THE STUDY OF ORGANIZATION CULTURE AND LEADERSHIP: IMPROVING PERFORMANCE

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Abstract :This researches aims to analyze and prove the influence of of leadership, organizational culture, competence and teacher work motivation on teacher performance. The research method used in this research is descriptive survey method and explanatory survey with sample size of 225 respondents, and data analysis method used is SEM (Structural Equation Modeling). Based on the results of the research, then obtained the findings as follows Leadership, organizational culture, teacher competence, and work motivation simultanously have a positive and significant effect on teacher performance. Work motivation have dominant affects on teacher performance.

Keywords: Leadership, Organizational Culture, Compensation, Work Motivation, Teacher Performance

INTRODUCTION

DKI Jakarta human resource life for education, is as follows: DKI Jakarta Human Development Index reaches 75.71, for DKI Jakarta Educational Index 83.28, rough participation rate elementary school 119.31%, rough participation rate junior high school 95, 12% while for rough participation rates SMA / SMK levels of 59,76% (DKI Jakarta Provincial Education Office, 2015). Organizational culture is also one of the factors that can increase the motivation of teachers, therefore in this study low motivation of teachers of SMK allegedly tends to be caused by the embodiment of values in organizational culture that less support the development of SMK.

Other objective conditions are indicated by problems that occur to secondary education graduates that can not be absorbed in the world of work, many quality graduates of SMK output products generally have skill levels that are not in accordance with the standard needs of the business world and industry. As a result they become unemployed, so they can be grouped as

"educated-unemployed". Which will serve as a reference to improving the quality of competence of vocational high school students is productive teachers because productive teachers are considered to contribute expertise for students of SMK, for that motivation of performance for productive teachers more improved quality so that human resources is expected to print the energy - energy skilled in the field of vocation can be realized according to the expectations of the industrial world.

Nowadays it is increasingly clear that the expectation of SMK graduates who have competence, competitiveness and able to develop the potential of the region so very urgent, which finally emerged new policies as a form of efforts to improve the standard of living of the community.

If the existing organizational culture is not in accordance with the demands of professionalization of Vocational High School (SMK) at this time national / international level, as well as a less encouraging organizational culture of the Principal, it will impact on the competence of teachers that can not be improved, which ultimately will have implications for the decline Teacher performance in general. Based on the formulation of the above problem, the purpose of research is to know, analyze and prove: Effect of leadership on the motivation of working SMK in DKI Jakarta Influence Leadership, organizational culture, teacher competence, and work motivation simultaneously on the performance of SMK teachers in DKI Jakarta Province.

LITERATURE REVIEW
Leadership
From the literature search for leadership, leadership theories are heavily influenced by Goffien and Gellatly's research (2001: 435) on the background of prominent people that try to explain inherited leadership. Several further studies, suggesting individuals in every society have different levels of intelligence, energy, and moral force and they are always led by truly superior individuals.

Two theories of Theory of Leading People and Situational Theory, trying to explain leadership as the effect of a single power. The interactive effects of individual factors and the situation of the situation seems to be getting less attention. For that, research on leadership should also include; (1) the effective nature, intellectual and individual actions, and (2) the special conditions of the individual in their implementation.

Some of these opinions, when considered can be categorized as a leadership theory about the point of view of "Personal-Situational". This is due to his view not only on the existing situation of the situation, but also the interaction between individuals and between leaders with the group. Leadership theory developed following the three theories about, is the Interaction of Hope Theory. This theory develops about the role of leadership by using three basic variables namely; actions, interactions, and sentiments. Another leadership theory, which needs to be addressed is Leadership Behavior Theory. This theory emphasizes what a leader does.

The importance of leadership as proposed by James M. Black on the Management Guide of Executive Command in Sadili Samsudin (2006: 287) is meant by: "Leadership[993] is the ability to convince and mobilize others to cooperate under leadership as a team to achieve a specific purpose ". Meanwhile Soekarto Indrafachrudi (2006: 2) interpreted "Leadership is an activity in guiding a group of such a way as to achieving that goal". Meanwhile, according to Maman Ukas (2004: 268) "Leadership is the ability possessed by someone to be able to influence others, so he would do something that can help the achievement of a purpose and purpose. While Geoge R. Terry in Miftah Thoha (2003: 5) means that "Leadership is an activity to influence people to be directed to achieve organizational goals".

According Soelaiman Sukmalana (2009: 90-91) Leadership is direct about the influence of group and behavior on employees and only one aspect of management. An important requirement for the effectiveness or success of leaders (leadership) and managers (management) in carrying their respective roles, duties, functions or responsibilities are competencies.

