

Research Article

The Effects of Principal Learning Leadership, Work Culture, and Job Satisfaction on Teacher Performance in The State Elementary School in East Banjarmasin Sub-District

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ABSTRACT

The teacher performance is determined through competency, including planning, assessing teaching and learning, mastering learning materials, processing, and implementing. Therefore, this study aimed to analyze the direct and indirect effect of principal learning leadership, work culture, and job satisfaction on teacher performance at the State Elementary Schools in Banjarmasin Timur Sub-District. A quantitative method and correlation technique was applied to 14 schools with 340 teachers. A random sampling technique was further applied to the total number of teachers collected, producing a sample size of 184 respondents. The data collected from respondents through a questionnaire was then analyzed using descriptive, classical assumption test, multiple linear regression, and path analysis. The results showed that the regression coefficient of principal learning leadership (X1) on teacher performance (Y) was 0.167 and 0.361 on job satisfaction (Z). Work culture (X2) on Job satisfaction was 0.330 and 0.266 on teacher performance. Job satisfaction on teacher performance was 0.486, while principal learning leadership (X1) and work culture through job satisfaction on teacher performance were 0.175 and 0.160, respectively. Based on the results, principal learning leadership, work culture, and job satisfaction directly affects teacher performance, while principal learning leadership and culture through job satisfaction indirectly affect the teacher performance. Subsequently, school principals should have time with teachers to create a comfortable working environment that improves their performance. This will allow teachers to effectively determine quality learning resources or media, provide feedback for students' progress, and draft materials for further learning. However, future research should use more variables to analyze teacher performance in depth.

Keywords: Principal Learning Leadership, Culture, Satisfaction, Teacher Performance

Introduction

According to Suriansyah p.52 (2015), teachers are the key element in education with an active role and position to fulfill the demands of an increasingly developing society as professional educators. The National Education System Law No. 20 of 2003 article 1 states that education is a conscious and planned effort to create a learning atmosphere and process. This

allows students to actively develop their potential for religious-spiritual strength, self-control, personality intelligence, noble character, and crucial skills for themselves, society, nation, and state. However, molding quality students depends on the component of education staff or teachers.

Teaching is not a profession for anyone looking to utilize their spare time. Rather, it

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should involve handling duties professionally according to Article 1 paragraph (1) point 1 of Law No. 14 of 2005 concerning Teachers and Lecturers. This Article states that teachers are professional educators with various duties, including educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, primary, and secondary education. Professional teachers have pedagogic and professional competencies that speed up teaching and learning success, improving the quality of education.

Based on educational operations, teachers determine the success of education through their performance. Aslamiah p.41(2015) supported this, stating that optimal performance, measured through teacher performance assessment (PKG), is the key to educational success.

According to the Regulation from the Minister of State Apparatus Utilization and Bureaucratic Reform No. 16 of 2009, Teacher Performance Assessment (PKG) evaluates teachers' ability to master knowledge, skills, and attitudes. PKG is also an assessment system that identifies the teachers' competency levels by measuring the competency mastery in their performance. Therefore, its implementation depends on teachers' ability to master and apply knowledge and skills.

Initial observations and discussions with school principals showed that the teacher performance in the State Elementary Schools at East Banjarmasin was still not optimal in selecting, compiling, and arranging learning materials. These activities depend on the needs and characteristics of students and use learning approaches, strategies, methods, and techniques creatively. Based on previous observations and discussions, it was established that there is a need to adapt learning methods that suit the students' characteristics to motivate them. In general, learning and the development of students are analyzed and identified through learning programs that actualize their academic potential, personality, and creativity. Learning programs are continuously conducted until students start actualizing their potential.

Mulyasa p.46 (2013) stated factors affecting teacher performance include leadership,

one of the competencies school principals should possess. Aslamiah p.38 (2016) explained that principals significantly affect teachers' performance as motivators and supervisors.

Organizations or institutions apply leadership models for profit and non-profit-making purposes. In this case, schools should strive to apply instructional leadership for improved learning. Learning leadership differs depending on the principals' role as regulator or manager. Principals as managers are focused on strict administrative tasks compared to those acting as learning leaders. Glickman (Darman-syah, 2016, p. 61) stated that the three important elements of learning leadership include the direct effect of student learning, leadership relationships, and defenders of educational leadership that help to achieve educational goals effectively and efficiently.

