The Effect Of Leadership, Organizational Culture, Commitment, And Teacher Competency On Teacher Performance

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Abstract.
This study aims to determine: (1) the influence of the principal's leadership on the performance of West Jakarta Senior High School teachers, (2) the influence of organizational culture on the performance of West Jakarta State Senior High School teachers, (3) the influence of organizational commitment on the performance of West Jakarta State Senior High School teachers, (4) the influence of teacher competence on teacher performance at SMAN West Jakarta, and (5) the influence of principal leadership, organizational culture, organizational commitment and teacher competence on teacher performance at SMAN West Jakarta. This study uses a descriptive method with a quantitative approach. The population in this study were all teachers at SMAN West Jakarta, totaling 727 teachers, while the sample consisted of 100 teachers from 4 SMAN West Jakarta selected randomly. The research instrument used a Likert scale which was modified into 9 choices, consisting of 49 statement items spread over five research variables. The results of the analysis show (1) the principal's leadership has a positive and significant effect on teacher performance, with a fairly strong level of influence (2) organizational culture has a positive and significant effect on teacher performance, with a fairly strong level of influence (3) organizational commitment has a positive and significant effect on teacher performance. significant effect on teacher performance, with a strong level of influence (4) teacher competence has a positive and significant effect on teacher performance, with a strong level of influence and (5) principal leadership, organizational culture commitment and teacher competence together have a positive and significant effect on teacher performance, with a strong level of influence.

Keywords: Principal leadership, organizational culture, organizational commitment, teacher competence, teacher performance.

I. INTRODUCTION

Teachers become the main and leading role in the teaching and learning process, building effective interactions with students and their learning environment in order to produce a quality learning process according to professional duties so as to produce superior, productive and competitive human resources. To achieve this, of course, need to be supported by the performance of teachers as educational professionals. Performance according to Mathis & Jackson (2012), "is the result of work achieved by individuals in carrying out the tasks assigned to them that have a strong relationship with institutional goals, customer satisfaction, and contribute to the economy". The teacher performance according to Wibowo (2016), 'is the ability shown by the teacher in carrying out his duties or work'.Maximum teacher performance is an expectation for the community, government and schools, but the reality so far in the field shows that there are still many teacher performances that have not met expectations. Based on the results of preliminary observations in several West Jakarta Senior High Schools, it shows that the performance of high school teachers is still not optimal. There are still many teachers who are not yet professional in making learning tools and only imitate learning tools from the internet or from the previous year, less innovative learning, conventional learning methods, and less competent in applying learning methods by utilizing technology according to current needs with an online system because During the covid-19 pandemic, most teachers only give assignments to students without going through the process and learning cycle that should occur. There are still many teachers who do not make students the subject of learning, which is not in line with the view of Student Centered Learning.

The results of the PISA (Program for International Student Assessment) organized by the Organization for Economic Cooperation and Development (OECD) in 2018, Indonesia experienced a decline in three competencies, namely reading, mathematics, and science skills. Reading ability: 371, math score: 379, and science score: 396. Indonesia is ranked 74th out of 79 countries. Indonesian students' performance in reading, math and science is still far below the OECD average. The Head of Educational Assessment Center explained that several factors in Indonesia were still at the bottom. One of the factors is that the teacher cannot encourage, stimulate, and analyze a problem using reason or what is called High Order Thinking Skill (HOTS). In addition, the low reading ability is because Indonesian students are accustomed to reading single texts but are weak in understanding multiple texts. (Source: https://www.kompasiana.com accessed on April 4, 2022).In every group of an institution or organization, leadership is an important factor. Existing leadership will influence the group in achieving goals. The way a person leads can bring the group or organization towards the success or failure of achieving the goals that have been set. Leadership style has a lot to do with the success of a leader in influencing the behavior of his followers. Leadership is an art, namely the art of influencing others to take actions and actions that the leader wants in accordance with organizational goals. As an art, leadership cannot be generalized, each person has their own way, their own style to influence others in the leadership process. It usually happens even though the background of the leader is the same, but because the ways and styles are different, the appearance of the leadership will be different (Sulistiyani, 2007).

