

School Culture and Principal Leadership through Teacher Performance on Learning Achievement of Elementary School Students

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Abstract

This study aims to know and analyze the Influence of School Culture and Principal Leadership through Teacher Performance on The Learning Achievements of Elementary School Students in the Coordinator of the Tamalatea District of Jeneponto Regency. This research was conducted in the Tamalatea District of Jeneponto Regency from February to March 2020. This research uses a causality design with a quantitative approach. The population of this study is Civil Servants in the Coordinator of the Tamalatea District of Jeneponto Regency, which is 165 teachers, using saturated sampling techniques. The final sample involved is 165 teachers. Data collection techniques use observation, interviews, and documentation, while data analysis is path analysis. The results showed that school culture and principal leadership were able to influence students' learning achievements directly and indirectly through teacher performance. The values embraced by the school show that school culture provides a good benchmark for the entire school community to maintain and maintain what it embraces, as well as the leadership of the principal who provides many opportunities for the headteacher or student to convey the ideas or problems he faces.

Keywords

School Culture, Leadership, Teacher Performance, and Learning Achievement.

1. Introduction

The school culture has an important role in presenting comfortable learning conditions to realize the quality of education. This link to learning and teaching is not interpreted only as transferring knowledge from teachers to students but also as instilling various good habits for all school residents (Rahawarin et al., 2020).

In addition, the school as an educational institution, its management is led by the principal. The leadership factor of the principal is related to efforts to improve teacher performance. Teacher performance is an important element in education, but it is also a determinant of the high quality of education. Teachers carry out teacher performance in carrying out their duties as a teacher and educators. Principals who can empower and motivate teachers to perform well and act as professional teachers and teachers can improve their quality (Cahaya et al., 2022).

The goal of the desired teaching and learning process is the achievement of good achievements from students. Achievement is a combination of factors that can affect the learning process whether internally from learners or externally from learners. Generally, achievement is an individual desire that they want to achieve, in terms of students through learning activities trying to achieve the best achievements. Also, learning achievement is the implementation of the success of teaching and learning activities. Teaching and learning activities are the most basic activities in this educational institution. The success or failure of learning goals depends on the learning process experienced by students as learners.

This research seeks to uncover how School Culture and Principal Leadership affect Teacher Performance to impact the Learning Achievement of Elementary School Students (SD) in the Coordinator of Tamalatea District of Jenepono Regency.

2. Library Review

School culture underlies daily school activities, and it is contained in the vision of the mission carried by the school to be practiced every day. This is in line with (Zacharias et al., 2021), who said that "school culture is an essential element in school management and consciously derived from the vision of the school's mission and then practiced and operationally. Good culture and understanding of each other will support the performance of teachers, teachers who are happier to interact and obey the rules set by the school will encourage their quality in school. This quality is the best achievement given by teachers. This is in line with Arfan et al. (2021) that teacher performance results from work a teacher achieves in carrying out his assigned tasks based on proficiency, experience, sincerity, and time. Therefore, a better school culture will improve the performance of teachers. This is also reinforced by research Tamsah et al. (2021), which concluded school culture's positive and significant influence on teacher performance.

Leadership is a form of behavior from individuals by utilizing a leadership style designed to affect group activities for the common goal to be achieved and benefit a person or organization. Leadership is a process in the organization that collectively achieves the expected goals, which can be said that "the process of leadership because there are three things, namely leaders, subordinates, and situations (Kurniawan et al., 2022; Nath et al., 2021; Setianto et al., 2022; Suharyanto et al., 2021; Tamsan & Yusriadi, 2022). Performance can be the appearance of individuals and working groups of personnel. Therefore, better principal leadership will be able to improve the teacher's performance. This is also reinforced by research (Ilyas et al., 2022), concluding that the principal's leadership toward teacher performance is positive and significant.

