



## Improving teacher performance through development of transformational leadership, organizational culture, And work motivation using sequential explanatory mixed methods

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### Abstract

This study aims to investigate the relationship between transformational leadership, organizational culture and work motivation towards Teacher Performance. The sample selected amounted to 135 people with the criteria of teachers of Public Madrasah in Sarolangun District, Jambi Province. This study uses *Mixed Method Sequential Explanatory*, which is the first study using quantitative methods than to deepen the research using qualitative methods. This is intended to make the results of the study more in-depth and comprehensive. The results of this study conclude that: (1) Transformational Leadership contributed 24.11%, to Teacher Performance, (2) Organizational Culture contributed 10.1% to Teacher Performance (3) Work Motivation contributed 9.49% through Teacher Performance, (4) Transformational Leadership, Organizational Culture and Work Motivation together contributed 42.25% with Teacher Performance. Other factors are also positively related to the increase in Teacher Performance, which is equal to 57.75%. The results of qualitative research reinforce the results of this quantitative study, and all variables can contribute to improving teacher performance.

**Keywords:** transformational leadership, organizational culture, work motivation, and teacher performance

### Introduction

Education is one of the essential and strategic agendas that demands serious attention from all parties because education is a significant factor in the nation's future progress. The development of the education sector carried out by the government together with the community is one of the national ideals, namely to educate the life of the nation, as stated in the 1945 Constitution of the Republic of Indonesia [1].

Development and improvement of teacher performance need to be carried out within the organizational frame that can condition and encourage the development and improvement process individual teacher performance. The development of individual teacher performance must be an elaboration of the organization's strategic plan so that the direction and objectives and performance targets that are to be achieved and developed are part of an integrated organization's goals.

The real conditions at the research location, namely in the Sarolangun Regency State Islamic Primary School with respondents as many as 30 teachers, it appears that teacher performance is still low, from the results of preliminary surveys found symptoms such as teachers who have been able to prepare syllabus and lesson plan according to the new process standard reaches 50%. The percentage of teachers who have been able to carry out learning using methods that vary according to the characteristics of new subjects reaches 50%. The rate of teachers who have been able to compile a learning outcome evaluation tool according to the new indicator reaches 45%. The percentage of teachers who have been able to analyze the results of the evaluation of learning and compile and implement a follow-up program has only

reached 25%. The percentage of teachers who have carried out classroom action research (CAR) has only reached 10%. Based on the background of the problem as described above, it is necessary to examine the teacher's performance if it is related to the factors that influence it.

### Method

The research method used is a survey method with a correlational approach. The research variables consisted of three independent variables namely transformational leadership ( $X_1$ ), organizational culture ( $X_2$ ) and work motivation ( $X_3$ ) with the dependent variable namely teacher performance ( $Y$ ). In this study, it will begin with the stage of making instruments, followed by the scene of testing the instrument with statistical calculations. The next step is to get instrument validation and instrument reliability, after which the instrument is distributed to the specified sample.

### Results and Discussion

The functional relationship between  $X_1$  and  $Y$  can be presented in the form of a regression equation as follows:  $\hat{Y} = 111.09 + 0.3343 X_1$ . To test the hypothesis that there is a positive relationship between Transformational Leadership ( $X_1$ ) and Teacher Performance ( $Y$ ) the significance and linearity test of the regression equation is required by using the F test. The hypothesis requirements are tested if  $F_{count} > F_{Table}$ . Based on the results of the calculation of the regression significance test obtained  $F_{count} = 22.941$  while  $F_{table} (\alpha = 0.05) = 3.876$  and  $F_{table} (\alpha = 0.01) = 6.730$ . This shows that the relationship between Transformational Leadership variables ( $X_1$ ) and Teacher Performance ( $Y$ ) is very significant.

**Table 1:** The relationship between Transformational Leadership and Teacher Performance

Variant Sources	Degree of Freedom	Number of Squares	Average	F <sub>count</sub>	F <sub>table (0.05)</sub>	F <sub>table (0.01)</sub>	Remarks.
Total	135	6,961	-	22.941**	3.876	6.730	Very Significant
Regression [a]	1	6,938	6,938				
Regression [b / a]	1	1,793	1,793				
Residual	133	21,031	78.18				
Corrected Total	37	3,900	105.41	1.427	1.462	1.706	Linear
Error	96	17,131	73.842				

The value of coefficient of determination between Transformational Leadership and Teacher Performance is  $R_{y1}^2 = 0.2411$ . This means that 24.11% variance in Teacher Performance can be explained by Transformational Leadership. This is reinforced by the theory proposed by that transformational leaders are leaders [2]. Transformational leadership can continue to be developed by a school principal to create high job satisfaction and commitment of its citizens to the full interests of the school and the realization of optimal educational goals. Transformational leadership has a significant function in the education process in schools. A school principal who has great transformational leadership will also increase his role in management at the school he leads.

