

The Influence of Principal Managerial Activities and Organizational Culture on Performance through Job Satisfaction of Elementary School Teachers in South Paringin District



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ABSTRACT: The purpose of this study is to determine and analyze the correlation between teacher performance and the principal managerial activities, organizational culture, and job satisfaction. This study used a correlational quantitative technique. A total of 120 persons were included in the study, with 92 people making up the study sample. Proportional random sampling was used as the sample method. The data was collected using instruments that included variables such as the principal managerial activities (35 items), organizational culture (34 items), job satisfaction (33 items), and performance (32 questions), all of which were validated and reliable using correlation analysis of moment products. Path Analysis was used to analyze the data in this study. The results of the study revealed that there was an effect of the principal's managerial activities on performance, organizational culture on performance, job satisfaction on performance, managerial activities of the principal on job satisfaction, organizational culture on job satisfaction. There is an indirect effect of the principal's managerial activities on performance through job satisfaction, organizational culture on performance through job satisfaction.

KEYWORDS: Managerial activities, organizational culture, job satisfaction, performance

I. INTRODUCTION

Teachers occupy a strategic position and a key role in the teaching and learning process activities, meaning that teachers must be able to provide assistance to students to acquire knowledge and skills according to educational goals. Afifah & Thara (2017) stated that teacher is a facilitator of everything that students need, she plays a big role in fostering students to have a good mental and intellectual attitude (Agustina, 2019). As stated by Wijaya & Rusyan (2014) teachers are educators and teachers of exemplary figures and even self-identification figures. Meanwhile, the principal is a position obtained by a person for so long serving as a teacher. The principal is a person who is able to lead the school and is a professional in the field of education (Morais, 2005).

Teachers with good performance are teachers who prioritize the quality and quality of their services and products, and teacher services must meet the standardization of the needs of the community, nation, and users and maximize the abilities of students based on the potential and skills of each individual (Aslamiah, 2016). The performance of a teacher is said to be good if the teacher has performed elements consisting of loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all school citizens, leadership that is a role model for students, a good personality, honesty, and objective in guiding students, as well as responsibility for their duties (Ayubi, Shahmuntaqy, & Prayoga, 2020).

Robert (2016) explained that performance is a communication process that lasts continuously, a partnership is carried out between a teacher and a student, with the occurrence of a good communication process between the principal and the teacher, as well as the teacher with students in the learning process can accelerate students' understanding of the material presented by the teacher, and this is a performance system that provides added value to the school in order to improve the quality of students in learning. Benjamin & Fauth (2019) stated that if teacher performance improves, it will affect the improvement of the quality of their output or output. The main duties of teachers embodied in teaching and learning activities as well as the duties of teachers in institutions are a form of teacher performance.

The results of preliminary observations of researchers from sixteen elementary schools in Paringin Selatan District consisting of 120 teachers obtained that teacher performance needs to be improved because in carrying out their duties and functions such as activities in planning teaching programs, carrying out learning activities, carrying out assessments, compiling and implementing improvement and enrichment programs and conducting development of the teaching field for which they are responsible. From the results of observations made in these schools, it was found that most teachers have a lesson plan but it is not

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implemented at the time of learning, there are even teachers who do not have a lesson plan during the learning process, only based on package books or student worksheet books. As an illustration, the profile of teachers whose performance is still low is that teachers teach monotonously and without careful preparation.

Teacher performance is generally effected by two factors, namely internal and external factors (Ismail, 2016). Internal factors are factors that come from within the teacher, which include job satisfaction and organizational commitment.

The efforts made by the school manager in this case the principal in improving teacher performance, teacher job satisfaction in schools are largely determined by the managerial activities of the principal in motivating, encouraging them to be involved in all work in the school, encouraging the creation of good organizational culture behavior, building a joint commitment that will further improve the performance and job satisfaction of education workers, both teachers and other educational personnel (Bozkus, 2018).

Organizational culture is a philosophy, ideology, values, assumptions, beliefs, expectations, attitudes and norms that are shared and binding in a particular community. Cahyani (2016) specifically stated that the culture in the organization will be determined by the conditions of team work, leaders and characteristics of organization and the applicable administration process. Why organizational culture is important, because it is those habits that occur in the organizational hierarchy that represent the norms of behavior followed by the members of the organization.