One of the uniqueness and advantages of a school is to have a school culture or school culture that is sturdy and still exists. According to (Yusriadi et al., 2019), school culture is an order of values, customs, slogans, ceremonies, and behaviors that were previously formed long enough in the school environment and then continue to reach the next generation, whether conscious or not. School culture can encourage learning achievement, students can be more active and comfortable in conditions that give them more free space in learning, and these achievements are poured out with the grades or numbers given by teachers to them. This is in line with the opinion of Saleh et al. (2021) that achievement is the level of student success in achieving the goals set in a program or assessment process to describe the achievements achieved by a student following established criteria. This is supported by research (Asfar et al., 2021) which concludes the significant and positive influence of school culture on student learning achievement.

Leadership is an art. This process influences people to work voluntarily and enthusiasm to achieve the group's goals. The principal's leadership ability can trigger students' enthusiasm to anticipate. Students' emotions will rise if the principal provides a lot of stimuli, especially in learning. As stated by Wirdawati et al. (2021), learning achievement is the level of success of students in learning materials in school in the form of scores obtained from tests on a certain amount of material. Therefore, the leadership of a better principal will encourage improved learning achievement. This is also supported by previous research Sam et al. (2021), which concluded that leadership qualities influence achievement and quality of achievement education.

Teacher performance is a form of achievement or success possessed by a teacher in carrying out tasks and achieving success standards that have been determined in the performance indicators of a teacher based on proficiency, experience, sincerity, and time. The teacher's performance can be seen when he carries out teaching and learning interactions in the class, including his preparation in semester programs and teaching preparations. A teacher's good performance archer certainly affects students in receiving the lessons given. The more the teacher shows professionalism in teaching activities, the student will be more focused and pay attention to what is conveyed. Another thing is shown that teacher performance will encourage improved student achievement, which will show cognitive and affective aspects and psychomotor. This is also supported by research Mislia et al. (2021), which concluded a positive influence also significant performance of teachers on the achievement of student achievements.

3. Method

This research was conducted in the Tamalatea District of Jenepono Regency from February to March 2020. This research uses a causality design with a quantitative approach. The population of this study is Civil Servants in the

Coordinator of the Tamalatea District of Jeneponto Regency, which is 165 teachers, using saturated sampling techniques. The final sample involved is 165 teachers. Data collection techniques use observation, interviews, and documentation, while data analysis is path analysis.

4. Results

4.1 Path I Analysis

School Culture (X1) and Principal Leadership (X2) to Teacher Performance (Y1)

Table 1. Effect of X1 and X2 on Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.317	1.410		6.606	.000
	School Culture (X1)	.265	.062	.328	4.241	.000
	School Leadership (X2)	.313	.072	.337	4.356	.000

Dependent Variable: Teacher Performance (Y1)

School Culture (X1) towards Teacher Performance (Y1) (Table 1); The coefficient of the path (α_1) is 0.328 with a significant level of 0.000 which means positive and significant (Sig < 0.05). The magnitude of X1's influence on Y1 can be seen from the standardized coefficients beta, which is 0.328, which means that every time there is an increase in School Culture (X1), it will improve Teacher Performance (Y1) which is 0.328 points. Principal Leadership (X2) to Teacher Performance (Y1); The coefficient of the path (α_2) is 0.337 with a significant level of 0.000 which means positive and significant (Sig < 0.05). The magnitude of X2's influence on Y1 can be seen from the standardized coefficients beta, which is 0.337, which means that every time there is an increase in one point of Principal Leadership (X2), it will increase Teacher Performance (Y1) by 0.337 points. Determination Test Result (R²) Path 1; The value obtained is 0.348 or 34.8%. Variations in the ups and downs of the Teacher Performance variable (Y1) can be explained by School Culture (X1) and Principal Leadership (X2) by 34.8%, while the rest is 65.2% explained by other variables.