Based on the above explanation, leadership is a process that influences major changes in attitudes and assumptions of organization members and builds organizational commitment to achieve organizational goals, and is expected to be associated with employee commitment to organizational change (Goffien and Gellatly, 2001: 435, Soelaiman Sukmalana, 2009, Hampden - Turner (2001: 2), and Siagian (2002: 76)

The leadership dimensions as listed below (Allen and McCleskey, 2014): Transformational with indicators respects the rights and obligations to every teacher, warm communication between the principal and teachers, and creates a conducive learning atmosphere. Transactional with indicators of teacher's governance ability, decisiveness in decision making, and teacher quality improvement.

Organizational Culture

Organizational culture is a set of values and strategies, leadership style, vision & mission as well as norms of trust and understanding shared by members of the organization and regarded as truth for new members into a demand for every organizational element of an institution to shape attitudes and behavior . Essentially, organizational culture is not an easy way to gain success, it takes a strategy that can be utilized as one of the mainstays of organizational competitiveness. Organizational culture is a concept as one of the keys to the success of an organization of achieving its objectives..

Soelaiman Sukmalana (2008: 142) points out: "Organizational culture is a shared system of shared values of shared values and supported by organizations that include innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness and adaptability .

Harvey and Brown (2009: 135) define organizational culture as a system of values and shared beliefs that interact with the people, structures and systems of an organization to produce behavioral norms. Organizational culture is a behavior for people in institutions.

Mangkunegara (2005: 113) defines organizational culture as a set of assumptions or belief systems, values and norms developed within the organization that serve as a behavioral guideline for its members to address the problem of external adaptation and internal integration.

From these explanations, the organizational culture will help direct human resources on achieving the vision, mission, values and goals of the organization. Organizational culture will also enhance the solidarity and familiarity between departments, divisions or units within the organization so as to create a comfortable and enjoyable atmosphere within an organization.

Based on the above explanation, the organizational culture is a system of shared meanings of primary values shared by and supported by organizations that include orientation to the organization and orinntasi on employees which includes innovation and risk taking, attention to detail, result orientation, people orientation, team orientation, aggressiveness and adaptability (schein, 1990, Robbins, 2003, O'Relly III, Shatman & Caldwell, 1991, Chatman & Jehn, 1994).

Competence

According to Mathis & Jackson (2001; 241), competency is a basic characteristic that correlation of individual and team performance achievement. Competence is a basic characteristic that can be linked to individual or team performance improvements. The grouping of competencies consists of knowledge, skills, and abilities. Meanwhile, according to Spencer & Spencer quoted by Ruky (2003: 104), "An underlying characteristic's of an individual who is casually related to criterion-referenced effective and or superior performance in a job or situation". Or competence is defined as the underlying characteristic of a person and is related to the effectiveness of individual performance in his work. In line with the above definition, Spencer & Spencer in Achmad S. Ruky (2003: 105) suggests that the components or elements that make up a competence are: Skill is an ability to perform a certain task both physically and mentally. Knowledge is an information that someone has for a particular field, knowledge is a complex competency. Self-Concept is the attitude and values that a person has. Trait is a character that makes people to behave or how one responds to something in a certain way. Motive is something where one is consistently thinking so that it can take action. Based on Trianto (2010: 53): "Competence is a person's ability both qualitatively and quantitatively. Competence is also defined as the abilities, skills, and skills possessed by a person with regard to the task, position, and profession.

Work Motivation

In addition to leadership and competence, motivation can also improve performance. This refers to the opinion of Handoko (2000: 35): "that motivation as a state in a person's person that encourages the desire for individuals to perform certain activities in order to achieve a goal to improve their performance". Similarly Robbins (2003: 205) argue that: "motivation as a willingness to issue high levels of effort into organizational goals is performance, conditioned by the ability of that effort to meet an individual's needs." According to Davis & Newstrom (2002: 251): "a person that is motivated in work is someone that sees that his job is helping to achieve his important goals". Mc Cormick in Mangkunegara (2005: 94) puts it as follows:

"Work motivation is defined as the conditions which affect the arousal, direction, and maintenance of behaviors relevant in work settings". Which means that work motivation<superscript>995</superscript> is defined as a condition that influences to generate, direct and maintain behavior related to work environment.