The principal learning leadership and work culture also affect teacher performance. This is in line with Darmawan (2013, p. 24) which stated that school culture and teacher performance are positively related, implying that improving the education quality helps understand the school culture. Aslamiah p. 36 (2015) supported this by stating that culture with values, beliefs, and attitudes significantly affect teacher performance.

A quality work culture negatively or positively affects teachers' behavior. A positive effect increases the teachers' performance to achieve organizational goals, while the negative effect causes delays that slow down the teacher performance.

Job satisfaction also affects teachers' performance. Handoko p.34 (2013) explained that job satisfaction depends on desires and the value system adhered to, implying that individuals can be satisfied with one aspect of the job and dissatisfied with others. Satisfaction is a comparison between the results of the completed task and the expectations.

Increased Job satisfaction improves organizational performance according to the Job Descriptive Index (JDI). Rivai p.89 (2014) stated that this index sees job satisfaction on five dimensions, including working at the right place, reasonable pay, organization and management, supervisors, and employee relationships.

Based on the description above, this study used the title "The Effects of Principal Learning Leadership, Work Culture and Job Satisfaction on Teacher Performance in the State Elementary Schools in East Banjarmasin Sub-District."

Methodology

Research Type

This quantitative study presented the average score, deviations, graphs, predictions, and estimation based on the analysis and established model.

This study examined the causal or explanatory relationship between the principal learning leadership (X_1), work culture (X_2), and job satisfaction (Z) on teacher performance (Y) in the State Elementary Schools at East Banjarmasin sub-district. This was directly and indirectly formulated into a Path Analysis model to fulfill the objective.

Research Design

This study used a correlational design that showed the magnitude of the effect with a cross-sectional technique that allowed observation of independent and dependent variables simultaneously (Notoatmodjo, 2016, p. 108). The independent variables included the principal learning leadership (X_1), work culture (X_2), and job satisfaction (Z), while the dependent variable was teacher performance (Y) at the State Elementary Schools in East Banjarmasin Sub-District.

Population and Sample

The target population was the teachers at the State Elementary Schools in East Banjarmasin Sub-District. A quantitative method and correlation method was applied in 14 schools, obtaining 340 teachers. Since this number exceeded 100 respondents, the Slovin formula was used to determine the sample that qualifies for the analysis as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Descriptions:

n: Total Samples

N: Total Population

e: Error tolerance of (5%=0.05)

Based on the formula above, the sample size obtained was 184 respondents. A proportional random sampling was also applied based

on the proportions in the population to back up this formula (Prasetyo, Bambang dan Jannah, 2013, p. 89).

Data Analysis

Validity and Reliability Test

The observation sheet was tested for validity and reliability before the assessment. If $r_{xy} > r_{table}$, the questionnaire items were valid, and if $r_{xy} < r_{table}$, they were invalid. The results of the reliability test were impressive on Cronbach's Alpha, where each variable exceeded the minimum 0.60 required, declaring the independent variables reliable data collection instruments.

Hypothesis Test

A prerequisite test including normality, linearity, and multicollinearity tests was conducted before testing the hypothesis. The hypothesis test that followed aimed to support the prerequisite test in proving the effects of the principal learning leadership, work culture, and job satisfaction on teacher performance either directly or indirectly. Hypothesis testing was based on analytical tests, including multiple regression test, partial test (T-test), coefficient of determination test, and path analysis.

Results and Discussion

Results of Prerequisite Test

The results of normality and non-parametric statistical tests used were obtained from the One-Sample Kolmogorov-Smirnov test (1-Sample K-S). According to this test, each variable had an Asymp value with a Sig. value (2-tailed) greater than 0.05, implying that all variables were normally distributed. The linearity of the independent variables on the dependent variable showed deviations of > 0.05 with a significance value of < 0.05 . This showed that the data was in linear function, and the regression model did not produce multicollinearity, hence, the data was non-multicollinear in the model.