4.2 Path II Analysis

Influence of School Culture (X1), Principal Leadership (X2), and Teacher Performance (Y1) on Student Learning Achievement (Y2)

Table 2. Effect of X1, X2, and Y1 on Y2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.323	1.886		3.884	.000
	School Culture (X1)	.207	.078	.211	2.650	.009
	School Leadership (X2)	.250	.090	.222	2.776	.006
	Teacher Performance (Y1)	.371	.093	.306	3.981	.000

School Culture (X1) to Student Learning Achievement (Y2); The Coefficients value of the path (β_1) is 0.211 with a significant level of 0.009 which means positive and significant (Sig < 0.05) ((Table 2). The magnitude of X1's influence on Y2 can be seen from the standardized coefficients beta, which is 0.211, which means that every time there is an increase of one point of School Culture (X1), it will be able to increase Student Learning Achievement (Y2) which is 0.211 points. Principal Leadership (X2) towards Student Learning Achievement (Y2); The Coefficients value (β_2) is 0.222 with a significant level of 0.006 which means positive and significant (Sig < 0.05). The magnitude of X2's influence over Y2 can be seen from the standardized coefficients beta, which is 0.222, which means that every one-point increase in Principal Leadership (X2) will be able to increase Student Learning Achievement (Y2) by 0.222 points. Teacher Performance (Y1) to Student Learning Achievement (Y2); The Coefficients value of the path (β_3) is 0.306 with a significant level of 0.000 which means positive and significant (Sig < 0.05). The magnitude of Y1's

influence on Y2 can be seen from the standardized coefficients beta, which is 0.306, which means that every time there is an increase in one point of Teacher Performance (Y1), it will be able to increase Student Learning Achievement (Y2) which is 0.306 points.

4.3. Determination Test Results (R2) Line 1

The value obtained is 0.380 or 38%. The variation in the ups and downs of the Student Learning Achievement variable (Y2) can be explained by School Culture (X1), Principal Leadership (X2), and Teacher Performance (Y1), while other variables explain the remaining 62%.

4.4 Indirect influence

To calculate the magnitude of indirect influence, it can be calculated by multiplying independent variables by intervening variables are: $X1 \rightarrow Y1 \rightarrow Y2 = (\alpha1 \times \beta3) = (0,328 \times 0,306) = 0,100 \rightarrow \rightarrow$; The value of 0.100 indicates the magnitude of variable X1's influence over Y2 through Y1, which is 0.100 points. $X2 \rightarrow Y1 \rightarrow Y2 = (\alpha2 \times \beta3) = (0,337 \times 0,306) = 0,103 \rightarrow \rightarrow$; The value of 0.103 indicates the magnitude of variable X2's influence over Y2 through Y1, which is 0.103 points.

Based on the results of the path analysis of all variables, both independent, intervening, and dependent, can be shown in the following path analysis Figure 1:

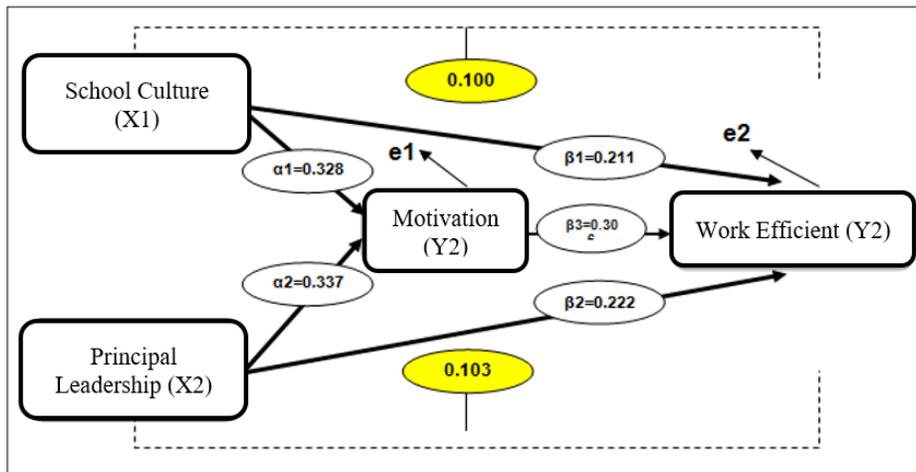


Figure 2. Full Model Path Analysis

4.5 Hypothesis Test Results

Hypothesis table is presented in Table 1.

