



Sequential explanatory analysis on teachers' performance examined from organizational culture, visionary leadership, and motivation

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Abstract

This study aims to determine the relationship of independent variables of organizational culture, visionary leadership and work motivation either individually or together to the performance of teachers. The selected sample amounted to 266 teachers of public junior high schools in Central Aceh District, Indonesia. This research used Mixed Method Sequential Explanatory that is first research using quantitative method then to deepen conducted research with qualitative method. This was intended to in more in-depth and comprehensive research result.

The result of this research concludes that: (1) there is positive relationship of organizational culture with teacher performance with $r_{y.10.458}$ and $(r_{y.1})^2 = 21.00\%$ through regression equation $\hat{Y} = 86.696 + 0.493 X_1$, (2) There is positive relationship of visionary leadership with teacher performance with $r_{y.2} = 0.384$ and $(r_{y.2})^2 = 14.80\%$ through regression equation $\hat{Y} = 94.567 + 0.451 X_2$, (3) There is positive relation of work motivation with performance teacher with $r_{y.3} = 0.437$ and $(r_{y.3})^2 = 19.10\%$ through regression equation $\hat{Y} = 86.992 + 0.469 X_3$, (4) There is a positive relationship between organizational culture, visionary leadership and work motivation together with teacher performance with $r_{y.1.2.3} = 0.567$ and $(r_{y.1.2.3})^2 = 32.10\%$ through regression equation $\hat{Y} = 36.267 + 0.244 X_1 + 0.376 X_2 + 0.231 X_3$. The factors that are also positively correlated with teacher performance improvement is equal to 67.90%.

Keywords: teacher's performance, organizational culture, visionary leadership, work motivation

1. Introduction

Teacher performance is a real behavior that teachers aim at when giving lessons, while carrying out teaching-learning interactions, planning and preparing for class. The low performance of teachers is determined by the ability and willingness of teachers in teaching and learning process that will affect the quality of education.

To know the high level of teacher performance hence required an assessment to teacher performance. It is one of the efforts in carrying out the duties and functions inherent in the functional position of teachers implemented in accordance with the rules applicable to ensure the occurrence of quality learning process at all levels of education. Teacher performance appraisals are not only done at the college level, but also at the level of Senior High School, Junior High School and Primary School. This research article is one of the first Junior High School performance assessments ever conducted on teachers in Central Aceh District.

The condition of key education development indicators shows that teachers' performance in some public schools in Regency of Central Aceh is still low. There are several causes that result in high performance of teachers among them are organizational culture, visionary leadership and teacher motivation.

Teacher has four general functions which are the characteristics of a teacher's work, is (1) planning that is to set learning goals, (2) to organize, organize and connect learning resources so as to realize learning objectives in a way the most effective, efficient, and economically possible, (3) to lead the

motivation, encourage, and stimulate the students, so that they are ready to realize the learning objectives, (4) supervise that determines whether its function in organizing and leading the above has been successful in realizing the goal which has been formulated. If the goal can not be realized, then the teacher must assess and rearrange the situation ^[1].

The culture means reason or anything related to human reason ^[2]. This is in line with opinion, which says that culture is a manifestation of the way of thinking, so according to which the pattern of culture is very wide because all the behavior and deeds, embodies it and can be expressed on the basis and way of thinking, including the feeling of feeling is also the purpose of the mind ^[3].

Several dimensions that have been studied and become the essence of the culture of an organization: (1) *individual autonomy* (individual autonomy), ie the level of creativity, initiative or independence (individual) in developing tasks in the organization, (2) *risk tolerance* (tolerance to risky action), is the extent to which employees are encouraged to act aggressively, innovatively and dare to take risks, (3) *management support*, ie the level of support from management in terms of the extent to which leaders provide motivation, communicate clear, support for subordinates, (4) *structure*, are the rules and direct supervision made by the leaders of the organization in controlling the behavior of subordinates, (5) *identity*, ie the level of pride of each individual or the extent to which the employee concerned identifies himself as a whole with the organization, (6) *performance reward*, is the level of allocation of

compensation given to employees based on performance criteria, not based on seniority or favoritism, (7) *conflict tolerance*, ie the extent to which the level of encouragement of the employee to express conflict and criticism openly [4].

