

The effect of School Culture, Team Work, Work Motivation and Job Satisfaction on the Head Masters' Performance of Junior High School in Medan City

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Abstract: The purpose of the study was to analyze and find the headmasters' performance model that was built based on the associative causal relationship between exogenous variables and endogenous variables that were adaptively implemented in junior high schools in Medan, such as the influence of school culture and teamwork on work motivation; The influence of school culture, and teamwork on job satisfaction; The influence of school culture, teamwork, work motivation and job satisfaction on performance. This type of research is *ex post facto*. The performing was at Public and Private Junior Schools in Medan City, North Sumatra Province, involving 392 respondents. The results showed that: School culture had a direct positive effect on work motivation; teamwork has a direct positive effect on work motivation; School culture has a direct positive effect on job satisfaction; Teamwork has a direct positive effect on job satisfaction; School culture has a direct positive effect on performance; Teamwork has a direct positive effect on performance; Work motivation has a direct positive effect on performance; and Job satisfaction has a direct positive effect on the performance Headmasters of junior high schools in Medan.

Key Words: performance, organizational culture, teamwork, motivation, job satisfaction

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I. Introduction

Headmaster's leadership is the most important component in a school, because effective leadership makes the organization effective, and conversely less effective leadership makes the organization fail to realize its vision, mission, and goals¹. Further² stated that the headmaster as a leader must be able to: (1) encourage the emergence of a strong will with enthusiasm and confidence in teachers, staff and students in carrying out their respective duties; (2) providing guidance and directing teachers, staff and students in achieving their goals.

Headmasters' main task as contained in the Minister of Education and Culture Regulation of the Republic of Indonesia Number 6 of 2018, Chapter VI Article 15 Paragraph (1) The principal's workload is entirely to carry out the principal managerial tasks, entrepreneurship development, and supervision of teachers and education staff; (2) The workload of school head as referred to in paragraph (1) aims to develop schools and improve school quality based on 8 (eight) national education standards. It was further explained that in an effort to develop schools, namely how the efforts of headmasters in (1) compiling and or perfecting the vision, mission and goals of the school; (2) arrange the school organizational structure; (3) prepare a medium-term work plan (RKJM) and annual work plan (RKT); (4) formulating school rules; and (5) developing management information systems³.

The head of the junior high school as a manager and leader in the education unit must possess the competencies required to be able to do the right thing in the right way at the educational institution he leads. This is in accordance with the statement of ⁴ who explains that competence is a group of knowledge, skills and abilities that one needs to be effective. Each school principal is required to have good competence in the fields of personality, social, supervision, managerial, and entrepreneurship so that his performance in the school he leads is good.

Regarding the principal's dominant role in determining school success⁵ said that the principal must be able to function as an educator, manager, administrator supervisor, leader, innovator, and motivator (EMASLIM). In connection with increasing professionalism, various efforts have been made that can strengthen the knowledge, skills and attitudes of junior high school headmasters so that they are able to carry out their duties and functions effectively and efficiently⁶.

Efforts to improve the competency of school headmasters, School Principal Work Group (K3S) activities, and Principal Consultation (MKS) as well as teacher professional allowances and school principal allowances are expected to make junior high school headmasters have good teamwork, high work motivation,

high job satisfaction, strong school culture and good performance in the teaching unit where they work. But in reality, based on the explanation⁷ that currently national education is still facing obstacles in meeting the needs of the community for quality education

In accordance with the associative causal law that the problem of the headmaster's performance can occur due to several factors, both internal and external factors that can affect directly or indirectly influence through intermediate variables, factors that can occur as a result of performance problems. ⁸suggests that there are three sources of causes of poor performance, namely: (1) individual sources including intellectual weakness, psychological weakness, demotivation, obsolescence / aging, and value orientation; (2) organizational resources which include organizational systems, the role of organizations, groups within the organization, behavior related to supervision, and organizational culture; and (3) external environmental sources which include family, economic conditions, political conditions, legal conditions, social values, labor markets, technological changes, associations.

Related to performance issues work incentives and motivation has a direct positive effect on performance⁹. That means, if the provision of incentives is greater and work motivation is higher, then the performance will be better.