Descriptive Results of the Variables

The description of the variables represented the subject's responses to the effects of principal learning leadership, work culture, job satisfaction on the teachers' performance. The

data collected was grouped into 3 tendencies (Ghozali 2005, p.49) as follows;

Score > $M_i + 1SD_i$: High

$M_i - 1SD_i \leq \text{Score} \leq M_i + 1SD_i$: Medium

Score < $M_i - 1SD_i$: Low

Based on the categories above, the majority of the principal learning leadership and teacher performance were ranked medium with 108 respondents or 58.70% and 104 respondents or 56.52%, respectively. Similarly, the work culture and job satisfaction were

ranked high with 100 respondents or 54.35% and 136 respondents or 73.91%, respectively.

Results of Analysis Test

The results of the multiple regression test, partial test (T-test), coefficient of determination test, and path analysis of the direct and indirect effect of the principal learning leadership, work culture, and job satisfaction on teacher performance are presented in the table as follow:

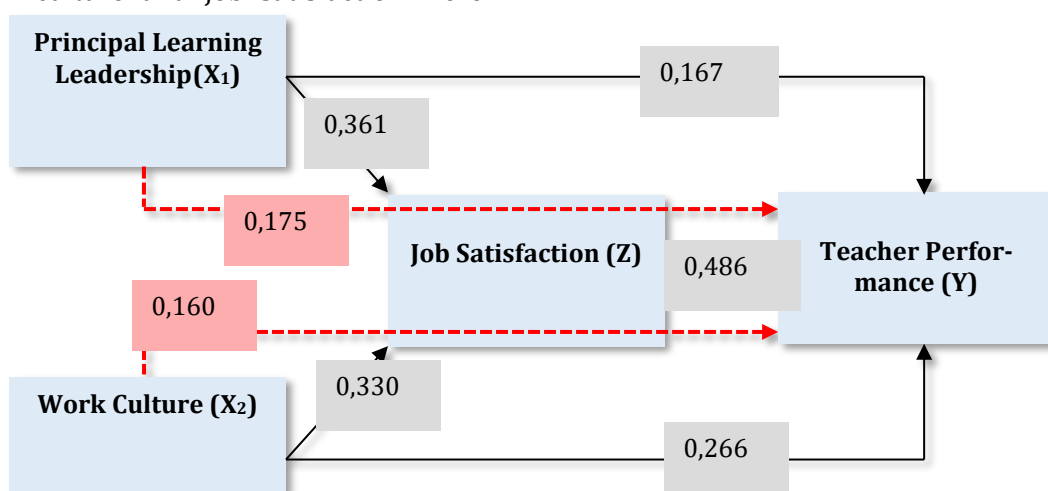


Figure 1. Summary of Path Analysis for Regression Analysis Test Results

Table 1. Summary of Path Analysis for Regression Analysis Test Results

Variables	Direct Effect	Indirect Effect	Description
Principal Learning Leadership(X ₁) - Teacher Performance (Y)	0.167	-	Significant
Principal Learning Leadership(X ₁) - Job Satisfaction (Z)	0.361	-	Significant
Work Culture (X ₂) - Teacher Performance (Y)	0.266	-	Significant
Work Culture (X ₂) - Job Satisfaction (Z)	0.330	-	Significant
Job Satisfaction (Z) - Teacher Performance (Y)	0.486	-	Significant
Principal Learning Leadership(X ₁) - Job Satisfaction (Z) - Teacher Performance (Y)	-	0.175	Significant
Work Culture (X ₂) - Job Satisfaction (Z) - Teacher Performance (Y)	-	0.160	Significant

Discussion

The Direct Effect of Principal Learning Leadership on Teacher Performance

The results of the regression test showed that principal learning leadership significantly

affects the teachers' performance. The analysis using simple regression showed a correlation coefficient value of 0.167, implying that, if principal learning leadership increases by 1 point, the teachers' performance will also increase by

0.167 points. Similarly, the t-test scored a significance value of $0.001 < 0.05$ and $7.847 > 1.653$ at a significance level of 5%, implying that principal learning leadership directly affects teachers' performance.

Aslamiah dan Rasidah (2014) & Kurniawan (2020) supported this by stating a higher principal learning leadership improves teachers' performance. Ghazali (2017) also supported these studies, establishing principal learning leadership can explain the 79.7% coefficient of determining the teachers' performance. Wibowo, p.88 (2014) stated that this learning leadership is valuable for students, teachers, schools, parents, graduates, and the principals themselves.