Some of the results of previous studies have proven that Transformational Leadership has a positive relationship with Teacher Performance. Research before, giving a picture that there is a significant relationship ( $r = 0.479$ ) significant (0.05) between transformational leadership and teacher performance. This means that the higher the Transformational Leadership, the higher the Teacher's Performance, and vice versa, the lower the Transformational Leadership, the lower the Teacher's Performance. Thus the data in the analysis of this study further support the results of previous studies regarding the positive relationship between Transformational Leadership

and Teacher Performance [3].

Similarly, based on qualitative research results from interviews, observation, and documentation in three Sarolangun District MTs in Jambi Province, it can be seen that there is a tendency the relationship between Transformational Leadership and Teacher Performance which reinforces the results of quantitative research. From the findings obtained in this 2-stage study, it can be seen that Transformational Leadership which is the behavior of leaders who inspire, influence and motivate their subordinates to be more aware of their duties and responsibilities in the common interest in achieving the vision will be able to contribute to improving Teacher Performance.

The functional relationship between  $X_2$  and  $Y$  can be presented in the form of a regression equation as follows:  $\hat{Y} = 111.62 + 0.3132 X_2$ . To test the hypothesis that there is a positive relationship between Organizational Culture ( $X_2$ ) and Teacher Performance ( $Y$ ) the significance and linearity test of the regression equation is needed by using the F test. The hypothesis requirements are tested if  $F_{count} > F_{table}$ . Based on the results of the calculation of the regression significance test obtained  $F_{count} = 18.971$  while  $F_{Table} (\alpha = 0.05) = 3.876$  and  $F_{table} (\alpha = 0.01) = 6.730$ . This shows that the relationship of Organizational Culture variable ( $X_2$ ) with Teacher Performance ( $Y$ ) is very significant.

**Table 2:** The relationship between Organizational Culture with Teacher Performance

Variant Sources (SV)	Degree of Freedom	Number of Squares	Average	F <sub>count</sub>	F <sub>table(0.05)</sub>	F <sub>table (0.01)</sub>	Note
Total	135	6,961,385	-	18,971 **	3.876	6.730	Very Significant
Regression [a]	1	6,938,560.03	6,938,560.03				
Regression [b / a]	1	1,503.88	1,503.88				
Residual	133	21,321.08	79.26				
Corrected Total	3.541,641.3321,724		101.19		1.474	35	Linear
Error	98	17779.44	75.981				

The coefficient of determination between the culture of the organization with the Teacher performance is  $R_{y1}^2 = 0.1010$ . This means 10.10% Teacher Performance is the result of the workings of organizational culture, while 90.14% is contributed by other variables that have a relationship with improving Teacher Performance. The findings obtained in this study indicate that Organizational Culture is a system of values that are perceived by all people in the organization. The teacher will act professionally and be able to realize the organization's vision and mission [4]. Conducive workplace conditions provide opportunities for teachers to develop ideas, innovate and achieve their creativity in the form of classroom learning activities, increase work productivity, implement their findings in the way of learning plans that suit the needs of students, create creative media and learning tools, can become a model of moral ethical behavior that is good for

students and can synergize with all elements of the school community in providing maximum service for their students [5].

This situation is also reinforced by theory, that organizational culture usually describes a set of beliefs, norms and shared values by members of the organization, then the beliefs, standards, and values are related to the way work and what is essential in the organization [6]. Some of the results of previous studies have proven that organizational culture has a positive relationship with Teacher Performance, illustrating that there is a significant relationship ( $r = 0.998, \rho < 0.05$ ) between an organizational culture with teacher performance [7].

This means that the higher the organizational culture, the higher the teacher's performance, and vice versa, the lower the organizational culture, the lower the teacher's performance.

Thus the data in the analysis of this study increasingly supports the results of previous studies regarding the positive relationship between organizational culture and Teacher Performance.

Similarly, based on qualitative research, the results of interview, observation and documentation analysis in three Sarolangun District Madrasah in Jambi Province, it can be seen that the moderate relationship between organizational culture and Teacher Performance. This explains the strengthening of quantitative research results of hypothesis testing which states that there is a functional relationship between organizational culture and Teacher Performance which has a very significant regression and shows that an increase in organizational culture scores will improve Teacher

Performance.