Visionary leadership is the leader's ability to create and articulate a vision that is realistic, credible, attractive about the future for an organization or organizational unit that continues to grow and increase to date. Visionary leadership involves the ability, ability, extraordinary expertise to offer success and future glory.

Visionary leadership is a leadership that demands that leaders be more instrumental in determining future directions with clear vision and careful planning. According to Robbins, visionary leadership is the ability to create and articulate a realistic, credible and interesting vision of the future of an organization or organizational unit that continues to grow and increase over the present [5].

Visionary leadership indicators consist of proposing 10 (ten) competencies: (1) *visualizing*, the visionary leader has a clear picture of what to achieve and has a clear picture of when it will be achieved, (2) *futuristic thinking*, not only to think about where the business stands at the moment, but to think about where the desired position will be in the future, (3) *showing foresight*, the visionary leader is a planner who not only considers what he wants to do but takes into account the technology, organizations and other factors that may affect the plan, (4) *proactive planning*, visionary leaders set specific goals and strategies to achieve those goals. (5) *creative thinking*, in dealing with the challenges of visionary leaders seeking new alternatives with regard to issues, opportunities, and problems, (6) *taking risks*, visionary leaders dare to take risks and regard failure as an opportunity rather than a setback. (7) *process alignment*, the visionary leader knows how to relate himself to the organization's goals. It can immediately align the tasks and work of every department of the entire organization, (8) *coalition building*, the visionary leader realizes that in order to achieve goals, he must create harmony relations both inside and outside the organization. (9) *continuous learning*, visionary leaders must be able to regularly take part in training and other types of both inside and outside the organization, (10) *bearers embracing change*, visionary leaders know that change is an important part of growth and development [6].

Work motivation is a number of forces that push themselves in and from outside of a person to begin his behavior with regard to work, determine the formal, the direction, the intensity, and the duration [7]. Additionally, work motivation relates to energy, direction, strength and the end of all aspects of intention and attention [8].

There are two types of factors that encourage a person to try to achieve satisfaction and distance themselves from discontent. Hygiene factors motivate a person to get out of dissatisfaction, including a) success, b) recognition, c) responsibility, d) progress, e) the work itself, and f) the possibility of developing. While extrinsic factors consist of a) salary, b) job security, c) working conditions, d) status, e) company procedures, f) quality of supervision, and g) quality of interpersonal relationships among coworkers, superiors, and subordinates [5].

2. Materials and methods

The general purpose of this research is to get descriptive explanation, inferential (quantitative) and qualitative relationship between variables, organizational culture variable, visionary leadership, work motivation on teacher performance through mix method with design of sequential explanatory.

The research was conducted at the State Junior Secondary School in Central Aceh District which is one of 14 (fourteen) districts located in Nanggroe Aceh Darussalam Province.

In this research, research method used is combination research method (*mixed method*). The use of a combination method (*mixed method*) is used because the researchers want to obtain data and complete, valid, reliable and objective information. By using combination methods, the weaknesses in both quantitative and qualitative methods can be eliminated.

The population of this study is the teachers in Takengon Central Aceh with the status of Civil Servant as many as 792 teachers. The sample was drawn using a simple random sampling technique. The number of samples employed the Slovin formula with a total sample of 266 teachers.

3. Results & Discussion

Requirements for statistical analysis were performed prior to hypothesis testing. Each data group has a predictor value of X and the response of Y must be independent and normally distributed. For each group X has homogeneous variance and estimated error ($Y - \hat{Y}$) to be normally distributed. Test normality of raw error estimation was done by Liliefors test, while homogeneity variance test using F test with the result as follows.