The principal as a functional teacher who is given the task to lead a school where the teaching and learning process is held, or a place where there is interaction between teachers who give lessons and students as recipients of lessons. (Wahyusumidjo, 2008). Thus, the principal is actually the pinnacle of decision-making and the leader for school members in carrying out educational activities and the learning process. The principal is a functional staff in charge of leading the school community with all the interactions that occur in it. According to Mulyasa (2013) the principal must have: (a) personality, (b) knowledge, (c) understanding of the vision and mission, (d) ability to make decisions, and (e) ability to communicate. Based on some of these opinions, that Principal leadership is the principal's ability to influence and coordinate school members to achieve the goals that have been set.Teacher performance is also evidenced by the commitment of teachers to the school which is a very important behavioral dimension for school progress. According to Wibowo (2016), organizational commitment is in the form of a person's willingness to bind himself and be able to provide evidence of loyalty to his organization because he feels he is involved in the activities of the organization. Then reinforced by Sutrisno (2010) that the individual (who has organizational commitment) will show a strong desire to become a member in a group, a high business will for the organization, and a belief in the values and goals of the organization.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, it is stated that teachers must have four basic competencies, namely: (1) pedagogic competence, namely the ability to manage learning, (2) professional competence, namely the ability to master learning materials broadly and deeply, (3) social competence, namely the ability of teachers as part of society to communicate and socialize effectively, and (4) personality competence, namely personal abilities that are steady, stable, mature, wise, and authoritative to be role models for students. By having these four competencies, teachers are expected to be able to carry out their duties as professional educators.

II.   METHODS

The method in this study uses a quantitative approach that is based on positivistic (concrete data), data in the form of numbers measured using statistics as a calculation test tool. The population in this study were all teachers of SMA Negeri Jakarta Barat, amounting to 727 people. The method of determining the

sample is cluster area random sampling, with a total sample of 100 teachers. The technique used is through questionnaires, interviews, and observations, with simple and multiple regression methods. The type of questionnaire used is a Likert scale. The variables used are the principal's leadership, organizational culture, organizational commitment, teacher competence, and teacher performance. The research instrument was a questionnaire. The questionnaire is arranged in the form of a Likert scale with nine choices. The entire questionnaire was prepared using a self-report technique, which asked respondents to give an assessment according to their responses. In analyzing the data, the following steps were taken: 1) editing and scoring; 2) tabulating data (tabulating); 3) data processing through descriptive statistics; and 4) data processing through simple and multiple regression analysis.

III.   RESEARCH RESULTS AND DISCUSSION

1. Transforming Ordinal Data Into Interval Data

a. Data Interval Results Likert Scale

	Research Variable				
	X_1	X_2	X_3	X_4	Y
Sum	7249	8109	7639	8164	8197
Average	72.49	81.09	76.39	81.64	81.97

b. Data Interval Results Likert Scale

	Research Variable				
	X_1	X_2	X_3	X_4	Y
Sum	3086	3338	3302	3285	3351
Average	30.86	33.38	33.02	32.85	33.51

2. Research Instrument Test Results

a. Validity test. Basis for Decision Making Product Moment Validity Test

1) Comparing arithmetic r with r table
2) If r count > r table, then the instrument is valid.
3) If r count < r table, then the instrument is not valid.
4) With N = 30 at 5% significance in the distribution of the statistical table r values, the value is 0.361.
5) If the significance value is < 0.05, then the instrument is valid
6) If the significance value is > 0.05, then the instrument is not valid