Motivation is an important thing that is often mentioned by the leadership of the organization either openly or covertly. This proves the importance of the motivation problem of leadership problems (Hartono, 2005: 4): "Motivation is a desire to strive to achieve the goals of the organization, influenced by the ability to satisfy some individual needs". Robbins, 2003: 168): "Motivation generally relates to all efforts to achieve goals, whereas organizational goals can reflect single interests related to work-related behavior".

Based on the above explanation, the motivation is a concept that explains and that is used to understand the behaviors that we can observe, the motivation can be guessed, compared the difficulties of measuring the motivation directly, using certain conditions and observing behavioral changes (Soelaeman Sukmalana, 2008: 156). The dimensions of motivation as contained in the following table::

a. Have a Controlled Behavior on the Goal

b. Trying to work optimally

c. Trying to produce the best graduates

d. A spirit of self-development

e. The spirit of pursuing achievement

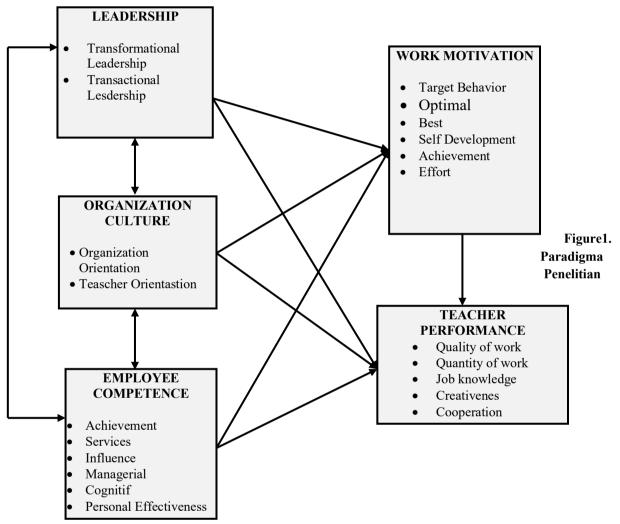f. Defend his efforts

Performance

Performance is a translation of performance that means appearance or performance or achievement. The term performance in the dictionary Ilustrated Oxford Dictionnary (in Nasution, 2010: 141) is to show the execution of fulfillment of a duty or individual achievement under test conditions. Performance refers to a set of results that an employee gained over a given period. Employee performance illustrates to what extent the main task are carried out so as to produce the result set together. According to Bernardin and Russe (in Tika, 2006: 121) defines performance as the recording of results obtained from work functions or certain activities over a period of time. Sadili, Samsudin (2006: 159) provides a sense of performance as the level of execution of tasks that can be achieved by using someone's existing abilities and limitations that have been set to achieve organizational goals. This understanding provides an understanding that performance is an act or behavior of someone who is directly or indirectly observable by others. Based on the above statement, then the performance of teachers is the result of work in quality and quantity achieved by an employee in doing something with the responsibility given to him (Soelaiman S, 2007 184). The performance dimensions are as shown in the following table:

a. Quality of work

b. Quantity of work

c. Job knowledge

d. Creativenes

e. Cooperation

In achieving the objectives as expected, an educational institution must be able to meet the challenges to this global era. The ability to compete with facing these challenges stems from quality human resources, so as to be able to face and anticipate challenges and take advantage of opportunities and opportunities. Thus human resources has a very important role in an organization of carrying out its role. Human resources are the assets of a large organization, which can determine the advancement of an organization

Figure1.
Paradigma
Penelitian

RESEARCH METHODS

This research is descriptive and verifikatif, the research method used is descriptive survey method and explanatory survey method. The type of investigation into this study is causality. The unit of analysis in this study was individuals, namely Vocational High School Teachers (SMK) Vocational Teachers in DKI Jakarta. Time horizon in this study is cross-sectional, that is information about some population (respondent sample) is collected directly from the location empirically, with the aim to know the opinion of some population to the object under study. In this study there are 5 variables so that required minimum sample size of

200 employees. Considering the existence of data outliers and principle the bigger the sample size the better, using ratio 1: 5 (Hair et al, 2003: 603), this study has 55 questions [997] / parameters (indicator) hence obtained the minimum sample size equal to:

$$N = \text{number of parameters x variables}$$
$$= 55 \times 5$$
$$= 275 \text{ respondens}$$

According Soelaiman Sukmalana (2008: 117): "The first question that must be asked before the researchers prepares the instrument is what type of data needed to be able to test the hypothesis". This issue concerns the scale of data measurement results. The results of the scale of the measurement, ie nominal scale or classification, ordinal scale (categorization and sequence), interval scale (has the nature of classification, sequence and distance) and scale ratio (has the nature of classification, sequence, distance and ratio / nisbah). Measurement of a variable means giving the numbers to obtain the main characteristics of the measured variable. Each number has a sequence, distance and origin (ie zero), and all four of the measurement results have the same characteristics in terms of order, but differ in terms of distance and origin.