The implementation of learning leadership involves teachers jointly developing and implementing learning goals and objectives. Principals are obligated to supervise and assess the teacher's learning instruments according to the curriculum set by the government or the education system to speed up the implementation of learning leadership. After supervising the class, which is a simple way of assessing teachers learning instruments, principals can provide constructive feedback to improve the learning process, focusing more on student achievement.

Southworth (Sanjaya, 2016, p. 37) stated that learning leadership is closely related to teaching and learning, requiring teachers to obtain professional skills that focus on student development. Hallinger (Suyanto and Acep, 20116, p. 81)) stated that in learning leadership, leaders focus on curriculum and learning. This was also in line with Bush and Glover (Wibowo, 2014, p. 79), which stated that leaders focus on student learning and achievement.

Aspects that center on teachers influence the relationship between learning leadership and teacher performance at the State Elementary Schools in East Banjarmasin Sub-District. These aspects include the principal providing opportunities for teachers to attend important training programs that can improve student performance and developing facilities and infrastructure to support teachers' efforts. Also, the principal should establish communication with teachers to be aware of goals and learning

difficulties and supervise them in the classroom for the benefit of students.

The principal learning leadership empowers the teachers' abilities, positively affecting their performance. High performance improves learning and the student's performance because it comes from the teacher's efforts and indirectly from the principal learning leadership. Leawood (Usman, 2013, p. 44) supported this assertion, establishing that the principal learning leadership indirectly affects students' performance through the teacher. Peterson (Daryanto, 2016, p. 65) stated that learning leadership improves students' satisfaction, motivation, curiosity, creativity, innovation, and awareness, affecting their achievement and improving the quality of learning.

This is in line with Elisabet (2019), Budiman (2020), SURIANSYAH dan Suhaimi (2020), (Gazali, 2017) & (Seli 2018), which suggested that principal learning leadership directly affects teachers' performance and indirectly affect students' achievement.

The Direct Effect of Principal Learning Leadership on Job Satisfaction

The results of the regression test showed that principal learning leadership directly affects job satisfaction. An analysis obtained the coefficient value of 0.361, indicating that, if learning leadership increases by 1 point, job satisfaction will increase by 0.361 points. This shows that increased learning leadership improves job satisfaction, concurring with a t-test that yielded a significance value of $0.002 < 0.05$ and $1.923 > 1.653$. According to the results of this test, learning leadership directly affects teachers' satisfaction, implying that better learning leadership increases job satisfaction.

Aprisal (2018) and Harahap (2019) supported these results, reporting that principal learning leadership significantly affects job satisfaction.

Job satisfaction is based on the principal learning leadership that guides on developing learning strategies, methods, and motivation for teachers to make them more enthusiastic. The relationship between principal learning leadership and job satisfaction is seen when the principal supports the teachers' ideas, provides

promotion, or inspires the teachers, employees, and students.

Job satisfaction is passively related to the teachers' needs, implying that life needs are stagnant, job satisfaction will decrease. In this case, the principal learning leadership should provide satisfaction to the teacher by providing needs to improve their performance. Also, the principal should timely give awards and praise the teachers' work after students' success to boost their attitudes and feelings towards the work.

This aligns with Aslamiah, p.37 (2015), which stated that job satisfaction is related to attitudes and feelings towards the job. A positive perception about the job increases satisfaction while a negative one reduces it. Fanani (2016) & Suhaini (2015) also supported this study, stating that principal learning positively and significantly affects teachers' satisfaction.

Steff (Koesmono, 2013, p. 122) established that job satisfaction is positive and negative feelings people experience due to various factors or dimensions. However, it is mostly realized through positive feelings about the job and good conditions in the environment. The positive feelings arise when the job and the environment fairly fulfill the teachers' needs.

The Direct Effect of Work Culture on Teacher Performance

The results of the hypothesis test showed that work culture directly affected the teachers' performance. An analysis with simple regression obtained a coefficient value of 0.266, indicating that, if the work culture increases by 1 point, the teacher performance also increases by 0.266 points, implying that a more stable work culture increases teachers' performance. Aslamiah (2019), and Hamid (2017), supported these results, stating that organizational culture is positively related to employee performance.