Principal's Leadership Instrument Validity Test Results

Number Items	Value Significance	Value r Count	Conclusion
1	0.000 < 0.05	0.684 > 0.361	Valid
2	0.000 < 0.05	0.801 > 0.361	Valid
3	0.022 < 0.05	0.416 > 0.361	Valid
4	0.022 < 0.05	0.632 > 0.361	Valid
5	0.000 < 0.05	0.693 > 0.361	Valid
6	0.000 < 0.05	0.642 > 0.361	Valid
7	0.445 > 0.05	0.145 < 0.361	Not Valid
8	0.001 < 0,05	0.590 > 0.361	Valid
9	0.000 < 0,05	0.844 > 0.361	Valid
10	0.000 < 0,05	0.675 > 0.361	Valid

Organizational Culture Instrument Validity Test Results

Number Items	Value Significance	Value r Count	Conclusion
11	0.000 < 0.05	0.642 > 0.361	Valid
12	0.000 < 0.05	0.802 > 0.361	Valid
13	0.000 < 0.05	0.816 > 0.361	Valid

14	0.000 < 0.05	0.707 > 0.361	Valid
15	0.000 < 0.05	0.799 > 0.361	Valid
16	0.000 < 0.05	0.787 > 0.361	Valid
17	0.000 < 0.05	0.765 > 0.361	Valid
18	0.000 < 0.05	0.710 > 0.361	Valid
19	0.000 < 0.05	0.611 > 0.361	Valid
20	0.000 < 0.05	0.814 > 0.361	Valid

Organizational Commitment Instrument Validity Test Results

Number Items	Value Significance	Value r Count	Conclusion
21	0.000 < 0.05	0.745 > 0.361	Valid
22	0.000 < 0.05	0.815 > 0.361	Valid
23	0.000 < 0.05	0.650 > 0.361	Valid
24	0.000 < 0.05	0.857 > 0.361	Valid
25	0.000 < 0.05	0.818 > 0.361	Valid
26	0.000 < 0.05	0.649 > 0.361	Valid
27	0.000 < 0.05	0.667 > 0.361	Valid
28	0.000 < 0.05	0.612 > 0.361	Valid
29	0.000 < 0.05	0.606 > 0.361	Valid
30	0.000 < 0.05	0.847 > 0.361	Valid

Teacher Competency Instrument Validity Test Results

Number Items	Value Significance	Value r Count	Conclusion
31	0,000 < 0.05	0.865 > 0.361	Valid
32	0,000 < 0.05	0.821 > 0.361	Valid
33	0,005 < 0.05	0.499 > 0.361	Valid
34	0,000 < 0.05	0.695 > 0.361	Valid
35	0,003 < 0.05	0.517 > 0.361	Valid
36	0,000 < 0.05	0.702 > 0.361	Valid
37	0,009 < 0.05	0.470 > 0.361	Valid
38	0,002 < 0.05	0.545 > 0.361	Valid
39	0,000 < 0.05	0.635 > 0.361	Valid
40	0,000 < 0.05	0.640 > 0.361	Valid

Teacher Performance Validity Test Results

Number Items	Value Significance	Value r Count	Conclusion
41	0.000 < 0.05	0.848 > 0.361	Valid
42	0.000 < 0.05	0.888 > 0.361	Valid
43	0.000 < 0.05	0.763 > 0.361	Valid
44	0.000 < 0.05	0.842 > 0.361	Valid
45	0.000 < 0.05	0.800 > 0.361	Valid
46	0.000 < 0.05	0.772 > 0.361	Valid
47	0.000 < 0.05	0.861 > 0.361	Valid
48	0.000 < 0.05	0.853 > 0.361	Valid
49	0.000 < 0.05	0.768 > 0.361	Valid
50	0.000 < 0.05	0.717 > 0.361	Valid

b. Reliability Test

The basis for making this reliability test decision refers to the opinion of Wiratna (2015), if the alpha value is > 0.60, then the research instrument is reliable. Meanwhile, if the alpha value < 0.60 then the research instrument is not reliable

Cronbach's Alpha Reliabilitas Test Results

Reliability Statistics	
Cronbach's Alpha	**N Of Items**
0.979	50

Conclusion:

The value of Cronbach's Alpha as a result of the test is 0.979 > 0.60. Then it can be concluded that the research instrument tested by the researcher is reliable.