The functional relationship between  $X_3$  and  $Y$  can be presented in the form of a regression equation as follows:  $\hat{Y} = 130.22 + (0.2048) X_3$ . To test the hypothesis that there is a correlation between Work Motivation ( $X_3$ ) and Teacher Performance ( $Y$ ), a significance and linearity test for the regression equation is required by using the  $F$  test. The hypothesis requirements are tested when  $F_{count} > F_{Table}$ . Based on the results of the calculation of the regression significance test obtained  $F_{count} = 11.706$  while  $F_{table} (\alpha = 0.05) = 3.876$  and  $F_{table} (\alpha = 0.01) = 6.730$ . This shows that the relationship between Work Motivation variables ( $X_3$ ) and Teacher Performance ( $Y$ ) is very significant.

**Table 3:** The relationship between Work Motivation with Teacher Performance

Variant Sources	Degree of Freedom	Number of Squares	Average	$F_{count}$	$F_{table} (0.05)$	$F_{table} (0.01)$	Note
Total	135	to	6,961,385	11.706 **	3.876	6.730	Very Significant
regression [a]	1	6,938,560.03	6,938,560.03				
Regression [b / a]	1	951.84	1582.32				
Residual	133	21873.13	78.97				
Corrected Total	3.990,07	134.99	1.277	1.462	1.706		
Error	90	17883.06	70.034			40	Linear

The coefficient of determination between work motivation with the Teacher performance is  $R_{y1}^2 = 0.0949$ . This means 9.49% Teacher Performance is the result of the work of Work Motivation, while 90.51% is contributed by other variables that have a relationship with improving Teacher Performance. The findings obtained in this study indicate that work motivation is a desire and the power of movement from within and stimuli from outside a person that causes someone to be enthusiastic in carrying out their duties and functions because of their needs fulfilled to achieve satisfactory results.

Work motivation is one of the factors that can continue to be improved so that teachers can optimize their functions in carrying out their duties to achieve the best educational goals [8]. With the increase in Work Motivation, the teacher's performance will be higher. The results of previous studies have also proven that Work Motivation has a positive relationship with Teacher Performance, illustrating that there is a significant relationship ( $r = 0.567$ ;  $\rho > 0.05$ ) between work motivation and teacher performance [9].

Likewise based on qualitative research results from interviews, observation, and documentation in three Sarolangun District Madrasah in Jambi Province, it can be seen that there is a reasonable relationship between Work Motivation and Performance Teacher. This shows the strengthening of quantitative research results of hypothesis testing stating that there is a functional relationship between Work Motivation and Teacher Performance with a very significant regression and shows that an increase in Work Motivation scores will improve Teacher Performance.

The functional relationship between  $X_1$ ,  $X_2$  and  $X_3$  with  $Y$  can be presented in the form of a regression equation as follows:  $\hat{Y} = 310.63 + (-0.4497) X_1 + (-0.431) X_2 + (1,992) X_3$ . To test the hypothesis that there is a positive relationship between Transformational Leadership ( $X_1$ ), Organizational Culture ( $X_2$ ) and Work Motivation ( $X_3$ ) together with Teacher Performance ( $Y$ ), then a significance test for multiple regression equations is needed using the  $F$  test. The requirements for the hypothesis are accepted if  $F_{count} > F_{Table}$ .

**Table 4:** The Overall Test

Variant Sources (SV)	Degree of Freedom	Number of Squares	Average	$F_{count}$	$F_{table} (0.05)$	$F_{table} (0.01)$	Note
Regression	3	2422.18	807.39	410.74 **	2,638	3,856	Very Significant
Time (S)	131	524.84	1.97				
Total	134	2,947.02	10.91 The				

The conclusion that can be drawn from the multiple regression significance tests is that the regression equation is very significant. The strength of the relationship between the variables Transformational Leadership ( $X_1$ ), Organizational Culture ( $X_2$ ) and Work Motivation ( $X_3$ ) together with Teacher Performance ( $Y$ ) is  $r_{y.123} = 0.650$ . To test the strength of the relationship on a positive relationship between  $X_1$ ,  $X_2$ , and  $X_3$  with  $Y$  the  $F$  test requires the significance test of the correlation coefficient. Test criteria for significance of

multiple correlation coefficients are if  $F_{count} > F_{Table}$ . Based on the results of calculations as shown in the Table obtained  $F_{count} = 410.74$  and  $F_{Table} = 2.638$ . This means that the correlation coefficient between Transformational Leadership, Organizational Culture, and Work Motivation together with Teacher Performance is very significant. The coefficient of determination of the relationship between Transformational Leadership, Organizational Culture, and Work Motivation together with Teacher Performance is  $R_{y.123}^2 = 0.5625$ . The

coefficient of determination shows that 56.25% of Teacher Performance can be explained by variables of Transformational Leadership, Organizational Culture, and Work Motivation together.

