

FACTORS AFFECTING THE PERFORMANCE OF FIRST HIGH SCHOOL TEACHERS

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Submission date: 28-Jun-2023 06:41PM (UTC+0800)

Submission ID: 2123896182

File name: 1462-Article_Text-2803-1-10-20211126.pdf (463.8K)

Word count: 8102

Character count: 46253



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Article history:

Received: 1st September 2021
Accepted: 2nd October 2021
Published: 26th November 2021

Abstract:

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The approach used in this research is a survey with quantitative methods. To obtain data empirically, questionnaires were distributed to 145 civil servant teachers out of 682 junior high school teachers, both PNS and Non PNS in Boalemo District. The collected data was then processed with the SPSS application and analyzed using descriptive analysis techniques and Structural Equation Model.

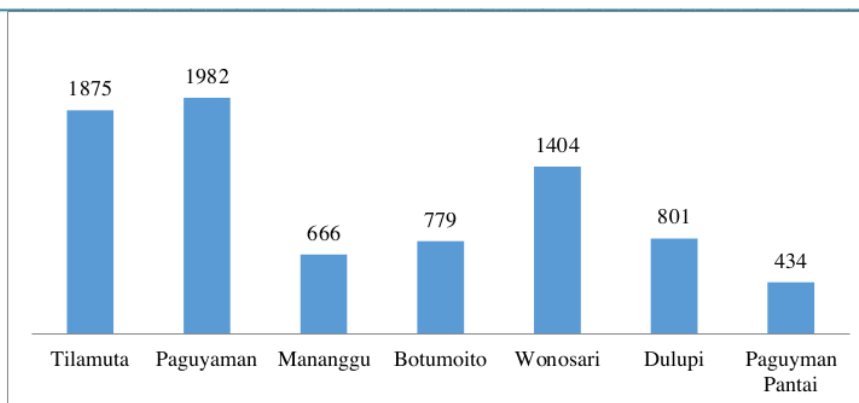
The results showed that: 1) Transformational leadership had no positive and significant effect on job satisfaction of junior high school teachers in Boalemo Regency; 2) Transformational leadership has no direct positive and significant effect on the performance of junior high school teachers in Boalemo Regency; 3) Organizational Culture has a positive and significant effect on job satisfaction of junior high school teachers in Boalemo Regency; 4) Organizational culture has a positive and significant effect on the performance of junior high school teachers in Boalemo Regency; 5) Job satisfaction has a positive and significant effect on the performance of junior high school teachers in Boalemo Regency; 6) Transformational leadership has no positive and significant effect on teacher performance through job satisfaction mediation; 7) Organizational culture has a positive and significant effect on teacher performance through job satisfaction. Thus, of the 7 hypotheses, there are 3 rejected hypotheses, namely H1, H2, and H6. For this reason, it is recommended that school principals apply a solution-based leadership style and serve in carrying out their leadership in the school environment as the results of the analysis of the collected data. Furthermore, the existing school culture is maintained and even further enhanced because it has a positive and significant effect directly or indirectly on teacher performance through job satisfaction.

Keywords: Competence, Performance, and School Culture

INTRODUCTION

Efforts to ensure the quality of its implementation as mandated by the 1945 Constitution, the government formulates and establishes national education standards to encourage the implementation and management of quality educational inputs and outputs. This is as confirmed in the National Education System Law no. 20 of 2003 Article 50 paragraph (2) that: "the government determines national policies and national education standards to ensure the quality of national education", which is further elaborated through Government Regulation no. 13 of 2015 as the second amendment to PP 19 of 2005 on National Educational Standards. These SNP policies are made and implemented by institutions education both schools and universities in improving the quality of education. The achievement of quality standards by school accreditation reflects the educational performance of the organization. The schools with the best accreditation describe their very good performance in the administration and management of education, and so on. Meanwhile, the achievement of graduate quality by graduates is a form of individual teacher performance in the school environment. This phenomenon is theoretically explained by the theory of performance which consists of: organizational performance and personal performance. Ideally, organizational performance is a contribution from individual performance, or organizational performance is a system of aligning individual performance (Ayers, 2015).