Organizational culture and management knowledge directly and indirectly had a positive effect on performance, while work motivation and job satisfaction only had a positive direct effect on the performance of school headmasters¹⁰. Knowledge management directly and indirectly affected performance, whereas interpersonal communication, sense making and job satisfaction only had a direct positive effect on the performance of school headmasters¹¹.

Related to competence in his research found that managerial competence and self-efficacy are antecedent variables that have a positive effect on performance¹¹. In their research found that organizational culture and learning leadership directly and indirectly had a positive effect on performance, while innovative behavior and work motivation only had a direct positive effect on the performance of school headmasters¹².

In his research found that transformational leadership, locus of control, and the characteristics of work groups directly and indirectly had a positive effect on job satisfaction through performance, while performance directly had a positive effect on job satisfaction¹³.

Based on the explanation of the theory and the results of the research above, it can be seen the factors that directly and indirectly affect performance. In addition, the description above shows that there is a gap between the expected performance and the performance of the SMP head in Medan at present. If the problem does not receive attention and is immediately addressed, the consequences will affect businesses in the field of basic education because it is a determining factor in the quality of graduates. Therefore, in order to improve the performance of junior high school headmasters in Medan, a study of performance and the factors that influence it can be carried out. In accordance with the theoretical explanation and research results as described above that performance is influenced by various factors, including: school organizational culture, teamwork, job satisfaction and work motivation. In this connection, it is necessary to conduct research on the Influence of School Culture, Teamwork, Work Motivation and Job Satisfaction on the Performance of Middle School Headmasters in Medan

II. Material And Methods

This research is a type of Ex Post Facto research¹⁴. The research aims to determine the effect of exogenous variables on endogenous variables by using Path Analysis. The place of this research was Public and Private Middle Schools (SMP) in Medan City, North Sumatra Province. It was held for three months, from January 2020 to April 2020. The population in this study were all headmasters of junior high schools in Medan as many as 392 people. Data collection techniques used to capture research data is a non-test technique in the form of a questionnaire.

Data analysis techniques used in this study include descriptive analysis, test requirements analysis, and hypothesis testing. Test Requirements Analysis is to test the normality of data from each research variable used the Kolmogrov-Smirnov One-Sample Test technique. Furthermore, to test the linearity of the relationship between exogenous variables and endogenous variables used Analysis of Variance (ANAVA). Therefore, based on the theoretical model developed in this research, a path diagram is made of the research variables as shown in Figure no1.

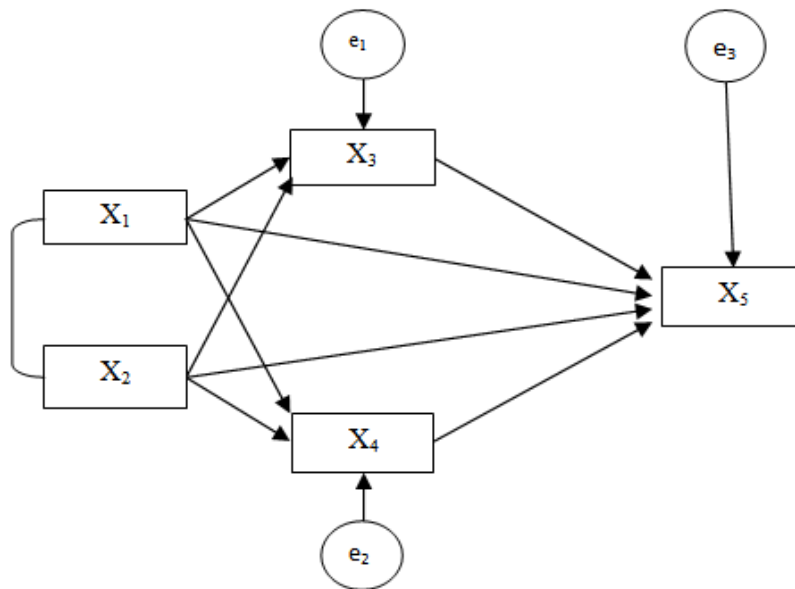


Figure no 1. Research Variable Path Diagram

Caption for Figure no 1:

X1 = School Culture
 X2 = TEAM Cooperation
 X3 = Work Motivation
 X4 = Job Satisfaction
 X5 = Performance
 e1, e2, e3 = Residue Variables

III. Result

3.1. Normality test

To test the normality of research data used the Kolmogorov-Smirnov Test formula. Based on the above provisions, using the SPSS for Windows application computer aids, a summary of the normality test data obtained from the research variables is summarized in Table no 1.