The t-test obtained a significance value of $0.000 < 0.05$ and $1.680 > 1.655$, implying that a better work culture increases the teachers' performance. These results indicate that there is a relationship between culture and teachers' performance in East Banjarmasin. Nawawi p.519 (2013) stated that the organization is formed to achieve a certain goal through the

performance of all human resources. However, external and internal environmental conditions, including organizational culture, affect human resources' performance, increasing the need to set up an organization with a culture capable of driving performance.

According to the results above, the school culture at the Elementary Schools in East Banjarmasin Sub-District is more stable. Purwanto p.64 (2018) established that school culture refers to a system of values, beliefs, and norms mutually accepted and carried out with full awareness as a natural behavior. The environment forms this culture that creates a common understanding among school personnel, including principals, teachers, staff, students, and public members. The values, norms, and beliefs form a positive culture for schools that teachers should adopt to improve their performance.

Aslamiah dan Rasidah p.132(2014) concluded that the work culture significantly affects performance. Similarly, Armstrong (Roziqin, 2015, p. 26) emphasized that culture creates a conducive work environment for performance improvement and change management. This is in line with Cameron and Quinn (Triguno, 2014, p. 33), which stated that culture strongly affects long-term organizational performance and effectiveness.

The Direct Effect of Work Culture on Job Satisfaction

The results showed that work culture significantly affects job satisfaction. Several tests conducted to analyze the relationship between culture and job satisfaction scored a regression coefficient value of 0.330, implying that, if the work culture increases by 1 point, job satisfaction increases by 0.330 points. This implied that a better work culture increases job satisfaction. This is in line with (Sumaryana 2018), (Salamah, 2019) and (Aslamiah, 2019), which stated that organizational culture positively and significantly affects employee satisfaction.

The relationship between culture and job satisfaction is seen in human orientation, including job motivation, paying attention to teachers' personal needs, and providing facilities and infrastructure supporting learning. Since the State Elementary Schools in the East Banjarmasin Sub-District harbor these

human orientation aspects, they have a positive culture that increases job satisfaction. Aslamiah (2019) and Suriansyah dan Suhaimi (2020) supported this, stating that a positive work culture improves employee satisfaction.

The t-test obtained the value of Sig. of $0.000 < 0.05$ and $2.495 > 1.653$, implying that work culture significantly affects job satisfaction and a positive culture increases satisfaction. The adjusted R square value or the coefficient of determination of 0.577 indicated that work culture affects 57.7% of changes in job satisfaction. This showed that work culture increased job satisfaction by 57.7%, while external variables influenced the remaining percentage.

The above results explain the relationship between culture and job satisfaction, as observed in teachers' habits. These include forming employee behavior and attitudes based on awareness of rights and obligations, freedom or authority, and responsibility individually and in groups. Fisbhein (Nugraha, 2016, p. 80) supported this, stating that work culture is attitudes and behavior employees show when undertaking their daily duties, hence, positive attitudes and behavior increase their performance.

Work culture affects job satisfaction based on socialization, implying that strong socialization positively affects teachers' job satisfaction. A positive culture creates a conducive atmosphere that improves the quality of work to speed up the achievement of organizational goals, an indicator of job satisfaction (Triguno, 2014). Cheng (2014), (Douglas, Michell & Mark, 2019)) and (Selena 2018) supported this, stating that work culture significantly affects job satisfaction.

The Direct Effect of Job Satisfaction on Teacher Performance

Tests the were conducted to analyze the effects of job satisfaction on teachers' performance obtained a regression coefficient value of 0.486. This implies that, if job satisfaction increases by 1 point, the teacher performance also increases by 0.486 points, hence, high job satisfaction improves the teachers' performance. This aligns with Anoraga, p.53 (2014) which stated that job satisfaction determines employee performance. According to Hasibuan

p.140 (2017), job satisfaction causes and supports behavior, promoting employees to work hard and enthusiastically achieve optimal results. If employees are satisfied, they cannot work hard to increase performance.

Job satisfaction is one of the factors that increase teachers' performance in an organization or institution. Hoppock (Azwar, 2013, p. 90) supported this, establishing that job satisfaction combines psychological, physiological, and environmental conditions that improve performance.