3. **Regression Pre Requisite Test Result**
   a. **Normality Test. Decision Making Basis:**
      1) If the significance value > 0.05 then the residual value is normally distributed.
      2) If the significance value is < 0.05 then the residual value is not normally distributed.

Kolmogorov Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	100
Exact Sig. (2-tailed)	0.305

Conclusion:

Based on the SPSS calculation with the One Sample Kolmogorov Smirnov Test, the exact significance value is 0.305. This value is greater than 0.05 (0.305 > 0.05). Thus it can be concluded that the data is normally distributed

   b. **Linearity Test. Decision Making Basis:**
      1) If the Significance value > 0.05 then there is a linear relationship between the Independent Variable (X) and the Dependent Variable (Y).
      2) If the Significance value <0.05 then there is no linear relationship between the Independent Variable (X) and the Dependent Variable (Y).

Linierity Test Results

ANOVA TABLE	
	Significance
Linearity	1.000

Conclusion:

Based on calculations using SPSS, the data in the ANOVA table shows that the Linearity Significance value is 1,000. Value 1,000 > 0.05, it can be concluded that there is a linear relationship between the Independent Variables (X1, X2, X3, X4) and the Dependent Variable (Y).

   c. **Multicollinearity Test. Decision Making Basis:**
      1) Based on Tolerance Value

      If the Tolerance Value > 0.10 then there is no multicollinearity relationship between the Independent Variables.

      If the Tolerance Value < 0.10 then there is a multicollinearity relationship between the Independent Variables.

      2) Based on VIF Nilai Value

      If the VIF value < 10.00 then there is no multicollinearity relationship between the Independent Variables.

      If the VIF value is > 10.00 then there is a multicollinearity relationship between the Independent Variables.

Multicolliniearity Test Results

Coefficients[a]		
Model	Tolerance	VIF
Leadership	0.301	3.318
Organizational Culture	0.238	4.207
Commitment	0.252	3.652
Competence	0.274	3.652

Conclusion:

Based on the calculation in SPSS, the Tolerance Value in the table is as follows:

1) Leadership 0.301 > 0.10
2) Organizational Culture 0.238 > 0.10
3) Commitment 0.252 > 0.10
4) Competence 0.274 > 0.10

So it can be concluded that in the regression model there is no multicollinearity, meaning that there is no correlation between the independent variables (free).

d. Heteroscedasticity Test. Decision Making Basis:

1) If the Significance Value > 0.05 then the conclusion is that there is no heteroscedasticity in the regression model.
2) If the Significance Value <0.05, the conclusion is that there is heteroscedasticity in the regression model.

Hasil Uji Heteroskedastisitas Uji Glejser

Coefficients[a]	
Model	Sig.
Leadership	0.613
Organizational Culture	0.395
Commitment	0.908
Competence	0.360

Conclusion:

Based on the calculation of the Glejser Test with SPSS in the table, the magnitude of the significance value of each variable is explained as follows:

1) Leadership Significance Value 0.395 > 0.05
2) Organizational Culture Significance Value 0.908 > 0.05
3) Commitment Significance Value 0.360 > 0.05
4) Competence Significance Value 0.165 > 0.05

So it can be concluded that the regression model in this study has no symptoms of heteroscedasticity. This means that the analysis of this regression model can be continued.