Table no 1: Summary of Test Results for Research Variable Data Normality

| | | X ₁ | X ₂ | X ₃ | X ₄ | X ₅ |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| N | | 212 | 212 | 212 | 212 | 212 |
| Normal Parameters ^{a,b} | Mean | 113,57 | 110,80 | 112,73 | 102,45 | 215,97 |
| | Std. Deviation | 12,163 | 11,083 | 11,313 | 12,243 | 24,920 |
| Most Extreme Differences | Absolute | 0,064 | 0,044 | 0,038 | 0,055 | 0,054 |
| | Positive | 0,037 | 0,023 | 0,038 | 0,055 | 0,054 |
| | Negative | -0,064 | -0,044 | -0,034 | -0,024 | -0,036 |
| Kolmogorov-Smirnov Z | | 0,935 | 0,638 | 0,553 | 0,794 | 0,789 |
| Asymp. Sig. (2-tailed) | | 0,346 | 0,810 | 0,920 | 0,553 | 0,563 |

a. Test distribution is Normal.
 b. Calculated from data.

Table no 1: shows that the Asymp value. Sig (2-tailed) > α. So, it can be concluded that the School Culture data (X1), Teamwork (X2), Work Motivation (X3), Job Satisfaction (X4), and Performance (X5) are normally distributed.

3.2. Linearity Test and Meaning of Regression

Table no 2: Summary of Linearity and Meaning Test Results

| No | Exogenous Variables with respect to Variable Endogenous | Linearity Test | | | Test the Significance of Regression | | |
|----|---|--------------------|-------|--------|-------------------------------------|-------|-------------|
| | | F _{count} | Sig. | Status | F _{count} | Sig. | Status |
| 1 | X ₁ with X ₃ | 1,259 | 0,147 | Linier | 32,010 | 0,000 | Significant |
| 2 | X ₂ with X ₃ | 1,286 | 0,132 | Linier | 51,584 | 0,000 | Significant |
| 3 | X ₁ with X ₄ | 1,231 | 0,171 | Linier | 108,058 | 0,000 | Significant |
| 4 | X ₂ with X ₄ | 1,350 | 0,092 | Linier | 157,109 | 0,000 | Significant |

| | | | | | | | |
|---|------------------------------------|-------|-------|--------|---------|-------|-------------|
| 5 | X ₁ with X ₅ | 1,250 | 0,154 | Linier | 162,435 | 0,000 | Significant |
| 6 | X ₂ with X ₅ | 0,998 | 0,484 | Linier | 254,258 | 0,000 | Significant |
| 7 | X ₃ with X ₅ | 1,192 | 0,209 | Linier | 77,073 | 0,000 | Significant |
| 8 | X ₄ with X ₅ | 1,016 | 0,458 | Linier | 236,619 | 0,000 | Significant |

Caption for **Table no 2:**

X1 = School Culture X2 = TEAM Cooperation X3 = Work Motivation X4 = Job Satisfaction
 X5 = Performance

Table no 2: shows that for the linearity test all the significance values of F count > 0.05, and for the regression significance test all the significance values of F_{count} < 0.05. The results of the analysis concluded that all forms of linear and significant regression were at the α significance level of 0.05.

3.3. Research Hypothesis Testing

Based on the causal model formed theoretically the research variable path diagram is obtained as shown in Figure no 2.