II. METHOD

This research used a correlational quantitative approach. The study population was 120 with a study sample of 92 people. The sampling technique was carried out by proportional random sampling. Data collection was carried out using instruments consisting of variables of managerial activities of the principal: conceptual skills, human skills, technical skills (35 items), organizational culture: individual autonomy, tolerance for risky actions, level of management support, rules of superior supervision, level of individual pride in the organization, level of allocation of rewards/ compensation, level of encouragement to conflict criticism (34 items), job satisfaction: psychological aspects, physical aspects, social aspects, financial aspects (33 items), performance: instructional skills, assessment skills, management skills, professional dimension (32 items). The instrument was tested for its validity and reliability using a correlation analysis of the moment product. Data analysis of this study used Path Analysis.

III. FINDINGS AND DISCUSSION

Based on the results of the data analysis with SPSS, it was found that the path coefficient of the direct and indirect correlation as described in Table 1.

Table 1. Summary of the Path Analysis Results

Principal Managerial Activities, Organizational Culture on Job Satisfaction					
Variable		Path Coefficient	T	P	R ²
Principal	Managerial	0,631	7,713	0,000	
Activities		0,516	5,710	0,000	0,833
Organizational Culture					
Principal Managerial Activities, Organizational Culture, and Job Satisfaction on Teacher Performance					
Variable		Path Coefficient	T	P	R ²
Principal	Managerial	0,635	7,793	0,000	
Activities		0,534	3,585	0,000	
Organizational culture		0,755	10,936	0,000	0,703
Job Satisfaction					

Table 1 shows that the managerial activities of the principal, organizational culture exert a high effect on the job satisfaction of teachers.

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Figure1: Path Analysis Model X1, X2, Z and Y

Based on Table 1 and Figure 1, the hypothesis in this study can be seen in Tables 2 and 3.

Table 2. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H ₁ There is a direct effect of principal managerial activities on teacher performance	0,000	Accepted
H ₂ There is a direct effect of organizational culture on teacher performance	0,000	Accepted
H ₃ There is a direct effect of teacher job satisfaction on teacher performance	0,000	Accepted
H ₄ There is a direct effect of the principal's managerial activities on teacher job satisfaction	0,000	Accepted
H ₅ There is a direct effect of organizational culture on teacher job satisfaction	0,000	Accepted

Table 3. Summary of Hypothesis Testing Decisions H₆ dan H₇

Hypothesis	Direct	Indirect	Decision
	H ₆ There is an indirect effect of principal managerial activities on teacher performance through teacher job satisfaction	0,635	
H ₇ There is an indirect effect of organizational culture on performance through teacher job satisfaction.	0,534	0,389	Accepted

Table 2 is a summary of the decisions of H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the hypothesis testing decisions H₆ and H₇ provided that if the coefficient of direct correlation is smaller than the coefficient of indirect correlation, then the hypothesis is accepted. Based on the results of the analysis in Tables 2, and 3 above, in this study, the correlation between variables was successfully found which can be explained as follows.

A. Direct Effect of Principal Managerial Activities on Teacher Performance at SDN in South Paringin District

The results of the path analysis of the correlation between the Principal's Managerial activities and the Performance of Elementary School Teachers in South Paringin District obtained that directly the variables of the Principal's Managerial activities had a significant effect on Teacher Performance.

The impact in carrying out tasks based on the managerial functions of the Principal is strong leadership, effective management of educational personnel, quality culture, compact, intelligent, and dynamic team work, independence, participation of school residents and the community, openness (transparency) of management, willingness to change (psychological and physical), evaluation and continuous improvement, responsiveness and anticipation of needs, accountability, and sustainability (Mulyasa, 2009) . The principal manages education through management resources by utilizing all school resources including human and other resources to achieve quality education goals (Hartono, 2016).

