Variable: teacher's performance

Source: *Research Results, 2022 (Data processed)*

Based on this table, the regression model for sub-structure II can be made, namely:

$$Y = 0,234X_1 + 0,483X_2 - 0,46Z$$

From the regression model equation of sub-structure II, it can be explained that:

1. The effect of leadership on employee performance is 0.234, which means that if leadership increases by 1 unit, employee performance will increase by 0.234.
2. The effect of organizational culture on employee performance is 0.483, which means that if the organizational culture increases by 1 unit, employee performance will increase by 0.483.
3. The effect of work motivation on employee performance is -0.46, which means that if work motivation increases by 1 unit, employee performance will decrease by -0.46.

Direct Effect Results

The direct effect between the independent variable (X), the intervening variable (Z) and the dependent variable (Y) in this study can be seen in the following explanation:

- The direct effect of leadership variables and work motivation ($X_1 \rightarrow Z$) is 0.182.
- The direct effect of organizational culture variables and work motivation ($X_2 \rightarrow Z$) is 0.395.
- The direct effect of leadership variables and teacher performance ($X_1 \rightarrow Y$) is 0.234.
- The direct effect of organizational culture variables and teacher performance ($X_2 \rightarrow Y$) is 0.483.
- The direct effect of work motivation variables and teacher performance ($Z \rightarrow Y$) is - 0.46.

Indirect Effect Results

The indirect effect between the independent variable (X), the intervening variable (Z) and the dependent variable (Y) in this study is:

- The indirect effect between leadership variables on employee performance through work motivation ($X_1 \rightarrow Z \rightarrow Y$). X_1 through Z to $Y = 0.182 \times -0.46 = -0.084$
- Indirect influence between organizational culture variables on employee performance through work motivation ($X_2 \rightarrow Z \rightarrow Y$). X_2 through Z to $Y = 0.395 \times -0.46 = -0.182$

Total Effect Results

Total effect is the sum of direct effect plus the sum of indirect effect. The following is a table of total effect values in this study.

Table 1.5.Total Effect Value Results

variable	Effect		
	Direct	Indirect	Total
X_1 to Y	0,234	$Z = 0,182 \times -0,46 = -0,084$	0,150
X_2 to Y	0,483	$Z = 0,395 \times -0,46 = -0,182$	0,301

From the table above, it can be explained that:

1. The value of the direct effect of the leadership variable (X_1) on teacher performance (Y), namely 0.234, is greater than the value of the indirect effect of leadership (X_1) on teacher performance (Y), namely - 0.084 so it can be concluded that these variables have a relationship and the relationship between the leadership variable (X_1) teacher performance (Y) is positive.
2. The value of the direct effect of the organizational culture variable (X_2) on teacher performance (Y), namely 0.483, is greater than the value of the indirect effect of organizational culture (X_2) on teacher performance (Y), namely -0.182 so it can be concluded that these variables have a relationship and the relationship between the organizational culture variable (X_2) on teacher performance (Y) is positive.

The Effect of Leadership on Teacher Performance

The results showed that there was a positive and significant influence of leadership on teacher performance at the Kristen Methodist Indonesia College 5. The results of this study are in accordance with Burhanuddin's theory (2015: 57) Leadership is the core of management, because it is leadership that determines the direction and goals of an organization by providing guidance and creating a work climate that supports the implementation of the overall management process. In an organization, the nature and attitude of a leader determine the performance of employees in achieving organizational goals. The results of this study are in line with the research of Azmi and Heryanto (2019) which states Leadership has a significant and positive effect on the employee performance. This shows that the leadership of a leader can have an influence on the performance of a teacher and also a teacher as a leader influences his students. Therefore, it is better as a leader to encourage subordinates to work effectively and enthusiastically so as to develop

loyalty, imagination, and creativity of subordinates. Thus, this study shows that leadership plays an important role in improving teacher performance at Kristen Methodist Indonesia College 5 and effective leaders can have a significant influence on individual and overall organizational performance.

Effect of Organizational Culture on Teacher Performance

The results showed that there is a positive and significant influence of organizational culture on teacher performance at Kristen Methodist Indonesia College 5. The results of this study are in accordance with the theory of Fahmi (2016: 186) organizational culture is a habit that has been going on for a long time and is used and applied in the life of work activities and organizational culture as one of the drivers to improve the quality of work of company employees and managers. This shows that a strong organizational culture will support the development of teacher performance and motivate teachers to achieve common goals. In the end, it will shape teacher behavior in a certain direction as desired by the school. The results of this study are in accordance with the research of Lutfi Bisri Ashari (2018) which states that organizational culture has a positive and significant effect on employee performance. This shows that the culture created in the organization has an influence on teacher performance. Organizational culture is a habit or character that has been formed in an organization, therefore teachers remember the character that has been created by the founder of Kristen Methodist Indonesia College 5 so that it can support the performance of teachers personally.