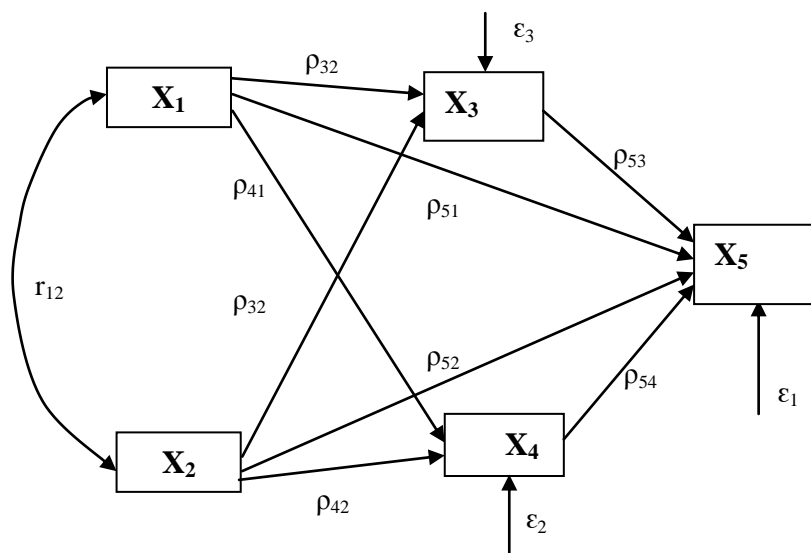


Figure no 2: Research Variable Path Diagram

Explanation: X1 = School Culture X2 = Teamwork
 X3 = Work Motivation X4 = Job Satisfaction
 X5 = Performance e3, e4, e5 = residual variables

Table no 3: Summary of Results of Calculation of Correlation Coefficient, Path Coefficient and Meaning

| Number Hypothesis | Coefficient Correlation* | Coefficient Pathway | t-count | significance | Explanation |
|-------------------|--------------------------|---------------------|---------|--------------|------------------|
| 1 | $r_{13} = 0,36$ | $p_{31} = 0,18$ | 2,46 | 0,01 | Meaningful Paths |
| 2 | $r_{23} = 0,44$ | $p_{32} = 0,35$ | 4,84 | 0,00 | Meaningful Paths |
| 3 | $r_{14} = 0,58$ | $p_{41} = 0,33$ | 5,70 | 0,00 | Meaningful Paths |
| 4 | $r_{24} = 0,65$ | $p_{42} = 0,48$ | 8,35 | 0,00 | Meaningful Paths |
| 5 | $r_{15} = 0,66$ | $p_{51} = 0,25$ | 5,27 | 0,00 | Meaningful Paths |
| 6 | $r_{25} = 0,74$ | $p_{52} = 0,35$ | 6,74 | 0,00 | Meaningful Paths |
| 7 | $r_{35} = 0,52$ | $p_{53} = 0,15$ | 3,54 | 0,01 | Meaningful Paths |
| 8 | $r_{45} = 0,73$ | $p_{54} = 0,29$ | 5,43 | 0,00 | Meaningful Paths |

* All significant correlation coefficients {t_{count} greater than t_{table} (5%) = 1.96}

3.4. Model Conformity Test

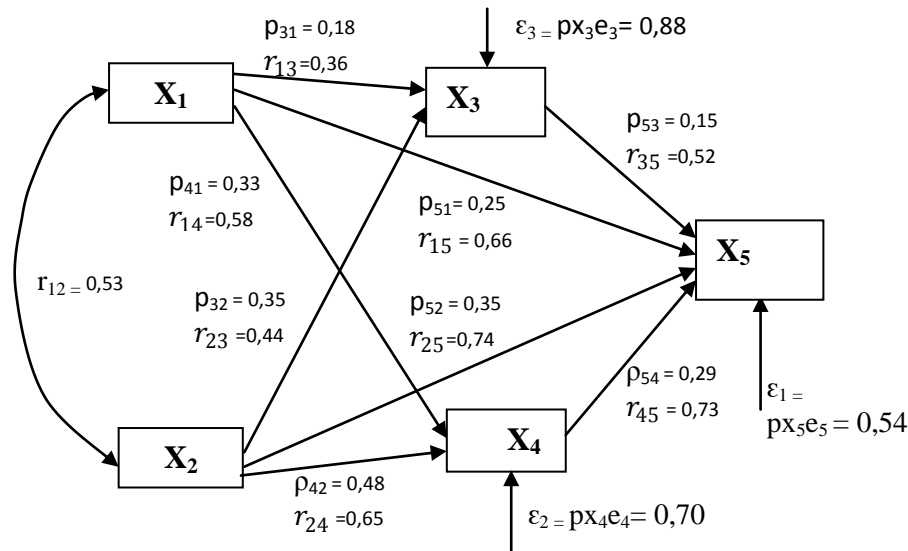


Figure no 3: Empirical Causal Relations of X1, X2, X3, and X4 with X5

Explanation: X1 = School Culture X2 = Teamwork
 X3 = Work Motivation X4 = Job Satisfaction
 X5 = Performance e3, e4, e5 = residual variables