4. Hypothesis Test Results

a. The Effect of Principal's Leadership on Teacher Performance

The results of research related to the influence of the principal's leadership on teacher performance are 47.4%, this means that the principal's leadership can affect the performance of SMAN West Jakarta teachers by 47.4% and the remaining 52.6% is determined by other variables or factors. which were not investigated in this study. The results achieved by this study are in line with the opinion of Mulyasa (2013) that the principal's behavior must be able to encourage the performance of teachers by showing a sense of friendship, closeness, and consideration towards teachers, both as individuals and as groups. The principal's instrumental behavior is task oriented and directly classified in the roles and duties of teachers (as individuals and groups)..

b. The Influence of Organizational Culture on Teacher Performance

The results of research related to the influence of organizational culture on teacher performance are 53.7%, this means that organizational culture can affect the performance of SMAN West Jakarta teachers by 53.7% and the remaining 46.3% is determined by other variables or factors that are not investigated in this study. From the results of this study, it is shown that organizational culture has a positive and significant effect on teacher performance. This positive value can be used as a prediction that if the value of organizational culture increases, the value of performance will also increase.

Organizational culture is given to individuals in the new organization through a socialization process that will influence individual behavior at work.

**c. The Effect of Organizational Commitment on Teacher Performance**

The results of research related to the effect of organizational commitment on teacher performance are 59.7%, this means that organizational commitment can affect the performance of SMAN West Jakarta teachers by 59.7% and the remaining 40.3% is determined by other variables or factors that are not investigated in this study. From the results of this study, it shows that organizational commitment has a positive and significant effect on teacher performance. This positive value can be used as a prediction that if the value of organizational culture increases, the value of performance will also increase.

d. The Influence of Teacher Competence on Teacher Performance

The results of research related to the influence of teacher competence on teacher performance are 76.4%, this means that teacher competence can affect the performance of West Jakarta Senior High School teachers by 76.4% and the remaining 23.7% is determined by other variables or factors that are not investigated in this study. Among the variables studied in this study indicate that teacher competence has the greatest and most dominant influence on teacher performance. So it is better if the improvement of teacher competence is the main priority that must be done in order to improve teacher performance.

e. The Influence of Principal Leadership, Organizational Culture, Teacher Commitment and Competence on Teacher Performance

The results of research related to the influence of principal leadership, organizational culture, commitment and teacher competence together on teacher performance are 77.6%, this means that the principal's leadership, organizational culture, commitment and teacher competence together can affect the performance of West Jakarta Senior High School teachers by 77.6% and the remaining 22.4% is determined by other variables or factors not examined in this study. A complete picture of the influence between variables, both partial and simultaneous, can be seen in the following figure.
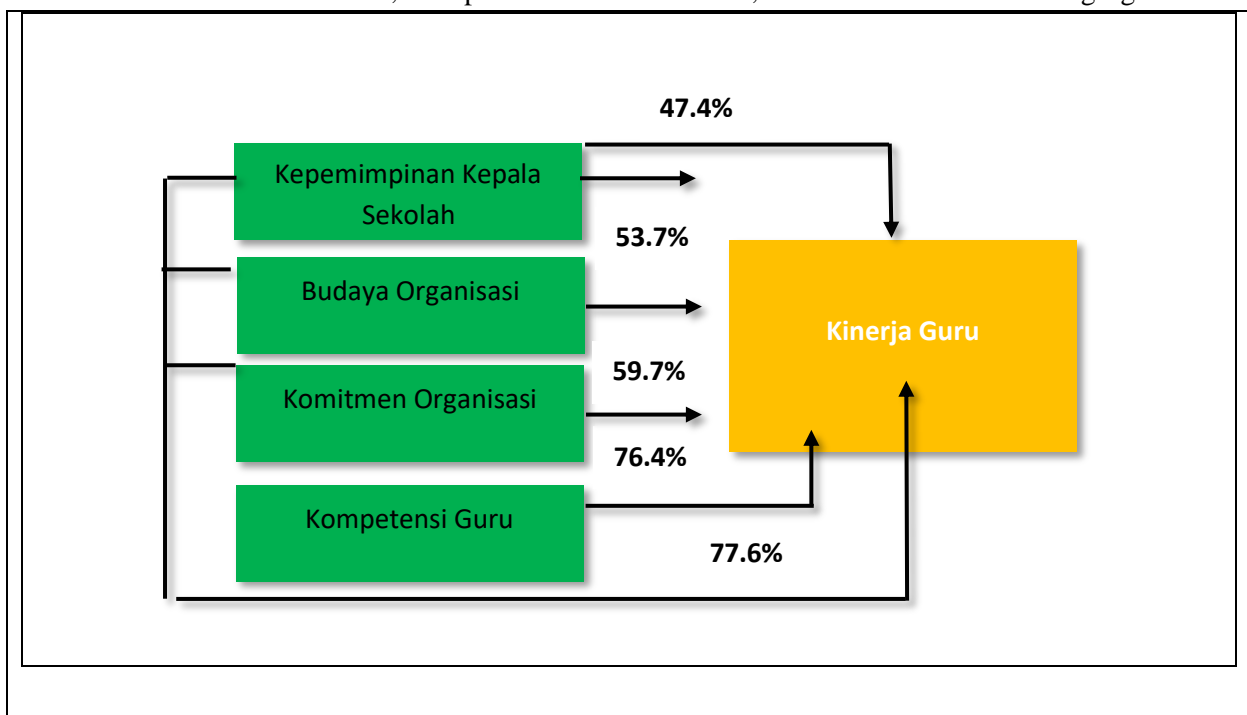
Partial and Simultaneous Research Results