Table 1: Summary of Normality Test

No.	Path	L _o	L _t		Conclusions
			(α = 0.05; n = 266)	(α = 0.01; n = 266)	
1	Y- X ₁	0.0449	0.0543	0.063	Normal
2	Y- X ₂	0.0409	0.0543	0.063	Normal
3	Y- X ₃	0.0474	0.0543	0.063	Normal

Requirement: L_o < L_t

Table 2: Homogeneity Test

Grouping	F Test		Conclusion
	F _{calculated}	F _{table}	
Y over X ₁	1.00	1.23	Homogen
Y over X ₂	0.97	1.23	Homogene
Y over X ₃	0.98	1.23	Homogeneous Homogeneous

Requirement: F_{Calculated} < F_{Table}

Testing of research conducted with correlation techniques show the following results.

The relationship between organizational culture and teacher performance is presented in the regression equation $\hat{Y} = 86.696 + 0.493 X_1$. Testing the significance of the equation is also performed using the t test produces a value = 8.373, while the value of $t_{table (0.05)} = 1.969$ and $t_{table (0.01)} = 2.595$ and the value of $F_{calculated} = 41.435$ while the value of $F_{table (0.05)} = 3.877$. The test of linearity requirement of regression equation with F test has provision $F_{calculated} < F_{table}$, then the equation can be said to be linear. Based on the results of calculations performed, the value of $F_{calculated} = 1.192$, while the score of

$F_{table} = 1.410$. Thus, the regression equation $\hat{Y} = 86.696 + 0.493 X_1$ is linear. The strength of the relationship between organizational culture variables and teacher performance can be seen from the correlation coefficient value between X_1 and Y of $r_{y,1} = 0.458$. Thus, it can be concluded that there is a positive and very significant relationship between organizational culture with teacher performance. The contribution of organizational culture variable to teacher performance variable is 21%.

The relationship between visionary leadership and teacher performance is presented in the regression equation $\hat{Y} = 94.567 + 0.451 X_2$. Significance testing was also done using the t test that produce value = 6.765, while the value of $t_{table (0.05)} = 1.969$ and $t_{table (0.01)} = 2.595$ and the value of $F_{calculated} = 45.777$ while the value of $F_{table (0.05)} = 3.877$. The test of linearity requirement of regression equation with F test has provision $F_{calculated} < F_{table}$, then the equation can be said to be linear. Based on the calculation done, the value of $F_{calculated} = 0.682$, while the $F_{table} = 1.420$. Thus, the regression equation $\hat{Y} = 94.567 + 0.451 X_2$ is also linear. The strength of the relationship between visionary leadership variables and teacher performance can be seen from the correlation coefficient between X_2 and Y of $r_{y,2} = 0.384$. Thus, it can be concluded that there is a positive and very significant relationship between visionary leadership and teacher performance. The contribution of visionary leadership variable to teacher performance variable is 14.80%.

The relationship between visionary leadership and teacher performance is presented in the regression equation $\hat{Y} = 86.992 + 0.469 X_3$. Significance testing was also done using the t test that produce value = 7.900, while the value of $t_{table (0.05)} = 1.969$ and $t_{table (0.01)} = 2.595$ and the value of $F_{calculated} = 62.454$ while the value of $F_{table (0.05)} = 3.877$. The test of linearity requirement of regression equation with F test has provision $F_{calculated} < F_{table}$, then the equation can be said to be linear. Based on the results of calculations performed, the value of $F_{calculated} = 0.744$, while the $F_{table} = 1.399$. Thus, the regression equation $\hat{Y} = 86.992 + 0.469 X_3$ is linear. The strength of the relationship between visionary leadership variables and teacher performance can be seen from the correlation coefficient between X_3 and Y of $r_{y,3} = 0.437$. Thus, it can be concluded that there is a positive and very significant relationship between work motivation and teacher performance. The contribution of work motivation variable to teacher performance variable is 19.10%.

The relationship between organizational culture, visionary leadership, and work motivation together with teacher performance is presented in the form of regression equation $\hat{Y} = 36.267 + 0.244 X_1 + 0.376 X_2 + 0.231 X_3$ with value of $F_{calculated}$ at $\alpha = 0.05$ equal to 41.354 while the $F_{table} = 2.639$ indicates a positive and very significant relationship. The correlation coefficient obtained from the calculation is $r_{y,1,2,3} = 0.567$ and the coefficient of determination of 0.321. The value of this coefficient of determination implies that 32.10% variations in teacher performance variables can be explained by organizational culture variables, visionary leadership and work motivation jointly. Thus it can be concluded that the relationship of organizational culture (X_1), visionary

leadership (X_2) and work motivation (X_3) together with teacher performance is positive and very significant.