Boalemo Regency as one of the autonomous regions in Gorontalo Province has an obligation to provide and administer Junior High School as a mandatory basic service. There are 65 Junior High Schools consisting of: 57 public schools and 8 private schools. The condition of students receiving junior high school education services in Boalemo Regency in 2019 was 7,941 students with distribution in each sub-district as shown in graph 1 below.



Graph 1 Number of Middle School Students in Boalemo Regency 2019

Source: Boalemo Regency in Figures, 2020

The largest junior high school students are in Paguyaman District, which is 1,982 students, followed by Tilamuta District with 1,875 students, while the smallest is in Paguyaman Pantai District with 434 students. The GER and NER for SMP in Boalemo Regency also increased compared to 2018. In 2019 the GER for SMP was 85%, an increase of 2.43% compared to 2018 which was 82.57, while the NER for SMP in 2019 was 69.96, an increase of 2.67% compared to 2018 in 2018 which amounted to 67.29%. This means that there is an improvement in the number of students to get junior high school education services in Boalemo Regency.

The National Examination for SMP in Boalemo Regency is below the average score for the National Examination. In the last two years, there has been an increase from the average national exam score, from 51.10 to 51.76, and at the Gorontalo Province level there has also been an increase from 46.00 to 46.25, as is the case with Boalemo Regency from the average 42.59 to 46.76. Meanwhile, if we look at the previous year (2017) the average UN reached 49.28. Of course, this illustrates that the performance of teachers in order to improve learning outcomes at the National Examination is still not optimal. Meanwhile, the National Examination is the output of the teacher's learning process, which describes the individual performance of the teacher. This condition is supported by data from the Department of Education, Youth and Sports of Boalemo Regency which shows that in the previous 2 years there was also a drastic decline in the results of the National Examination from 2017 (49.28) to 42.43 in 2018. The discrepancy between the achievement of school accreditation status and learning outcomes graduates are a portrait of the gap between organizational performance and individual performance. In fact, ideally, schools that are accredited well and very well already have a quality education quality system so that they can be a guarantee for the quality of learning and graduates.

The achievement of the SMP level UN scores in Boalemo Regency which is below the national average is an illustration of the still low performance of teachers in learning. Theoretically, experts generally agree that a person's performance can be seen from the results or outcomes of work (Wiraman, 2009; Mangkunegara, 2005; As'ad, 2005; Armstrong, 2006). In this case, the output of teacher performance based on this output standard can be seen from the learning outcomes or the achievement of UN scores, which at the regional level can be seen from the average value. However, Armstrong (2006) asserts that performance is not only seen from work results, but also on task behavior or how work results are achieved. More specifically, in the context of teacher performance, according to Yonghong and Honde (2006), teacher performance is seen from two dimensions, namely task performance and contextual performance. Task performance is task behavior that is directly related to the teacher's main tasks that have been regulated and must be carried out. While contextual performance is a set of personal and social behaviors that teachers should do because of the needs of the context or situation such as morale, work dedication, assistance, cooperation and others.

In the Indonesian context, teacher performance is measured by the implementation of four teacher competencies, namely pedagogic competence, personality competence, social competence, and professional competence as stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2017 concerning Academic Qualification Standards and Teacher Competencies. If it is associated with the dimensions categorized by Yonghong and Honde (2006), then pedagogic competence and professional competence are categorized as 'task performance', while personality competence and social competence are categorized as 'contextual performance'. For this reason, the measurement of the implementation of the four competencies can describe teacher performance as a whole, both task performance and contextual performance.

Empirically, the researchers' initial observations found that the average junior high school teacher in Boalemo Regency had not yet optimal performance in the implementation and management of learning so that the impact on student learning outcomes was still low. The results of this student learning can be seen in the achievement of the National Examination which is below the national average score. This is directly related to task behavior and teacher

contextual behavior that is not yet fully optimal. This is due to the teacher's lack of understanding about the characteristics of students, the teacher's teaching style that is still less varied, the lack of the teacher's role in solving students' problems in teaching and learning activities, and other problems related to learning administration. Likewise, professional competencies that are often encountered are related to mastery of 8 main teaching competencies that experience many obstacles, including: monotonous learning, use of relevant and innovative media and learning resources, fun learning models and approaches, and others. Whereas the achievement of student learning outcomes, not only with regard to cognitive abilities, but also needs to be supported from psychomotor and affective aspects.

