

The Influence of Principal Leadership, Organization Culture, Teacher Competency and Job Satisfaction to Job Performance of Teacher at Vocational Public School of Medan

Riswan

Postgraduate Program, State University of Padang, Indonesia

Abstract: *This research based on the lower of job performance of teachers of Vocational Schools (SMK) in Medan. This was indicated by the ranking of teacher of SMK in Medan on the result of Competency Test in the early of 2012, the ranking of students of SMK Medan in Student Skill Competency (LKS) in national level and the number of unemployed graduate of vocational school. This data indicates the general learning process at SMK has not yet optimum and is an integral part of the performance of teacher. This research was conducted using the quantitative method in descriptive and associative studies. The population of this research is all of teachers of SMK Negeri Medan (Public Vocational School of Medan). The number of sample is 90 persons (Proportional Random Sampling). The data in this research was collected using questionnaire. The hypothesis was tested using descriptive and Path analysis method. The results of research indicates that the improvement of the leadership of principal, culture of organization and competency of teacher partially will increase the job performance and can describe for 66.20%, simultaneously. Furthermore, the improvement of the leadership of principal, culture of organization, competency of teacher and job satisfaction can increase the job performance of teacher partially and can describe for 86.90% simultaneously. The variable of job satisfaction is an exogenous variable with the higher path coefficient to the job satisfaction than the other exogenous variables for 0.336.*

Keywords: *Job performance of teacher, job satisfaction, leadership of principal and teacher's competency*

I. Introduction

The organizing of education in Indonesia is a national education system that managed systematically. The national education has a function to develop the capability, character and civilization of nation in dignified in order to intellectualize the life of nation for the development of student to be people who have faith and obey to one God, good character, health, knowledgeable, competent, creative, independent and to be the democratized and accountable citizens (Act No. 20 of 2003). The vocational education as one of a part of National Education System has strategic role for the realization of the skilled national labor force.

Teacher is a human resource figure in the high position and has an important role in the educational process. When peoples concern about the education, the figure of teacher must be involved in the discussion agenda specially related to the formal educational issue in school. The success of education will be achieved when there is a harmonious interaction between teacher and students. The teacher as educator is educational leader in which teacher has an important role in teaching process in class and the leadership role will manifested by how the teacher do their function and task. It means that the performance of teacher is a determinant factor for the teaching quality with any implicated to the quality of educational output.

The Head of Educational Office of Medan, Parluhutan Hasibuan recognizes that there are any complaint from the Principals related to the performance of teachers who have status as civil servant (PNS) that has not yet maximum in implement their task. Parluhutan in Analisa news daily (2013) said "We always receives the complaint from the Principals such as the teachers in their status as civil servant (PNS) who teach in the state schools in Medan city have not maximum performance. In addition to there is not work discipline, they always absent and to make the school situation is not conducive." This condition will influence the teaching quality in school especially in the state owned schools. The lower of educational quality is dependent to the service quality of the educational institution i.e. school caused by the dissatisfied teacher and educational staff performance.

Generally, the competency of teacher in Medan is lower than the other regions. The results of Early Competency Test (UKA) 2012 of teachers of vocational school (SMK) indicates that North Sumatra has 25th position or rank than 33 provinces with the average score 45.67 (BPSDMK & PMP, 2012). The average score of UKA of teachers of SMK in North Sumatra indicates that the competency of teacher is lower in mastery the subject or pedagogic.

The school management must use the available sources optimally. In addition, it must create any opportunities, improvement and innovation for the development of education based on the job field requirement. The school must develop skill and expertise of the students, mastery the expertise, mastery the basic science and technology, have a higher job achievement, capable in communication based on their discipline and has capability in self development. Based on the background, the researcher interest to study the influence of the Leadership of Principal, Culture of organization, Competency of Teacher and Job Satisfaction to the Job performance of Teachers of State Vocational School (SMK) in Medan city.

1.2. Problem Formulation

The problem formulation in this research are as follows :

- a. Did the leadership of Principal, culture of organization and competency of teacher has a direct influence to the job satisfaction partially or simultaneously.
- b. Did the leadership of Principal, culture of organization, competency of teacher and job satisfaction has a direct influence to the job performance partially or simultaneously.
- c. Did the leadership of Principal, culture of organization and competency of teacher has indirect influence to the job performance through the job satisfaction partially.