Table 3. Hypothesis test

No	Hypothesis	Value	Sig.	Conclusion
1	School culture has a significant positive effect on teacher performance in the Coordinator of Tamalatea District of Jenepono Regency	0.328	0.000	Evident
2	The leadership of the principal has a significant positive effect on teacher performance in the Coordinator of the Tamalatea District of Jenepono Regency	0.337	0.000	Evident
3	School culture has a significant positive effect on the learning achievements of elementary school students in the Coordinator of Tamalatea District of Jenepono Regency.	0.211	0.009	Evident
4	The leadership of the principal has a significant positive effect on the learning achievements of elementary school students in the Coordinator of the Tamalatea District of Jenepono Regency	0.222	0.006	Evident

5	Teacher performance has a significant positive influence on the achievements of elementary school students in the Coordinator of the Tamalatea District of Jenepono Regency	0.306	0.000	Evident
6	School culture has a significant positive effect on the learning achievements of elementary school students through teacher performance in the Coordinator of the Tamalatea District of Jenepono Regency.	0.100	0.030	Evident
7	The principal's leadership has a positive and significant effect on the achievement of elementary school students through the performance of teachers in the Coordinator of the Tamalatea District of Jenepono Regency.	0.103	0.034	Evident

5. Discussion

5.1 School Culture Towards Teacher Performance.

Positive and significant, the findings of this study are supported Saleh et al. (2021) which concluded that there is a significant positive influence of school culture on teacher performance. The role of school culture greatly affects teachers' perception in carrying out their duties and responsibilities as educators. The existence of cultural values that are embraced has encouraged performance improvements.

5.2 Principal Leadership towards Teacher Performance.

Positive and significant, the findings of this study are supported Umar et al. (2019) which concluded the positive and significant influence of principal leadership on teacher performance. Good leadership is applied by encouraging improvements in teacher performance. The principal, in his leadership, feels open and accepts all aspirations given by teachers so that teachers feel active in providing input for the benefit of the school.

5.3 School Culture Towards Student Learning Achievement.

Positive and significant, the findings of this study are supported by research Mustafa et al. (2020) which concludes the positive and significant influence of school culture on learning achievement. School culture or habits provide rules and values that are embraced by the entire school community. The application of school culture impacts improving student learning achievement. Teachers can understand the right habits in providing subject matter so that students can easily capture the material provided.

5.4 Principal Leadership Towards Student Learning Achievement.

Positive and significant, the findings of this study are supported by research (Rahawarin et al., 2020) which concluded that there is an influence of leadership qualities on improving achievement and quality of education. As the main actor in the school, the principal has been able to encourage the school system improvement and students who are getting better at their achievements. The principal shows an exemplary attitude and openness to receiving input as important things are shown in school.

5.5 Teacher Performance towards Student Learning Achievement.

Positive and significant, the findings of this study are supported by research Dana et al. (2021) concluded that there is a positive and significant influence on the achievement of student assessment. It is shown by the better approach taken by teachers so that students are more active and comfortable receiving the subject matter provided. Teachers are people who can influence and understand the character of student learning so their role in encouraging the improvement of student learning achievement is vital.

5.6 School Culture Towards Learning Achievement Through Teacher Performance.

Positively and significantly, the role of teacher performance is quite good in moderating the school culture towards student learning achievement, meaning that the school culture created well by the school encourages improvements in teacher performance and leads to improved student learning achievement for the better (Haris et al., 2021).

5.7 Principal Leadership on Student Learning Achievement Through Teacher Performance.

Positive and significant, the principal's leadership is expected by the school because without leadership, it will not run school activities as expected (Heranto et al., 2021). The principal's leadership in this study looks good with the attitude of openness by the principal and role models that encourage teachers to show modeled behavior, thus affecting student achievement.

6. Conclusion

Based on the results and discussions in this study, it can be concluded that the school culture and leadership of the principal can directly affect student learning achievements and indirectly through teacher performance. The values embraced by the school show that school culture provides a good benchmark for the entire school community to maintain and maintain what it embraces, as well as the leadership of the principal who provides many opportunities for the headteacher or student to convey the ideas or problems he faces.

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