For this reason, this research is expected to be able to find variables that affect teacher performance as described in the four dimensions above. Vroom (1964) in theory makes a formula that is additive, that performance is the outcome of ability (ability) plus motivation (motivation) (in Armstrong, 2010). However, later by Blumberg & Pringle (1982) organizational factors were included as one of the factors that affect individual performance ($\text{Performance} = \text{Individual Attributes} \times \text{Work Effort} \times \text{Organizational Support}$). (in Armstrong, 2010). Another opinion was expressed by Mangkunegara (2005) that in addition to individual factors, psychological and organizational factors are other factors that influence individual performance. Several studies refer to the theory above that individual factors consist of self-confidence (Triwahyuni, et al., 2014), satisfaction, work motivation, work stress (Riyadi S., 2015; Usop, et al., 2013; Silalahi, et al., 2016) and competence (Arifin, et al., 2015; Riana, et al., 2018) affect performance.

THEORETICAL REVIEW

Performance Theory

The term performance is often synonymous with achievement, because it relates to the output or result of a work process. The concept of performance is an abbreviation of the kinetic energy of work which is equivalent in English is performance. The term performance is often interpreted as performance (Wiranman, 2009). Performance can also be interpreted as the results achieved by a person according to the size applicable to the work in question (As'ad, 2005). In this definition, performance is seen from two things, namely: (1) work results, and (2) work standards. These two things are the main things of performance and are interrelated with each other. Every job needs to produce something, but to see its achievements, the job needs to have a standard that is used as a barometer of assessment. With regard to this definition, Sedarmayati (2007) also emphasizes the same thing that performance is the result of work, but the results of the work are related to duties and responsibilities. Mangkunegara (2005) clarifies this in his definition that performance is the result of work in quality and quantity achieved by a worker (employee/employee) in carrying out his duties in accordance with the responsibilities given to him. This definition focuses on three things, namely: (1) performance is the result of work; (2) performance can be measured in terms of quality and quantity; (3) performance related to the tasks for which they are responsible.

The definition of results-oriented performance is agreed upon by all experts, including Armstrong (2006). According to Armstrong, performance is not only related to the output or results (output), but also relates to how the output is achieved. Performance is often defined simply in output terms – the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it" (Armstrong, 2006). This definition generally means that performance is defined simply by the term 'output'. But performance is not only about what a person achieves, but how they achieve it. Brumbach also defines that performance is behavior and results. Behavior comes from the actor (performer) and changes in performance from abstraction to action (in Armstrong, 2006). So according to him, managing performance means managing behavior (inputs) and outputs (results). Furthermore, performance is also defined as a function of motivation and ability (Hersey and Blanchard in Rivai and Basri, 2005). To complete a task or job, a person must have a certain degree of willingness and level of ability. A person's willingness and skills are not effective enough to do something without a clear understanding of what to do and how to do it.

Vroom (1964) asserted that performance is a function of ability and motivation as described in the formula: $\text{Performance} = (\text{Ability} \times \text{Motivation})$. The effects of ability and motivation on performance are not additive but multiplicative. People need the ability and motivation to work well and if one of the abilities or motivation is zero, there will be no effective performance (Armstrong, 2010: 104). The formula proposed by Vroom is not additive but multiplicative, in the sense that everyone needs both, if one is missing, the performance can be 0 or nothing. Another formula was proposed by Blumberg & Pringle (1982) with the equation, namely $\text{Performance} = \text{Individual Attributes} \times \text{Work Effort} \times \text{Organizational Support}$. (Armstrong, 2010). This formula also includes organizational aspects as factors that affect performance, in addition to individual attributes and efforts. Meanwhile, Bailey, et al (2001) in their study found another factor that affects performance, namely the opportunity to participate. Employees who are given the opportunity to participate will produce higher performance. Based on this study, Boxall and Purcell (2003) made an AMO formula which is a combination of the Vroom and Beiley, Berg and Sandy formulations that $\text{performance} = \text{Ability} + \text{Motivation} + \text{Opportunity to Participate}$. This formula is adaptive and not multiplicative, meaning that there is not absolutely everything. (Armstrong, 2010).

