

# Improving Teacher Performance Through Implementation of School Culture and Leadership Role of the Principal with School Culture as Moderating Variable at State Vocational High School 1 Tanara, Serang Banten Regency

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## ABSTRACT

The purpose of this research is to analyze improving teacher performance through implementation of school culture and leadership role of the principal with school culture as moderating variable at State Vocational High School 1 Tanara, Serang Banten Regency. This research was carried out only at State Vocational High School 1 Tanara, Serang Banten Regency. The research approach used is a quantitative approach. Saturated sample where the entire population is sampled, namely 68 people. The data is analyzed using statistical analysis of the SmartPLS version 4 model. The research results show that school culture has a positive and significant effect on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency. Leadership role of the principal has a positive and significant effect on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency. Leadership role of the principal has a positive and insignificant effect on school culture at State Vocational High School 1 Tanara, Serang Banten Regency. School culture moderation does not have a significant effect between leadership role of the principal on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency.

**Keywords:** Teacher Performance, School Culture, Leadership Role of the Principal

## INTRODUCTION

In the era of industrial revolution 4.0, the world of education needs to make efforts to adapt by adopting a progressive and innovative approach, especially in the field of education. Education has become a major milestone in preparing people who are reliable and competent, and are able to adapt and become increasingly connected digitally, transforming according to changing times which require a deep understanding of how to utilize and integrate emerging technology continuously in the learning process. Education has an important role in the development of a country. In Indonesia, national education today focuses on the importance of developing students' potential holistically, improving the quality of human resources, and encouraging education based on Pancasila values, local wisdom and the nation's cultural diversity. National education has a crucial role in shaping the character and abilities of students as a whole. Then translated into Law Number 20 of 2003 concerning the National Education System, it provides a more detailed basis for national education in Indonesia. In this law, there are several basic principles that guide implementation of the national education system. One of the main objectives of national education as regulated in the National Education System Law is to

improve the quality of Indonesia's human resources so that they are able to play an active role in the life of society, nation, and state.

An educator needs to understand how to apply this technology effectively in learning, in order to facilitate the development of the skills needed by students to be successful in the future, and educators must have skills and knowledge that are relevant to the latest technology. Apart from the educator's side, changes must also be made in continuity with other aspects, namely administrative regulations in the form of the curriculum used and students' understanding in the field. If viewed from the school curriculum side, the curriculum that applies in schools must be adapted to changing times which includes skills relevant to technology, and learning methods must be adapted to integrating technology in every aspect of learning. Teachers need to continue to develop themselves through training and professional development, so they can keep up with technological developments and prepare students effectively. On the other hand, students must also be equipped with skills in accordance with the demands of current developments, especially in facing the industrial revolution 4.0. They need to have strong critical thinking, creativity, problem solving, teamwork, and digital literacy skills. Students must learn how to integrate technology in learning, and also understand the ethical and social implications associated with the use of such technology.

State Vocational High School 1 Tanara, Serang Banten Regency is an educational institution that always strives for effective learning and guidance. The school aims to foster optimal student development, so that they can actively develop their potential and cultivate traits such as spiritual religion, self controlling, intelligence, attitude, and competency for personal growth and the surrounding environment. All of these goals would not be possible without the

dedication and performance of the teachers who teach at the school. Like other educational institutions, State Vocational High School 1 Tanara Tanara prioritizes the performance of its teachers. This is because teachers are the main capital in creating students who are capable and competent in attitude, cognitive and psychomotor, and able to compete in this 4.0 era. The presence of educators as professionals in an educational institution plays an important role in the successful implementation of effective and efficient teaching and learning activities. This in turn leads to increasing the quality of education and the production of quality human resources. Therefore, every educational institution must prioritize improving the performance of its teachers. Performance, in this context, refers to the results of the tasks assigned to individuals and their alignment with agreed plans, customer satisfaction, and contribution to the economy. The ability of educators in carrying out their duties or his work is an indication of his performance (Susanto, 2016:188).

In Law on Teachers and Lecturers Number 14 of 2005, the assessment of educators' performance is based on learning steps in the classroom. These activities include learning planning, learning implementation, and learning assessment. After conducting field observations, it appears that the teachers at State Vocational High School 1 Tanara have room for improvement. One of the problems with educator performance is that some educators only plan the administration of teaching and learning activities and do not collect teaching modules in a timely manner. In addition, some teachers fail to make maximum use of learning media, methods and classroom management strategies during daily learning activities. Apart from that, they have not been consistent in evaluating their students' learning outcomes. Apart from that, in general the quality of education is related to the quality of competence and evaluation of school quality in the form of school quality

reports which are carried out through computer-based national assessments for students and learning environment surveys for teachers.

The assessment from 2017 to 2022 shows that the level of teacher performance based on the results of the teacher competency assessment is still below the national standard, namely 80, especially in 2021 and 2022 it is still far from the national education standard. The results of this assessment indicate that there are problems with the quality of learning in schools carried out by teachers, in this case the performance of a teacher. A teacher's performance can be improved by various internal and external factors. These factors include discipline, motivation, competence, work environment, leadership, communication, compensation, etc. (Wibowo, 2016).

According to Schein (2010), organizational culture is the overall shared experience that takes place over a long period of time which results in unique thoughts, beliefs, values, and behavior in a group. Organizational culture reflects the visible and invisible aspects of organizational life, and can influence the way organizational members behave and work together.