Table no 3: Summary of Calculation Results of Proportional Effects of School Culture (X1), Teamwork (X2), Work Motivation (X3), and Job Satisfaction (X4) on Performance (X5)

| Variables | Effect | | | | | Total | Non Path | |
|-----------|---------------------|-------------------------|----|-------|-------|-------|----------|-------|
| | Directly against X5 | Indirect to X5 through: | | | | | S | U |
| | | X1 | X2 | X3 | X4 | | | |
| X1 | 0,060 | | | 0,014 | 0,046 | 0,120 | 0,046 | |
| X2 | 0,123 | | | 0,023 | 0,066 | 0,212 | 0,046 | |
| X3 | 0,023 | | | | | 0,023 | 0,039 | 0,018 |
| X4 | 0,084 | | | | | 0,084 | 0,108 | 0,018 |
| Total | | | | | | 0,439 | 0,147 | 0,128 |

Information: S = Spurious component
 U = Unanalyzed Component

IV. Discussion

Distribution of performance data shows that as many as 113 people (53.30%) headmasters of junior high schools (SMP) in Medan are in the good performance category, and as many as 99 people (46.70%) in the poor performance category. In general, the performance of headmasters in junior high schools in Medan tends to be in the good category.

Distribution of school culture data shows that as many as 112 people (52.83%) of junior high school headmasters in Medan are in the strong school culture category, and as many as 100 people (47.17%) are in the weak school culture category. In general, the school culture adopted by the headmasters of junior high schools in Medan tends to be in the strong category.

Distribution of teamwork data shows that as many as 158 people (74.53%) headmasters of junior high schools in Medan are in the category of good teamwork, and as many as 54 people (25.47%) in the category of teamwork are not well. In general, the teamwork of headmasters in junior high schools in Medan tends to be in the good category.

The distribution of work motivation data shows that as many as 108 people (50.94%) of junior high school headmasters in Medan are in the high work motivation category, and as many as 104 people (49.06%) in the low work motivation category. In general, the work motivation of headmasters in junior high schools in Medan tends to be in the high category. Thing

The distribution of job satisfaction data shows that as many as 133 people (62.74%) of junior high school headmasters in Medan are in the satisfied category, and as many as 79 people (37.26%) in the dissatisfied

category. In general, job satisfaction of headmasters in junior high schools in Medan tends to be in the satisfied category

V. Conclusion

5.1. Conclusion

The conclusion from the results of this study is that school culture has a direct positive effect on work motivation; teamwork has a direct positive effect on work motivation; School culture has a direct positive effect on job satisfaction; Teamwork has a direct positive effect on job satisfaction; School culture has a direct positive effect on performance; Teamwork has a direct positive effect on performance; Work motivation has a direct positive effect on performance; and Job satisfaction has a direct positive effect on the performance of SMP headmasters in Medan.

This means that if the stronger the culture of the school, the higher the work motivation of junior high school headmasters in Medan, the better teamwork, the higher the work motivation of junior high school headmasters in Medan, the stronger the school culture, the higher job satisfaction of junior high school headmasters in Medan, the better teamwork, the higher job satisfaction of SMP headmasters in Medan City, the stronger the school culture, the better the performance of SMP headmasters in Medan City, the better teamwork, the better the performance of SMP headmasters in Medan, the higher work motivation, the better the performance of junior high school headmasters in Medan City, the higher the job satisfaction, the better the performance of junior high school headmasters in Medan.

5.2. Implication

Thus, the theoretical model of junior high school principal performance which is found based on the theory of coherence truth and empirical data support through hypothesis testing and testing the performance model of the findings of this study can provide theoretical answers to performance problems

5.3. Suggestion

The findings of this study can be used as a comparative material for relevant research in the future. In this regard, further research needs to be done on the performance of school headmasters by involving other exogenous variables outside the school culture variables, teamwork, work motivation, and job satisfaction in order to obtain dominant variables that determine changes in performance in order to improve head performance

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