There are several reasons to assess performance according to Sedarmayanti (2010), namely: (1) providing information for promotion and salary determination; (2) measurement provides opportunities for both management and staff to review work-related behavior. This result allows both parties to develop plans to correct deficiencies and push for improvements. It was also stated that performance measurement has several objectives, namely: (1) to help improve performance; (2) setting goals for individual performance; (3) assessing training and development needs; (4) agree on plans for future employee development; (5) assess future potential for promotion; (6) provide employees with feedback

on their performance; (7) providing consultation to employees regarding career opportunities; (8) determine the level of employee performance for the purpose of salary review; and (9) encourage leaders to think carefully about staff performance in general and the factors that influence it, including their own leadership style and behavior.

Performance measurement can use various standards. Some considerations that must be followed in performance appraisal according to Sedarmayanti (2007) are: the amount of work (quantity of work), quality of work (quality of work), knowledge about work (job knowledge), creativity (creativity), cooperation (cooperation), reliability (dependability), initiative (initiative), and personal qualities (personal qualities).

Teacher performance assessment is an effort to obtain an overview of the knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance (Mulyasa, 2013). Menpan-RB Regulation Number 16 of 2009 also confirms that teacher performance appraisal is an assessment of each item of the teacher's main task in the context of career development, rank, and position. The implementation of the main tasks of teachers cannot be separated from their ability to master knowledge, apply knowledge and skills as required competencies according to the mandate of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. It was also stated that the complete and comprehensive teacher competence includes professional, pedagogic, social, and personality competencies. In practice, these competencies will shape the teacher's personality which will determine the quality of learning and mentoring students, as well as encourage the implementation of all additional tasks proportionally and professionally.

Teacher performance assessment is carried out to get qualified and professional teachers. The ideal teacher with certain characteristics cannot be produced in a certain period of coaching or training, but continuous and continuous efforts are needed. The results of the teacher performance assessment are expected to provide benefits for determining various policies related to improving the quality and performance of teachers as the spearhead of the implementation of the education and learning process in creating intelligent, comprehensive, and highly competitive human beings.

Measurement of teacher performance in research is based on optimizing the application of teacher competencies in carrying out their duties to achieve the expected learning outcomes (Yong and Hinde, 2006; Armstrong, 2006). The measurement of teacher performance in this study is based on four dimensions of competence, namely pedagogic competence, personality competence, social competence, and professional competence (Permendiknas No.16 of 2017 concerning Academic Qualification Standards and Teacher Competencies).

RESEARCH METHODS

This research was conducted at Junior High School (SMP) in Boalemo Regency. The basic considerations for determining the research location are: (1) the acquisition of UN scores and the results of the competency test for junior high school teachers in Boalemo Regency which are on average low compared to other regions; (2) the area is affordable because it is still within the scope of my assignment as an ASN in the local government of Boalemo, (3) the ease of obtaining information and the affordability of respondents. The research has been carried out from July to December 2020.

This study uses a quantitative approach, intended to quantify survey data on the influence of transformational leadership, organizational culture and job satisfaction on the performance of junior high school teachers in Boalemo district by using statistics to answer each of the research hypotheses formulated. Furthermore, the method used is a survey to prove the hypothesis of a representative sample, the results of which are applied to the population it represents (David Kline (1980) in Sugiyono: 2013).

In this study, the population is all characteristics related to transformational leadership, organizational culture, job satisfaction and teacher performance. The unit of analysis in this study was junior high school (SMP) teachers with civil servant status spread over 7 sub-districts in Boalemo district, totaling 389 people. The selection of civil servant teachers as respondents characterizes the variable character of teacher performance as the dependent variable in this study.

Based on the table of population numbers as above, based on various considerations, not all of these numbers are used as the main respondents. The criteria for the teachers selected as the sample were based on several aspects, namely: (1) PNS teachers with a minimum working period of 5 years, and not currently occupying certain positions within the internal school; (2) PNS teachers who already have a professional certificate (certified). This basis is taken considering that the respondents are familiar with the culture, work environment, professional friends, and must follow developments that occur in the school environment.

RESEARCH RESULTS AND DISCUSSION

Research result

The latent variable of teacher performance has 4 (four) dimensions of 29 indicators and 30 questions. The four dimensions of teacher performance measured in this study are the dimensions of pedagogic competence, personality competence, social competence, and professional competence. The dimension of pedagogic competence has 7 indicators and is measured by 7 questions, the dimension of personality competence consists of 4 indicators and is measured by 7 statements, social competence consists of 5 indicators and is measured by 7 statements, and the professional dimension is measured by 9 statements. The results of descriptive statistical analysis of the endogenous latent variables of teacher performance show the results as shown in table 4.2 below.