II. Theoretical Review

Kreitner and Kinicki (2003:185) said that performance depend to the accurate combination between efforts, capability and skill. As well as performance according to Colquitt, LaPine and Wesson (2009:64) is an individual outcome in which influenced by individual mechanism, organizational mechanism, group mechanism, and individual characteristic. The performance is an achievement of individual in implement his/her task or work based on determined standard and norm of the work.

Quible (2005:214) related to the factors influence the performance, said "Basic human traits affect employee's job related behavior and performance. These human traits include ability, aptitude, perception, values, interest, emotions, needs and personality". Ability will determine how individual will do his/her work and not involved in help the work if there is suitability to the type of works as well as the perception, aptitude, values, interest, emotion, need and personality.

Robbins & Judge (2007:79) said "Job satisfaction as positive feeling about one's job resulting from an evaluation of its characteristic". This definition describes that job performance is a positive emotional expression as a result of evaluation of job experiences. The positive emotion appeared when there is desires to the best condition through implemented evaluation. Anyone can learn from the last experiences and to be a base for the improvement in the future.

Newstrom (2007:159) said that leadership is a process to influence and motivate the peoples to work enthusiastically in order to achieve the determined goal. This statement indicates that a leader must ask the people to work voluntarily and enthusiastically to achieve the goal of organization. Leadership is a process to influence the other people or group to do anything for the achievement of the determined goal. This definition describes that in order to achieve a goal, organization must has influencing process by the superior to the subordinates. It hope the subordinate will take any action or do anything through the influence of the superior to achieve the determined goal.

Definition of culture of organization according to Schein (2001:17) is "Organizational culture is the pattern of basic assumption invented, discovered or developed by a group as it learns to cope with a problem of external adaptation and internal integration a pattern of assumption that has worked well enough to be considered valid and therefore to be taught to new members as the correct way perceive, think, and feel in relation to those problems". Organizational culture is a basic pattern of assumption that consist of confidence, values, norms/rules that build and learned by a group and when the assumption is proved, it will be a standard in behavior or organization that enable to solve any problems.

Lefrancois (1993) said that competency is a capacity in doing anything as outcome of learning process. During the learning process, the stimulant will join to the memory and cause the change of capacity in doing anything. If individual is success in learning how to do the complex work than previously, in the individual has a change of competency. The change of competency is not appeared if there is interest or opportunity in do it.

Leadership of Principal, culture or organization, and competency of teacher influence the job performance individually. If the three variables are implemented in school comprehensive simultaneously, by a good leadership of principal that motivate the people for work, to build a school environment in regular culture, and teachers have competency in do their work based on the standard of job performance, the job performance of teachers in school will be increased.

III. Methodology

The applied method of research is a survey research in which the population of research is 659 teachers of 13 state vocational schools (SMK) in Medan city. By proportional random sampling and Slovin formula, the number of sample is 90 teachers in which the margin error is 0.10 and significant level is 90%. According to the analysis and type of data, this research is a quantitative study and according to its explanation level, this research is an associative study.

The hypothesis of this research is analyzed by parametric statistic using Path Analysis. The direct influence of exogenous variable to the certain endogenous variable is determined by the path coefficient. The path analysis is used to describe the direct and indirect effect of the variable of leadership of Principal, culture of organization, competency of teacher as causal factor to the job satisfaction and job performance of teacher as consequence variable.

IV. Result and Discussion

The description of variable data of job performance has average score 196.41 and is enough because the average score approach the theoretical maximum score for 81.84% of the theoretical maximum score (240). The variable of job satisfaction has average score 137.96 and is enough because the average score approach the theoretical maximum score for 76.64% of theoretical maximum score (180). The variable of leadership of Principal has average score 181.94 and is enough because the average score approach the theoretical score maximum for 77.42% of the theoretical maximum score (235). The variable of organizational culture has average score for 181.08 and is enough because the average score approach the theoretical maximum score for 78.73% of the theoretical maximum score (230). The variable of teachers' competency has an average score 172.96 and is enough because the average score approach the theoretical maximum score for 82.36% from the theoretical maximum score (210).

The testing of hypothesis using path analysis was conducted after all of requirement of this analysis was fulfilled, i.e. estimation error comes from the normal distributed population, the variance of homogenous data and relationship between variables in the models must be significant and linear. There is two step of analysis in testing of hypothesis using path analysis, namely: determination and testing of path coefficient and testing of hypothesis of study. The causal influence between variables on substructure 1 is consists of one endogenous variables, i.e. Y1 and three exogenous variable, i.e. X1, X2 and X3. After have correlation matrix between variables on substructure-1, each path coefficient (ρ_{ji}) was calculated. The result of calculation of path coefficient on Substructure-1 is presented in Table 1.