An effective and efficient school management system has the effect of improving the quality of education, and vice versa. The principal is one of the instrumental processes that carry out duties and responsibilities that greatly determine the continuity of the educational process in schools (Idris, 2015). So that the implementation of activities from the managerial skills of the Principal must be developed immediately because it is one of the main factors that determines school achievements that are not separate regarding teacher performance (Hidayati, 2015).

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One of the roles and responsibilities of the Principal is as well as education in his school. A principal is required to have managerial skills that are in accordance with the situation and conditions that exist within the scope of the educational institution to achieve the school's educational goals, namely the completion of the students. Hutagaol (2018) As the principal manager, he is responsible for planning, organizing, implementing, leading and controlling all school activities and utilizing all resources (human and material) in the school to achieve educational goals.

Teacher performance can greatly affect the continuity of the entire learning process in the classroom and in the end will also affect the quality of graduates. Bafadal (2016) emphasized that all components that contribute to the formation of learning experiences such as learning programs, students, learning facilities and infrastructure, funds, community environment, principal leadership, will not be useful to students if they are not supported by professional teachers.

Professional teachers are the result of the application of organizational culture regulated by the Principal who carries out well the managerial skills he has. The implementation of the Principal's managerial skills in terms of skill concepts, humane skills and good technical skills will make teachers have good performance as well (Ideswal, 2020).

The results of this study are in line with the research conducted by (Widoyoko, 2012) entitled Managerial Ability of School Principals in Improving Teacher Performance in the Indonesian Polytechnic Informa Journal in 2015 explaining that the role of the Principal as a manager in managing schools is a key factor in school success, including improving teacher performance.

B. Direct Effect of Organizational Culture on Teacher Performance at SDN in South Paringin District

The results of the path analysis of the correlation between Organizational Culture (X₂) and Teacher Performance (Y) of SDN in Paringin Selatan District obtained an R value of 0.345 which means that there is a weak and unidirectional correlation between organizational culture and teacher performance. The Sig value from the effect of Organizational Culture (X₂) with Teacher Performance (Y) of SDN in South Paringin District is 0.001 and its significance is 0.05, because the sig value = 0.000 < 0.05 then H₀ is rejected. Thus, it can be concluded that directly the variables of organizational culture have a significant effect on teacher performance.

The coefficient of determination of the effect of organizational culture on the performance of elementary school teachers in Paringin Selatan District obtained a score of 0.125. This illustrates that the principal's managerial activities have an effect on teacher performance by 12.5%, while the rest can be effected by other variables that are not included in this study.

Hartono (2016) posits that organizational culture effects the attitudes and behaviors of members of the organization which then determines the performance of the members of the organization. Rahsel (2016) stated that the school's organizational culture fosters how quality and performance are promoted by its members. How habits work to improve themselves is felt as part of his life.

Robbins & Timothy (2016) illustrates that organizational culture is an intervening variable. The members of the organization form an overall subjective perception of the organization. This overall perception becomes the culture or culture of that organization. Perceptions that are supportive and perceptions that do not support it, then affect the performance and satisfaction of employees (Lethwood, 2018).

The results of this study are in line with Brown's theory (Sembiring, 2012) states that "A strong organizational culture will lead to the achievement of organizational goals and objectives. The members of the organization with all their resources and efforts are initiatively and enthusiastically moving towards the same direction by utilizing resources in a non-wasteful manner. That means organizational performance is achieved in a healthy way and pleasing the members of the organization. Thus it can be said that a strong organizational culture will have an impact on the overall performance of the organization".

C. Direct Effect of Teacher Job Satisfaction on Teacher Performance at SDN in South Paringin District

The results of the path analysis of the correlation between Job Satisfaction (Z) and Teacher Performance (Y) of SDN in South Paringin District obtained an R value of 0.755 which means that there is a very strong and unidirectional correlation between the Job Satisfaction variable and the Teacher Performance variable. The Sig value of the correlation between Teacher Job Satisfaction (Z) and Teacher Performance (Y) of SDN in Paringin Selatan District is 0.000 and the significance is 0.05, because the sig value = 0.000 < 0.05 then H₀ is rejected. Thus, it can be concluded that directly the variable of teacher job satisfaction has a significant effect on Teacher Performance.