Table 1

Recapitulation of Respondents' Responses to Teachers' Performance Endogenous Latent Variables (η_2)

No.	Items	Recapitulation of Respondents' Answers					Ideal Score	Total Score	%	Category
		1	2	3	4	5				
1	Teacher Learning Management	0	0	2	90	53	725	631	87.03	ST
2	Teacher's understanding of students	0	0	88	57	145	725	630	86.90	ST
3	Teacher learning planning	0	0	3	89	53	725	622	85.79	TG
4	Implementation of teacher learning that is educative and dialogical	0	1	4	92	48	725	615	84.83	TG
5	Utilization of teacher learning technology	0	1	10	87	47	725	632	87.17	ST
6	Evaluation of teacher learning outcomes	0	0	1	91	53	725	608	83.86	TG
7	Additional teacher programs in student development such as enrichment, remedial, etc.	1	1	6	92	45	725	623.00	85.93	TG
A.	Pedagogic Competence	0	0	16	85	63	725	623	86	ST
8	Teacher emotional stability and stability	0	1	6	102	36	725	608	83.86	TG
9	Maturity of the teacher in the task	0	0	5	99	41	725	616	84.97	TG
10	Teacher discipline in assignments	0	1	4	102	38	725	612	84.41	TG
11	Teacher wisdom in dealing with student problems	0	0	5	101	39	725	614	84.69	TG
12	The authority of the teacher in front of students	0	0	2	93	50	725	628	86.62	ST
13	Teacher's example for students	0	0	1	83	61	725	640	88.28	ST
14	Teacher's character and morals	0	0	3	77	65	725	642	88.55	ST
B.	Personality	0	0	0	0	0	725	623	85.91	TG
15	Teacher-student communication	0	0	2	77	66	725	644	88.83	ST
16	Teacher communication with parents	0	0	1	86	58	725	637	87.86	ST
17	The teacher's empathetic attitude towards students' problems	0	0	3	88	54	725	631	87.03	ST
18	Teacher cooperation with school board/committee	0	0	1	89	55	725	634	87.45	ST
19	Socializing with fellow teachers	0	0	2	77	66	725	644	88.83	ST
20	Teacher relationship with school partners	0	0	3	91	51	725	628	86.62	ST
21	Teachers' understanding of the school environment	0	0	1	85	58	725	633	87.31	ST
C.	Social Competence	0	0	2	85	58	725	636	87.70	ST
22	Teachers' understanding of national education standards	0	0	2	97	46	725	624	86.07	ST

23	Teacher learning development	0	0	2	102	41	725	619	85.38	TG
24	Update and deepening of teacher learning materials	0	0	3	99	43	725	620	85.52	TG
25	Management of teacher learning programs	0	0	2	95	48	725	626	86.34	TG
26	Teacher in classroom management	0	1	3	97	44	725	619	85.38	TG
27	Teachers in the use of media and learning resources	0	1	14	101	29	725	593	81.79	TG
28	Teachers in the preparation of learning administration	0	0	4	101	40	725	616	84.97	TG
29	Teachers in learning research	2	3	8	105	27	725	587	80.97	TG
30	Teacher exemplary and leadership	0	0	5	97	43	725	618	85.24	TG
D.	Professional Competence	0	0	5	99	41	145	616.71	85.06	TG
	The Total Value of the Exogenous Constructs of Teacher Performance								86.15	ST

Source: Primary Data Analysis Results, 2020

From the data in table 1, it appears that of the 4 (four) dimensions of teacher performance measured, social competence obtained the highest percentage of 87.70%, followed by professional competence of 85.06%, pedagogic competence of 86%, and personality competence of 85.91%. Meanwhile, of the 30 items measured, there are two items that have the highest percentage, namely (1) teacher-student communication of 88.83%, and (2) interaction with fellow teachers, which is 88.83%. Meanwhile, the 2 (two) items with the lowest percentage values are:

- 1) Teacher performance in learning research. This item has a percentage value of 80.97%, and the lowest compared to the other 29 items measured. Teacher performance in learning research is one part of professional competence. The implementation of teacher research such as classroom action research (action research) will make a significant contribution to increasing the effectiveness and innovation of learning. The results of the research above show that the performance of teachers in terms of research, although categorized as "good", is the lowest among other teachers' performance. For this reason, this matter deserves the attention of junior high school managers in Boalemo Regency in improving teacher performance.
- 2) Teacher performance in the use of media and learning resources. This item obtained a percentage of 81.79%, the second lowest of the 30 statement items to respondents. The use of media and learning resources is one of the barometers of teacher performance in learning. The more effective the teacher in utilizing the media and learning resources, the more dynamic and developing learning will be. The results of the above study indicate that the teacher's performance in this aspect is still low compared to the other 30 aspects measured. For this reason, efforts to change the performance of teachers in junior high schools in Boalemo Regency can be done by increasing the ability and access of teachers in utilizing various media and learning resources in teaching activities, because these aspects are also part of the dimensions of teacher professional competence. The more proficient the teacher uses learning media and learning resources, the more professional the teacher will be in carrying out his professional duties.

The confirmatory analysis of construct factors aims to explain the relationship between the endogenous construct of teacher performance (η_1) and its constituent dimensions, namely pedagogic competence (KN1), personality (KN2), social competence (KN3), and professional competence (KN4). The results of the endogenous construct factor analysis of teacher performance (η_2) show the results as shown in Figure 1 below:

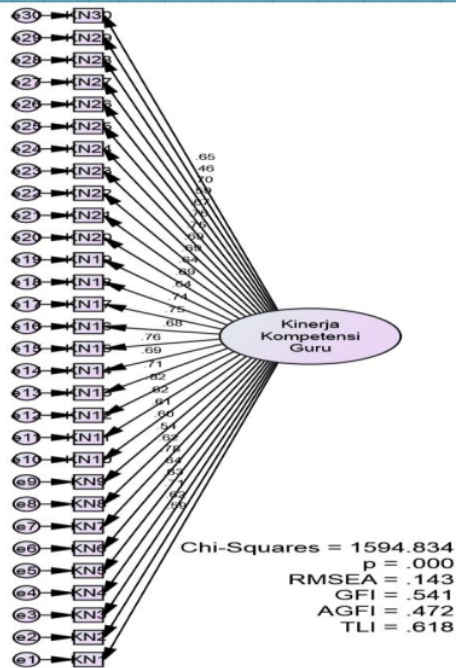


Figure 1 AFA Measurement Model of Teacher Performance Endogenous Variables

The results of the Chi-Squares test on the latent variable of junior high school teacher performance (η_2) indicate that the model does not fit, as can be seen from the chi-squares value of 1594,834 with a probability of $p = 0.000$. Likewise, the other fit criteria are still below the recommended ones. For this reason, it is necessary to improve the fit model by looking at the significance value of the estimated standardize loading parameter. The results are shown in table 4.6 below:

Tabel 2
Standardize Loading Teacher Performance Latent Variables

19	5		Estimate	S.E.	C.R.	P	Label
KN1	<---	Performance_Teacher	1.000				
KN2	<---	Performance_Teacher	1.013	.160	6.323	***	
KN3	<---	Performance_Teacher	1.231	.176	6.986	***	
KN4	<---	Performance_Teacher	1.153	.181	6.373	***	
KN5	<---	Performance_Teacher	1.292	.199	6.485	***	
KN6	<---	Performance_Teacher	1.284	.173	7.413	***	
KN7	<---	Performance_Teacher	1.284	.204	6.304	***	
KN8	<---	Performance_Teacher	.948	.168	5.644	***	
KN9	<---	Performance_Teacher	1.007	.164	6.133	***	
KN10	<---	Performance_Teacher	1.052	.169	6.221	***	
KN11	<---	Performance_Teacher	1.028	.163	6.297	***	
KN12	<---	Performance_Teacher	1.369	.178	7.674	***	
KN13	<---	Performance_Teacher	1.210	.173	7.004	***	
KN14	<---	Performance_Teacher	1.238	.181	6.848	***	
KN15	<---	Performance_Teacher	1.325	.182	7.281	***	
KN16	<---	Performance_Teacher	1.151	.169	6.801	***	
KN17	<---	Performance_Teacher	1.305	.180	7.249	***	
KN18	<---	Performance_Teacher	1.234	.172	7.184	***	
KN19	<---	Performance_Teacher	1.122	.173	6.478	***	
KN20	<---	Performance_Teacher	1.192	.174	6.872	***	
KN21	<---	Performance_Teacher	1.155	.178	6.478	***	
KN22	<---	Performance_Teacher	1.132	.165	6.853	***	
KN23	<---	Performance_Teacher	1.088	.160	6.813	***	