Kaliski (Cordeiro & Cunningham, 2016, p. 216) stated that job satisfaction is a feeling of achievement and success in work, directly related to productivity and personal well-being. Job satisfaction refers to the enthusiasm and happiness in one's work as the main key to recognition, income, awards, promotion, and the achievement of other goals (Hoy & Miskel, 2014, p. 82).

The t-test obtained the Sig. value of $0.001 < 0.05$ and $2.555 > 1.655$, implying that job satisfaction significantly affects teachers' performance. The value of adjusted R square or the coefficient of determination of 0.350 obtained implied that job satisfaction influenced 35% of changes in teacher performance, hence, the effect of job satisfaction on teacher performance was 35%. These results indicated that higher job satisfaction improved teachers' performance at the State Elementary Schools in East Banjarmasin Sub-District.

Rivai, p.137 (2014) stated that praise for work, the right placement, fair treatment, availability of equipment are forms of job satisfaction that affect performance. Cheng (2014), Fanani (2016), (Suhaimi 2015), (Sumaryana 2018), and (Harahap 2019) supported this, indicating that job satisfaction significantly affects teachers' performance.

The Effects of Principal Learning Leadership on Teachers' Performance through Job Satisfaction

The indirect effect of principal learning leadership on teachers' performance had a coefficient value of 0.175. This positive value indicated that job satisfaction mediates the effects of the principal learning leadership on teacher performance. Bass (Aslamiah, 2018, p. 37) supported this, stating that the interaction

between learning leaders and subordinates changes the latter's behavior, increasing job satisfaction and performance.

Similarly, Tarter, Hoy & Kottkamp (Aslamiah, 2016) stated that principals should promote and create a conducive atmosphere that allows teachers to work in mutual respect for increased job satisfaction, performance, and commitment to the organization. Aslamiah p.29 (2015) concurred with this, stating that the interaction between superiors and subordinates creates an environment that indirectly affects job satisfaction, productivity, and employee performance.

The indirect effect of the principal learning leadership on teacher performance at the State Elementary Schools in East Banjarmasin Sub-District proves that good leadership motivates teachers to work hard. According to Wibowo, p.54 (2014), job satisfaction changes one's attitude and behavior towards work, increasing employee performance.

Cheng (2014) supported this, stating that principal leadership and job satisfaction can cultivate positive attitudes and behavior in employees to increase their productivity at work. Conversely, Bienstock & Marker (2015) established that job satisfaction mediates the effects of principal leadership on job satisfaction in the state high school teachers in Surabaya. This is in line with Selena (2018), which stated that principal leadership through job satisfaction positively and significantly affects teachers' performance.

The Effects of Work Culture on Teachers' Performance Through Job Satisfaction

The indirect effect of work culture on teacher performance had a coefficient value of 0.160. This positive value indicates that work culture affects teachers' performance through job satisfaction. Principal learning leadership creates a positive work culture that indirectly motivates employees to improve their performance. Apriana (Darmawan, 2013, p. 12) supported this, stating that internal factors, including leadership and work culture, affect employee performance.

According to the subjects' responses, the effect of work culture through job satisfaction on teacher performance is seen in the teachers'

habits at school. These habits include supporting creativity, the willingness to improve self-ability and stability or sincerity, and caring for each other. According to teachers' expectations, organizational culture should influence positive behaviors and attitudes that increase job satisfaction and performance.

This is in line with Nawawi, p.62 (2013), which stated that employees' repeated acts are a better part of culture that should be observed for increased performance and satisfaction. Failing to pay attention to these habits does not have any strict sanctions. However, adhering is crucial for achievement of organizational goals. Arifin (2015), Aslamiah, (2019) and Aprisal, (2018), supported this, establishing that work culture affects teachers' performance through job satisfaction.

Although work culture indirectly affects teachers' performance, job satisfaction does not directly establish the relationship between the two of work culture on teachers' performance. The indirect relationship is $0.160 < 0.167$, implying that culture does not help schools increase job satisfaction.

Conclusion

Principal learning leadership, work culture, and job satisfaction directly affects teachers' performance. Also, principal learning leadership and organizational culture affects teachers' performance through job satisfaction at the State Elementary Schools in East Banjarmasin Sub-District.

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