The Effect of Leadership on Work Motivation

The results showed that there was a significant and positive influence of leadership on teacher work motivation at Kristen Methodist Indonesia College 5. This is in accordance with the theory of Kartono (2016) which states that the index of leadership is that the leader has the ability to motivate his subordinates. In order to achieve goals, the leader can motivate employees so that they are willing to spend their energy, time, and thoughts to carry out all their responsibilities and obligations to the fullest. The results of this study are in accordance with the research of Sukiyanto, Tsalitsatul Maulidah (2020) which states that leadership style has a significant effect on work motivation with a positive relationship direction. This shows that good leadership can influence an employee at work. Thus the results of this study indicate that leadership has a vital position in influencing teacher work motivation. An effective leader is able to motivate and inspire teachers to work with high enthusiasm and dedication.

The Effect of Organizational Culture on Work Motivation

The results showed that there is a positive influence of organizational culture on teacher work motivation at Kristen Methodist Indonesia College 5. The results of this study are in accordance with Sudaryono's theory (2017: 98) that organizational culture for organizations is beneficial, namely it can reduce the employee turnover rate. This can be achieved because organizational culture encourages human resources to decide to keep developing with the company. Organizational culture can encourage human resources to keep working and developing with the company. The results of this study are in accordance with the research of Dwi Suci Agustin (2020) which states that organizational culture has a positive and significant effect on work motivation. The organizational culture formed in the Kristen Methodist Indonesia College 5 is a strong culture built by its founders which will form shared values and identities. A strong and positive organizational culture can form a shared identity and values among organizational members. This can increase work motivation by providing a sense of ownership and identification with organizational goals and values.

Effect of Work Motivation on Teacher Performance

The results showed that there was a negative but insignificant effect of work motivation on teacher performance at Kristen Methodist Indonesia College 5. Based on calculations using a significant value of $0.653 > 0.05$, it is said that the hypothesis is not significant. Work motivation can be in the form of living needs, income, a sense of comfort and security with the work environment, superior attention to the difficulties of subordinates, opportunities to get a certain career path / promotion, awarding and employee development, this hypothesis is rejected, this is because not all indicators of work motivation can have an influence on teacher performance because some indicators of work motivation that have been mentioned do not apply in the work environment, especially in the school work environment. For example, an employee

will be motivated to work because of a promotion and an award but that does not apply in the school work environment because the promotion has a very small chance as well as the award. Thus it can be concluded that if work motivation is given, there will be a very small decrease in the performance of teachers at Kristen Methodist Indonesia College 5.

The Effect of Leadership on Teacher Performance Through Work Motivation

The results of this study indicate that leadership has a positive influence on teacher performance through work motivation. Leadership is the core of management, because it is leadership that determines the direction and goals of an organization by providing guidance and creating a work climate that supports the implementation of the overall management process. In an organization, the nature and attitude of a leader determine the performance of employees in achieving organizational goals. A successful leader is a leader who is able to manage or organize the organization effectively and is able to carry out leadership effectively as well. For this reason, the leader must really be able to carry out his function as a leader who can make employees motivated to work in achieving the goals that have been set. In this context, it is important for school leaders or management to understand and implement effective leadership practices in creating a work environment that supports and motivates teachers. This will help increase teachers' work motivation which will ultimately have a positive impact on their performance in achieving organizational goals.

The Effect of Organizational Culture on Teacher Performance Through Work Motivation

The results of this study indicate that organizational culture has a positive influence on teacher performance through work motivation. Organizational culture is a habit that has been going on for 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 company employees and managers. Organizational culture is believed to be a major determinant of successful organizational performance. The success of an organization to implement aspects or values of its organizational culture can encourage the organization to grow and develop sustainably, therefore the better the organizational culture, the higher the level of work motivation owned by employees.

IV. CONCLUSIONS

Based on the results of the analysis and discussion that has been presented in the previous chapter, the researcher draws the following conclusions:

1. Leadership has a positive effect of 0.234 on teacher performance at Kristen Methodist Indonesia College 5.
2. Organizational culture has a positive effect of 0.483 on employee performance at Kristen Methodist Indonesia College 5.
3. Leadership has a positive effect of 0.182 on teacher performance at Kristen Methodist Indonesia College 5.
4. Organizational culture has a positive effect of 0.395 on the performance of teachers of Kristen Methodist Indonesia College 5.
5. Work motivation has a negative effect of - 0.46 on the performance of teachers of Kristen Methodist Indonesia College 5.
6. Leadership has a negative influence of -0.084 on teacher performance through work motivation at Kristen Methodist Indonesia College 5.
7. Organizational culture has a negative influence of -0.182 on teacher performance through work motivation at Kristen Methodist Indonesia College 5.

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