			Estimate	S.E.	C.R.	P	Label
KN24	<---	Performance_Teacher	1.227	.170	7.220	***	
KN25	<---	Performance_Teacher	1.265	.172	7.338	***	
KN26	<---	Performance_Teacher	1.186	.177	6.699	***	
KN27	<---	_Teacher's Performance	1.103	.182	6.059	***	
KN28	<---	Performance_Teacher	1.152	.167	6.907	***	
KN29	<---	Performance_Teacher	1.037	.207	5.018	***	
KN30	<---	Performance_Teacher	1.108	.170	6.524	***	

Source: Amos 21 Analysis Results, 2020

The results of the analysis show that there are all indicators of the latent variable of teacher performance (η₂) showing significant results indicated by the value of all indicators that are above the value of 0.05. This step is taken to see the value of convergent validity, namely an indicator with a loading factor below 0.50 is declared invalid (Ghozali, 2017: 216).

The next analysis is a full model Structural Equation Model (SEM) analysis, after analyzing the level of unidimensionality of the indicators forming the latent variables tested by confirmatory factor analysis, as shown in Figure 2 below.

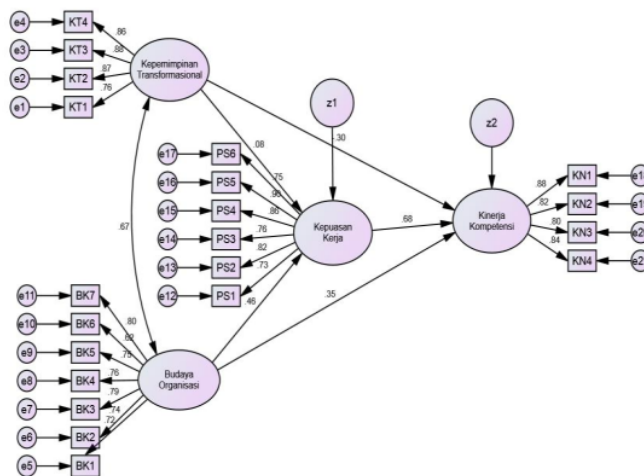


Figure 2 SEM Analysis Analysis

The results of the full SEM model analysis as shown in Figure 4.5 above indicate that this research model does not meet the fit criteria. This can be seen from the fit criteria as shown in table 3 below:

Table 3. Structural Equation Model (SEM) Feasibility Test Results

Goodness of Fit Index	Cut-of value	Hasil Analisis	Evaluasi Model
Chi-Squares	Kecil (<19.814)	145,084	Marginal
Probability	≥ 0.05	0.000	Tidak Baik
RAMSEA	≤ 0.08	0.090	Tidak baik
GFI	≥ 0.90	0.980	Baik
AGFI	≥ 0.90	0.974	Baik
TLI	≥ 0.95	0.830	Marginal

Source: Primary Data Analysis Results, 2020

Table 4.18 above shows that the chi-square and RMSEA values do not meet the fit criteria. The probability value of $P = 0.000$ is less than 0.05 so it is declared not fit. Meanwhile, the other test criteria were declared to meet the recommended standards, where the value of GFI 0.980, AGFI = 0.974, and TLI was in the marginal limit of 0.830. Thus, the results of the SEM Model are declared to meet the criteria for the Goodness of Fit Index.

DISCUSSION

This study generally aims to gain the direct and indirect effects of the latent variables of transformational leadership and organizational culture on teacher performance through job satisfaction in junior high schools in Boalemo Regency. To explain these objectives, this study hypothesizes the direct and indirect effects of transformational leadership and organizational culture on teacher performance through job satisfaction in junior high schools in Boalemo Regency. To prove the proposed hypothesis, this study uses a quantitative approach with a survey method of 145 junior

high school teachers in Boalemo Regency. Data was collected through research questionnaires which were analyzed using path analysis/SEM techniques and Sobel analysis to test mediation.