IV.   CONCLUSION AND RECOMMENDATION
1.   Conclusion

a. There is an influence of the principal's leadership on the performance of West Jakarta Senior High School teachers. The magnitude of the influence of the principal's leadership on teacher performance is 43.20%. %. This means that the principal's leadership can affect the performance of West Jakarta Senior High School teachers by 47.4% and the remaining 52.60% is determined by other variables not examined.

b. There is an influence of organizational culture on the performance of West Jakarta Senior High School teachers. The magnitude of the influence of organizational culture on teacher performance is 53.7%. %. This means that organizational culture can affect the performance of West Jakarta Senior High School teachers by 53.7% and the remaining 46.3% is determined by other variables not examined.

c. There is an effect of organizational commitment on the performance of West Jakarta Senior High School teachers. The magnitude of the influence of organizational commitment on teacher performance is 59.7%. %. This means that organizational commitment can affect the performance of West Jakarta Senior High School teachers by 59.7% and the remaining 40.3% is determined by other variables not examined.

d. There is an influence of teacher competence on the performance of West Jakarta Senior High School teachers. The magnitude of the influence of teacher competence on teacher performance is 76.4%. %. This means that teacher competence can affect the performance of West Jakarta Senior High School teachers by 76.4% and the remaining 23.6% is determined by other variables not examined.

e. There is a joint influence of principal leadership, organizational culture, commitment and teacher competence on the performance of West Jakarta Senior High School teachers. The magnitude of the influence of the principal's leadership, organizational culture, commitment and teacher competence together on teacher performance is 77.6%. %. This means that the principal's leadership, organizational culture, commitment and teacher competence together can affect the performance of SMAN West Jakarta teachers by 77.6% and the remaining 22.4% is determined by other variables not examined.

2.   Recommendation

Based on the results of the study and conclusions, the researcher provides several recommendations as follows:

a. For the Head of SMAN West Jakarta, it is hoped that he will improve his leadership competence which is more productive and optimal so that the overall performance of the school can be improved, including the performance of teachers.

b. West Jakarta Senior High School teachers are expected to: (1) create and maintain a healthy, dynamic, and conducive organizational culture for the growth and development of school performance, (2) create a high organizational commitment by dedicating all their potential to the advancement of education. , (3) improve competence by learning, adapt to changes, inspire students to be independent, responsible, creative, and innovative, (4) increase discipline and be role models.

c. For the government and policy makers in the field of Education, the results of this study are expected to be used as a material for consideration in making decisions that are relevant and in accordance with real conditions in the field, especially those related to efforts to improve teacher performance.

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