The result of qualitative research obtained through data reduction of interview result, FGD, observation, and document review showed that the relationship between organizational culture variables, visionary leadership and work motivation with teacher performance, either individually or collectively showed trend which is similar to the results of quantitative research.

In this study, visionary leadership is the most decisive variable in relation to teacher performance compared with organizational culture and work motivation variables. The relationship of visionary leadership variables has a higher coefficient of determination than the organizational culture and work motivation variables. This means that if schools have leaders who can play a more important role in determining future directions with clear vision and careful planning will be able to foster a desire and awareness within the teacher to improve their performance, at least within the required formal limits.

The results of qualitative research conducted through interviews, observations, and FGDs can explain why visionary leadership variables have greater relationship with teacher performance when compared with organizational culture and work motivation variables. The performance of junior high schools teachers in Central Aceh regency was more influenced by the principal's visionary leadership. The professional headmaster will accompany and supervise the appearance of teachers and students in school (in class), provide positive and constructive feedback for improvement and development of systems and learning methods, encouraging effective and creative use of time and learning facilities.

Visionary leadership is a leadership that demands that leaders be more instrumental in determining future directions with clear vision and careful planning. According to Robbins, visionary leadership is the ability to create and articulate a realistic, credible and interesting vision of the future of an organization or organizational unit that continues to grow and increase over the present.

Visionary leadership is needed to advance an organization in education, especially in the context of *school-based management* leadership of this type is necessary. Not just necessary, visionary leadership is very relevant to improve the (quality of education).

The visionary leader is important to determine the life of the organization, this is understood from the reasons (1) the existence of environmental changes that tend to be difficult predictable. This leads to the organization's strategic plan often no longer compatible with the already changing environment, (2) the organization's strategic plan is ultimately replaced by a more flexible organizational vision in the face of environmental change^[9].

Leadership so strongly affects the performance of the organization so rational if the downturn of education one of them caused by leadership performance that can not adjust to the changes also do not make the adaptive education strategy to change.

4. Conclusion

Based on the results of analysis, discussion of research results, and hypotheses that have been tested, it can be concluded things as follows.

1. There is a positive relationship of organizational culture with teacher performance with correlation coefficient of $r_{y,1} = 0.458$, the coefficient of determination $(r_{y,1})^2 = 0.210$ (21.00%) and the regression equation $\hat{Y} = 86.696 + 0.493 X_1$. This positive relationship is reinforced by qualitative research results. Thus it can be stated that the higher the organizational culture the higher the teacher's performance.
2. There is a positive relationship between visionary leadership and teacher performance with correlation coefficient of $r_{y,2} = 0.384$, coefficient of determination $(r_{y,2})^2 = 0.148$ (14,80%) and regression equation $\hat{Y} = 94.567 + 0,451 X_2$. This positive relationship is reinforced by qualitative research results. Thus it can be stated that the higher the visionary leadership the higher the performance of the teacher.
3. There is a positive correlation between work motivation and teacher performance with correlation coefficient of $r_{y,3} = 0.437$, coefficient of determination $(r_{y,3})^2 = 0.191$ (19,10%) and regression equation $\hat{Y} = 86.992 + 0.469 X_3$. This positive relationship is reinforced by qualitative research results. Thus it can be stated that the higher the motivation of work the higher the performance of teachers.
4. There is relationship of organizational culture, visionary leadership and work motivation together with teacher performance, shown by correlation coefficient $r_{y,1.2.3} = 0.567$, coefficient of determination $(r_{y,1.2.3})^2 = 0.321$ (32,10%) and regression equation $\hat{Y} = 36.267 + 0.244 X_1 + 0.376 X_2 + 0.231 X_3$. This relationship is reinforced by qualitative research results. Thus the higher organizational culture, visionary leadership and work motivation together can improve public junior high school teachers' performance in Central Aceh District, Indonesia.

5. References

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