Schools as one of the public organizations that provide educational services, have distinctive characteristics compared to other types of government bureaucratic organizations and private organizations. Likewise, the duties of teachers in the school environment have very different characteristics from employees in government bureaucratic organizations and employees in private organizations. For this reason, teacher performance appraisals have different characteristics compared to performance appraisals for workers in other types of public and private organizations.

Teacher performance is not only measured from the dimension of professionalism as in other public and private organizations, but also pedagogic, personality and social dimensions, so that it becomes unique and contains elements of novelty from this research. Research on performance has been widely carried out in public administration studies, not least in educational institutions such as schools as institutions that administer policies and basic public services. This is as confirmed in Law no. 23 of 2014 concerning Regional Government places education as a mandatory government affair related to basic services (Article 12 paragraph (1)). Performance in the field of education cannot be separated from the performance of teachers, as subjects who operationally carry out educational and learning activities for students as targets of educational services.

However, most research on teacher performance tends to focus on learning effectiveness outcomes, or linking teacher assignments to student learning outcomes (Ridho K. A, et al, 2018). While research that aims to measure teacher performance from the application of competencies is still rarely carried out (Musthafa, et al, 2017), even though the four competencies are an integral part of teacher performance as stated by Maklassa (2012) quoted by Arifin (2015). For this reason, this research is important by finding the direct and indirect effects of transformational leadership variables and organizational culture on teacher performance through job satisfaction.

CONCLUSION

Based on the results of research and discussion, the conclusions of the research are as follows.

1. Transformational leadership has no positive and significant effect on job satisfaction of junior high school teachers in Boalemo Regency as indicated by the path coefficient value of $0.151 < 1.96$ and the significance value of $0.880 > 0.05$. The results of this study mean that teacher job satisfaction does not experience a significant increase if the Principal of SMP in Boalemo Regency applies a transformational style in his leadership.
2. Transformational leadership has no positive and significant effect on the performance of junior high school teachers in Boalemo Regency as evidenced by the path coefficient value of $-2.947 < -1.96$ and the significance value of $0.003 < 0.05$. The results of this study indicate that teacher performance will tend to decrease if the Head of SMP in Boalemo Regency increases the application of the transformational style in his leadership.
3. Organizational culture has a positive and significant effect on job satisfaction of junior high school teachers in Boalemo Regency, as evidenced by the path coefficient value of $5.691 > 1.96$ and the significance value of $0.000 < 0.05$. The results of this study mean that the commitment to foster organizational culture in the school environment will increase the job satisfaction of junior high school teachers in Boalemo Regency.
4. Organizational culture has a positive and significant effect on the performance of junior high school teachers in Boalemo Regency as evidenced by the path coefficient value of $2.925 > 1.96$ and a significance value of $0.003 < 0.05$. The results of this study mean that strengthening culture in the school environment will also improve the performance of junior high school teachers in Boalemo Regency.
5. Job satisfaction has a positive and significant effect on the performance of junior high school teachers in Boalemo Regency as evidenced by the path coefficient value of $9.557 > 1.96$ and the significance value of $0.000 < 0.05$. The results of this study mean that better teacher satisfaction with their duties will improve teacher performance in implementing learning at junior high schools in Boalemo Regency.
6. Transformational leadership mediated by job satisfaction has no positive and significant effect on the performance of junior high school teachers in Boalemo Regency as evidenced by the value of $zsobel = 0.15 < 1.96$. The results of this study mean that teacher job satisfaction is not able to mediate the transformational effect on the performance of junior high school teachers in Boalemo Regency.
7. Organizational culture mediated by job satisfaction has a positive and significant effect on the performance of junior high school teachers in Boalemo Regency as evidenced by the value of $zsobel = 4.87 > 1.96$. This result means that teacher job satisfaction can have an effect on school organizational culture in supporting better performance of junior high school teachers in Boalemo Regency.

SUGGESTION

Based on the conclusions of the study and the implications of the research results, it is recommended for other researchers to include situational variables, such as environmental and teacher characteristics as intervening variables in measuring the effectiveness of transformational leadership in increasing teacher job satisfaction in regions. In addition, the researcher also suggests to further researchers to conduct further research in measuring the effectiveness of instructional leadership styles in the school environment, either partially, simultaneously or by comparing it with transformational leadership in local junior high schools.

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