Table 1. Value of Path Coefficient on Substructure -1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	41.925	7.992		5.246	.000
Leadership of Principal	.221	.060	.402	3.683	.000
Culture of organization	.190	.063	.319	3.029	.003
Competency of teacher	.123	.058	.178	2.106	.038

a. Dependent Variable: Job Satisfaction

Furthermore, the determination coefficient on Substructure-1 based on calculation is $R^2 = 0.661$. It means that change variation of Leadership of Principal (X1), Culture of Organization (X2) and Competency of Teacher (X3) can describe 0.662 change variation in job satisfaction (Y1) simultaneously.

The causal influence between variables on Substructure-2 is consist of endogenous variable, i.e. Y2 and four exogenous variables, i.e. X1, X2, X3 and Y1. Based on correlation matrix between variable on Substructure-2, each path coefficient (ρ_{ji}) can be calculated. The results of calculation of path coefficient on substructure-2 is presented on table 2. Furthermore, the determination coefficient on substructure-2 based on result of calculation is $R^2 = 0.869$. It means that change variation of Leadership of Principle (X1), Culture of organization (X2), competency of teacher (X3) and job satisfaction (Y1) can describe 0.869 change variations in job performance of teacher (Y2) simultaneously.

Table 2. Value of Path Coefficient on Substructure-2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-9.744	9.586		-1.016	.312
Leadership of Principal	.264	.067	.288	3.917	.000
Culture of Organization	.223	.069	.224	3.231	.002
Competency of teacher	.233	.063	.202	3.729	.000
Job satisfaction	.561	.113	.336	4.980	.000

a. Dependent Variable: Job Performance of teacher

The results of calculation using software Lisrel 9.1 (Student Edition) indicates that path coefficient of Leadership of Principal (X1) to the Job performance of teacher (Y2) through Job satisfaction (Y1) is 0.124 (significant). Path coefficient of Culture of Organization (X2) to the Job performance of teacher (Y2) through job satisfaction (Y1) is 0.106 with $t_{\text{calculated}} = 2.667$ (significant). The path coefficient of competency of teacher (X3) to the job performance (Y2) through job satisfaction (Y1) is 0.069 with $t_{\text{calculated}} = 1.997$ (significant).

The good leadership of Principal will provide the teachers with any direction in implement their task, empowerment the teacher based on their expertise to improve the job performance of teacher. Marks & Printy (2003 : 393) said, “When the principal elicits high level of professionalism from teachers and works interactively with teacher in a shared instructional leadership capacity, schools have the benefit of integrated leadership; they are organizations that learn and perform the high level”. The Leader may hold by anyone but the important thing is the leadership must effective as said by Hackman and Wageman (2007) : “Suggested that different leaders can behave in their own unique manner and still achieve effective leadership results”. Job satisfaction is higher if there is a good organizational culture. Organizational culture as a manifestation of the applied norms in school builds a different feeling for each school’s member. A social relationship between members makes a teacher welcome to stay or not in the school environment. If the feeling of teacher indicates a comfort as a manifestation of job satisfaction, the teacher will welcome stay in school to do any work related to his/her task. As well as teacher who has a high competency will do their professional task effectively. The capability of teacher in design teaching, adjustment of teaching method to the student characteristic, manage the class and evaluate the teaching authentically will increase the teaching quality.

V. Conclusion

Based on result of data analysis on job performance of state vocational school (SMK Negeri) Medan it concluded that :

The positive direct influence of leadership of Principal to the job satisfaction is 16.16%. The positive direct influence of organizational culture to the job satisfaction is 10.17%. The positive direct influence of competency to the job satisfaction is 3.17%. The positive direct influence of the leadership of Principal to the performance of teacher is 9.83%. The positive direct influence of organizational culture to performance of teacher is 6.14%. The positive direct influence of the competency of teacher to the performance of teacher is 4.56%. The positive direct influence of the job satisfaction to the job performance of teacher is 11.29%.

Furthermore, the leadership of Principal has a indirect positive influence to the job performance through job satisfaction for 1.54%. The culture of organization has indirect positive influence to the job performance through job satisfaction for 1.12%. The competency of teacher has indirect positive influence to the job performance of teacher through job satisfaction for 1.54%. The leadership of Principal, culture of organization and competency of teacher has positive direct influence to the job satisfaction simultaneously for 66.20%. The leadership of Principal, culture of organization, competency of teacher and job satisfaction has a positive direct influence to the job performance of principal simultaneous.

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