The background of each individual is unique, and each organization has a different character, so a cultural system is needed in an association that is able to collaborate the various customs and habits of each individual member. Organizational culture consists of a system of values, beliefs, assumptions, or norms that have been accepted and shared by members of an organization for a long period of time. It serves as a guide to behavior, determining how individuals feel, think, and respond to various situations (Kreitner and Kinicki, 2014).

The role of the school principal is very decisive and improves the performance of educators in schools even better. Leadership is defined as an individual's capacity to motivate and invite others to achieve certain

goals. This is a process in which a person is involved in guiding, directing, influencing, and regulating the thoughts, emotions, or actions of others (Lie et al., 2019: 260).

The purpose of this research is to analyze improving teacher performance through implementation of school culture and leadership role of the principal with school culture as moderating variable at State Vocational High School 1 Tanara, Serang Banten Regency.

## **RESEARCH METHODS**

This research was carried out only at State Vocational High School 1 Tanara, Serang Banten Regency.

The research approach used is a quantitative approach. A quantitative approach involves testing theoretical measurement variables and analyzing them using statistical procedures and numerical analysis (Sugiyono, 2010). The aim of quantitative research is to develop nomothetic science, namely science that attempts to create laws from generalizations. The subjects studied, the data collected, and the data sources needed, as well as the data collection tools used were in accordance with what had been previously planned (Sekaran and Bougie, 2016).

Population is the entire research object while the sample is a small part or half of the research object (Sugiyono, 2017). Based on numbers, population is much larger than the sample. Saturated sampling is a sample selection technique when all members of the population are sampled. Sampling technique in this research uses a saturated sampling technique, where all the population in this research is sampled (Creswell and Creswell, 2018). Saturated sample where the entire population is sampled, namely 68 people.

The data is analyzed using statistical analysis of the SmartPLS version 4 model. PLS is a technique used to predict models with many factors. The purpose of using SMART PLS is to predict relationships between constructs, confirm theories, and

relationships between latent variables (Hayes, 2013).

## RESULT AND DISCUSSION

### Hypothesis Test Result

**Table 1. Hypothesis Test Result**

Variable	Original sample (O)	Sample mean (M)	Standard deviation (S DEV)	T Statistic (OST DEV)	P values
School Culture -> Teacher Performance	0.618	0.601	0.145	4.268	0.000
Leadership Role of the Principal -> Teacher Performance	0.652	0.661	0.062	10.532	0.000
Leadership Role of the Principal -> School Culture	0.036	0.058	0.173	0.206	0.837
School Culture x Leadership Role of the Principal -> Teacher Performance	0.008	-0.013	0.172	0.045	0.964

Source: SmartPLS Data Processing Version 4 (2023)

The research results show that school culture has a positive and significant effect on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency. Research shows that a culture of discipline, namely teachers carrying out rules in accordance with provisions and mutual agreements, can have an effect on improving teacher performance. Then, from a cultural perspective, honesty is very important, especially in terms of providing information based on correct facts. With a culture and attitude of honesty becoming an important pillar in schools, it will improve teacher performance in learning at school, namely the teacher's ability in teaching and learning activities and assessment of learning activities in the classroom, where teachers can improve and innovate in learning materials, learning methods, as well as classroom learning assessments.

Leadership role of the principal has a positive and significant effect on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency. In leadership role of the principal variable, the dominant indicators are personality and social as well as leadership role of the principal. The proof lies in the school principal's ability to collaborate with various parties to improve the quality of education in his school, which can influence teacher performance improvements. Likewise, leadership indicators through developing schools or madrasas towards learning organizations and building mutual trust and facilitating cooperation in order to create

strong collaboration among school or madrasah residents, will influence teacher performance to improve and be better. This is proven by increasing teacher ability in teaching and learning activities and assessment of learning activities in the classroom, where teachers can improve and innovate in learning materials, learning methods, and assessment of learning in the classroom.

Leadership role of the principal has a positive and insignificant effect on school culture at State Vocational High School 1 Tanara, Serang Banten Regency. In leadership role of the principal variable, the dominant indicators are personality and social and the principal's leadership will improve school culture, especially discipline and honesty.

School culture moderation does not have a significant effect between leadership role of the principal on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency. Thus the initial hypothesis is rejected, and suggests an alternative hypothesis, namely the indirect influence of school culture on leadership role of the principal and teacher performance, where school culture can mediate the role of the principal in improving teacher performance.

## CONCLUSION AND SUGGESTION

The research results show that school culture has a positive and significant effect on teacher performance at State Vocational High School 1 Tanara, Serang Banten

Regency. Leadership role of the principal has a positive and significant effect on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency. Leadership role of the principal has a positive and insignificant effect on school culture at State Vocational High School 1 Tanara, Serang Banten Regency. School culture moderation does not have a significant effect between leadership role of the principal on teacher performance at State Vocational High School 1 Tanara, Serang Banten Regency.

Considering the above conclusion, the author can propose the following suggestions in this particular case, namely:

1. With regard to implementation of school culture, indicators for implementation of school culture should be determined and agreed upon by all school members, so that in the future the quality of teachers and students, as well as the school, can be improved.
2. Leadership role in improving school culture and teacher performance is very important and influential, therefore the author suggests that planning for positive cultural habits and coaching and supervision can be carried out periodically, one of which is maximizing the supervision process in the classroom.
3. From the results of data processing, leadership role of the principal variable does not have a significant effect on teacher performance, and school culture variable does not influence or moderate leadership role of the principal on teacher performance. The author suggests changing the role of school culture variables and leadership role of the principal and/or adding other variables.

### **Declaration by Authors**

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