Based on the results of testing the hypothesis above it can be concluded that the research hypothesis which states that there is a positive relationship between Transformational Leadership, Organizational Culture, and Work Motivation together with Teacher Performance acceptable, means higher Transformational Leadership, Organizational Culture, and Work Motivation together -the same the higher the level of Teacher Performance. The results of the calculation of the significance of the correlation test between variables Transformational Leadership, Organizational Culture, and Work Motivation together with Teacher Performance can be seen in the following table:

From the findings obtained in this quantitative research phase it can be seen that 56.25% Teacher Performance is the result of the work of Transformational Leadership, Organizational Culture, and Work Motivation together, so that it can also be estimated that 43.75% is contributed by other variables that have a relationship with improving Teacher Performance, both directly and indirectly. The findings obtained in this quantitative research phase can be seen that 56.25% Teacher Performance is the result of the work of Transformational Leadership, Organizational Culture, and Work Motivation together so that it can also be estimated that 43.75% is contributed by variables others that have a relationship with improving Teacher Performance.

Based on the results of interviews on qualitative studies, it can be seen in addition to Transformational Leadership Factors, Organizational Culture, and Teacher Performance. Several factors that are considered to be related to Teacher Performance include school facilities and infrastructure, teacher job satisfaction, teacher work environment, teacher work discipline, intelligence intellectual, teacher work commitment, achievement motivation, and the teacher work culture factor, is also estimated to be related to contributing to improving teacher performance.

Some other factors that also affect 43.75% of them are:

1. Support facilities, facilities, and infrastructure in the school influence to improve Teacher Performance because without all these factors the teacher will not have Teacher Performance.
2. The teacher's intellectual intelligence also influences teacher performance because the teacher must have the basis of original character, great curiosity and willingness to progress which encourages him to produce creative works that can be accessed by the school community.
3. The balance of government policies for equalization and quality services of public and private schools by providing routine and continuous assistance and training facilities and internships. The existence of this opportunity allows schools that have infrastructure facilities that will not get the opportunity to improve their teaching staff and will be able to improve the quality of their schools.

Similarly, based on qualitative research, the results of the analysis of observations, interviews, and documentation in three Sarolangun District MTs in Jambi Province, it can be

seen that there is a tendency for the relationship between Transformational Leadership, Organizational Culture, and Work Motivation together with Teacher Performance. This shows the strengthening of quantitative research results of hypothesis testing which indicates that there is a functional relationship of Transformational Leadership, Organizational Culture, and Work Motivation together with Teacher Performance with very significant regression and shows that each score increases Transformational Leadership, Organizational Culture, and Work Motivation will improve Teacher Performance

## Conclusion

1. There is a positive relationship between Transformational Leadership and Teacher Performance with a regression equation  $\hat{Y} = 111.09 + 0.3343 X_1$ , correlation coefficient of  $r_{Y1} = 0.491$  and determination coefficient  $R_{Y1}^2 = 0.2411$  (24.11%). The results of qualitative research reinforce this positive relationship. Thus it can be stated that the higher the Transformational Leadership, the higher the Teacher's Performance.
2. There is a positive relationship between Organizational Culture and Teacher Performance with a regression equation  $\hat{Y} = 111.62 + 0.3132 X_2$ , correlation coefficient of  $r_{Y2} = 0.314$  and determination coefficient  $R_{Y2}^2 = 0.0986$  (10.1%). The results of qualitative research reinforce this positive relationship. Thus the higher the Organizational Culture, the higher the Teacher's Performance.
3. There is a positive relationship between Work Motivation and Teacher Performance with a regression equation  $\hat{Y} = 130.22 + (0.2048) X_3$ . The correlation coefficient of  $r_{Y3} = 0.308$  and the coefficient of determination  $R_{Y3}^2 = 0.0949$  (9.49%). The results of qualitative research reinforce this positive relationship. Thus the higher the Work Motivation, the higher the Teacher's Performance.
4. There is a relationship between Transformational Leadership, Organizational Culture and Work Motivation together with Teacher Performance indicated by the regression equation  $\hat{Y} = 310.63 + (-0.4497) X_1 + (-0.431) X_2 + (1,992) X_3$ . The correlation coefficient  $r_{Y.123} = 0.750$  and the coefficient of determination  $R_{Y.1.2.3}^2 = 0.5625$  (56.25%). The results of qualitative research strengthen this relationship. Thus the higher Transformational Leadership, Organizational Culture, and Work Motivation together become the higher the Teacher's Performance.

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