Job satisfaction determines the performance of the teacher, intrinsic satisfaction can come from activities in the classroom. Daily interaction with students forms the teacher's feelings about the presence or absence of learning outcomes from students. According to Lee (Perie, 2014), student characteristics and teachers' perceptions of the classroom environment are also intrinsic factor that affect teacher satisfaction. Intrinsic factors play an important role in motivating individuals to teach, and most teachers choose that profession because they enjoy the process of teaching students and want to work with young people. (b) Extrinsic Factors. The types of extrinsic factors associated with teacher job satisfaction include salaries, receiving support from school administrators, school security, and availability of school resources.

The results of this study are in line with research conducted by (Darwito, 2016) which states that job satisfaction has a positive effect on employee performance.

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D. Direct effect of Principal Managerial Activities on Teacher Job Satisfaction at SDN in South Paringin District

The results of the path analysis of the correlation between the Principal's Managerial activities (X1) and teacher job satisfaction (Z) of SDN in Paringin Selatan Subdistrict obtained an R value of 0.631 which means that there is a strong and unidirectional correlation between the variables of the Principal's managerial activities and teacher job satisfaction. The Sig value of the effect of the Principal's Managerial activities (X1) on the Job Satisfaction of Teachers (Z) of SDN in Paringin Selatan District is 0.001 and the significance is 0.05, because the sig value = 0.000 < 0.05 then H_0 is rejected. Thus, it can be concluded that the variables of the Principal's managerial activities directly have a significant effect on teacher job satisfaction.

The principal as a manager in the school which is the driving force for the implementation of learning in the school. The principal is required to have managerial skills to manage resources in the school, especially human resources in this case is the teacher. One of the effectiveness of teacher performance is if they feel satisfied with their work.

Robbins (2007) states that job satisfaction has a great effect on performance, and together in the organization of job satisfaction will increase productivity. The factors that drive the emergence of job satisfaction in many schools rely on the implementation of the principal's managerial skills.

The implementation of the concept skills possessed by the Principal will help the teacher to be creative, initiative, improve the teacher's independence in developing his tasks at school. Furthermore, with the implementation of the conceptual ability of the Principal, it will encourage teachers to act aggressively, innovatively and dare to take risks. The implementation of activities from human skills owned by the Principal will encourage teachers to increase cooperation between stakeholders in the school which can encourage them to cooperate in carrying out their duties, encourage teachers to increase their sense of pride in the school and their work so that teachers can identify themselves as a whole in the school, encourage teachers to dare to raise conflicts and criticisms openly, and the principal will help teachers shape the communication patterns that exist in schools to the extent to which the level of communication is limited by formal levels of authority. The implementation of activities from the technical skills of the Principal helps the teacher develop himself, especially regeneration efforts for teachers to know or even be able to carry out the duties of the Principal as their initial knowledge later for promotion to principal, how teachers have skills in the field of administration so that the educational process runs smoothly, orderly and well.

The results of this study are in line with research conducted by (Darwito, 2016) which states that leadership style has a positive effect on performance.

E. Direct Effect of Organizational Culture on the Job Satisfaction of Elementary School Teachers in South Paringin District

The results of the path analysis of the correlation between Organizational Culture (X2) and Teacher Job Satisfaction (Z) of SDN in South Paringin District obtained an R value of 0.516 which means that there is a moderate and unidirectional correlation between the variabel of organizational culture and the variable of Teacher job satisfaction. The Sig value from the effect of organizational culture (X2) with the job satisfaction of teachers (Z) of SDN in Paringin Selatan District is 0.000 and the significance is 0.05, because the sig value = 0.000 < 0.05 then H_0 is rejected. Thus, it can be concluded that organizational culture variables directly have a significant effect on teacher job satisfaction.

A conducive organizational culture of creating, improving and maintaining high performance, job satisfaction, work ethic and work motivation of employees. All of these factors are indicators of the creation of high performance from employees that will result in high organizational performance as well (Wirawan, 2016). Stephen Stolp (Kosasih, 2014) posits that school organizational culture correlates with the development of student motivation and learning achievement as well as job satisfaction and teacher productivity.

Organizational culture is a set of assumptions, beliefs, values and norms that are equally shared by its members. The value of togetherness to move forward to develop the organization is at the core of organizational culture. The same understanding of the objectives of the organization will affect the creation of effective communication between teachers and principals, teachers with teachers and teachers with the community. Togetherness and trust will make teachers more creative in developing their work because the school already has a frame of reference norms that are adhered to together. Teachers will not feel hesitant to innovate because they are ready to criticize and be criticized for the progress of their learning activities. With organizational culture teachers will feel valued, have pride in the work done and get justice because each member of the organization is valued equally based on their achievements in accordance with agreed norms and values. With the appropriate award, it is hoped that teachers will be more active and creative in developing their learning. Personal values in the teacher will appear in line with the values that have been agreed upon by the organization. Organizational culture also helps teachers overcome problems in their environment so that working conditions will be pleasant which further impacts teacher satisfaction at work. Teachers who are satisfied with their work will have good performance because satisfaction is one of the sources of good performance.

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F. Indirect effect of Principal Managerial Activities on Teacher Performance at SDN in South Paringin District through Teacher Job Satisfaction Variables

The results of the path analysis of the indirect correlation of the Principal's Managerial activities (X1) to teacher performance (Y) through Teacher Job Satisfaction (Z) SDN in South Paringin District were obtained by multiplying the path coefficient of direct effect of the variable X1 toward Z (P4) by the path coefficient of direct effect of variable Z on Y (P3), namely: $0.631 \times 0.755 = 0.476$. This means that there is an indirect positive effect between the principal's Managerial activity variable (X1) and the Teacher Performance variable (Y) through the Teacher Job Satisfaction variable (Z) of 0.476.

The existence of the teacher job satisfaction variable as an interstitial variable causes a decrease in the direct effect of the Principal's Managerial activity variable on the Performance of Elementary School Teachers in South Paringin District. From the original amount of 0.635, after the presence of the Teacher Job Satisfaction variable as a mediator variable decreased or decreased to 0.476.

One of the roles and responsibilities of the Principal is as an education manager in his school. A principal is required to have managerial skills that are in accordance with the situation and conditions that exist within the scope of the educational institution to achieve the school's educational goals, namely the completion of the students. As the principal manager, he is responsible for planning, organizing, implementing, supervising and controlling all school activities and utilizing all resources (human and material) in the school to achieve educational goals.

G. Indirect effect of Organizational Culture on the Performance of Elementary School Teachers in South Paringin District through Teacher Job Satisfaction Variables

The results of the path analysis of the indirect correlation of Organizational Culture (X2) to Teacher Performance (Y) through Teacher Job Satisfaction (Z) SDN in South Paringin District were obtained by multiplying the path coefficient of direct effect of X1 with Z (P5) by the path coefficient of direct effect of the variable Z with Y (P3), namely: $0.516 \times 0.755 = 0.389$. This means that there is an indirect positive effect between the Organizational Culture variable (X2) and the Teacher Performance variable (Y) through Teacher Job Satisfaction (Z) of 0.389.

The existence of teacher job satisfaction variables as interstitial variables causes an increase in the direct effect of organizational culture variables on the performance of elementary school teachers in South Paringin District. From the original only 0.354, after the presence of the teacher job satisfaction variable as an interstitial variable increased to 0.389.

A professional teacher is the result of the application of an organizational culture that is governed by the Principal who carries out well the managerial skills he has. The implementation of the Principal's managerial skills in terms of skill concepts, humane skills and good technical skills will make teachers have good performance as well. (Mardianti, Ahmad Suriansyah, 2020)

IV. CONCLUSION

Based on the results of the research that has been carried out, conclusions are drawn. There is a direct effect of the principal's managerial activities on teacher performance, organizational culture on teacher performance, job satisfaction on teacher performance, principal managerial activities on job satisfaction, organizational culture on job satisfaction. There is an indirect effect of the principal's managerial activities on the kinerja guru through job satisfaction. Organizational culture towards teacher performance through job satisfaction. Teachers should try to improve professional sub-variables because this section has the smallest average score, namely teachers at SDN in South Paringin District should carry out work related to the implementation of teaching and learning tasks professionally.

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