"However, it does not mean that data onto the form of normal and ordinal scale is not required, only nominal and ordinal data is limited in use and analysis. The interval and ratio scales data has qualitative and quantitative properties so that the analysis can be broader and deeper. The designation of the research instrument should be based on consideration of the type of measurement scale desired.

By considering the analysis technique used in the hypothesis test of this study the researcher uses a structural equation model (Structural Equation Model).

Concepts that make the researcher define conceptual terms, but not directly, but are measured by estimates based on indicators. Constants are the basis of forming causal relationships so that it has the most representative concept of possibility.

Latent constants can not be measured directly and require indicators to measure them. These indicators are called manifest variables. In the questionnaire format, the manifest variable is the question items of each hypothesized variable. A dimension or indicator is said to be valid if the indicator is able to achieve the measurement objectives of the latent constants properly. In practice, errors in the accuracy of measurement, both exact and social / psychological are still found. The error can be either too high or too low. These errors are known as measurement errors. A valid indicator is an indicator that has a small measurement error rate.

The main concept of SEM are to minimize the difference between the sample covariance matrix and the implied covariance matrix, the sample covariance matrix is the covariance matrix derived from the original data calculation while the implied covariance matrix is the covariance matrix calculated based on the model estimation made. In SEM, we try to get a null hypothesis which means there is no significant difference between sample covariance matrix and implied covariance matrix.
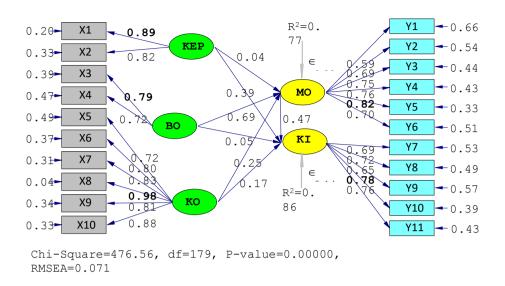
FINDING AND DISCUSSION

Chi-Square=476.56, df=179, P-value=0.00000, RMSEA=0.071

Figure 2. *Standardized Hybrid Model (Full SEM)*

Source: Processing Results with LISREL 8.51

Structural Model Analysis Structural model analysis is done with the aim to examine the relationship between latent variables (Latent Variable or LV) in the research model. There are two forms of testing performed in the structural model analysis ie the Compliance test of the overall model and the corresponding test of the structural model.

In the overall suitability test of the model, it has the same stages as the conformity test of the measurement model. The result of this conformity test is the value of Goodness Fit of Statistics (GOF). The structural model suitability test is conducted through examination of significance of estimated coefficients. If the value of $|t| \geq 1.96$, then it shows that the coefficient is significant.

Based on the picture above can be seen the relationship between independent variables with dependent variable. The result of testing the significance of the relationship between latent variables, or path between two latent variables. In the table below shows the coefficient value generated with the value of tcount and Fcount. If the structural trajectory has a t count value of ≥ 1.96, then the coefficient of the path is declared significant, and if t counts<1.96, it is concluded that the coefficient of the path is not significant. While If the structural trajectory together has a value of ≥ 3.84 F, the coefficient of the path is significant, and if Fcount <3.84, it is concluded that the coefficient of the path is not significant.

Table 1. Intervention Test of Inter-Variable Relationships

No	Structural Trajectory	SLF/R^2	t_{hitung} $/F_{hitung}$	$t_{tabel}/$ F_{tabel}	Test results
1	Leadership→Work Motivation	0.04	**0.25**	1,96	Not Significant
2	Organization Culture→Work Motivation	0.69	3.14	1,96	Significant
3	Teacher Competence→Work Motivation	0.25	3.33	1,96	Significant
4	Leadership, Organization Culturedan Teacher Competence→Work Motivation	$R^2=0.77$	280.10	3,84	Significant

No	Structural Trajectory	SLF/R²	t_{hitung} /F_{hitung}	t_{tabel}/ F_{tabel}	Test results
5	Leadership→Performance of Teachers	0.39	5.05	1,96	Significant
6	Organization Culture→→Performance of Teachers	0.05	**0.43**	1,96	Not Significant
7	Teacher Competence→→Performance of Teachers	0.17	2.87	1,96	Significant
8	Work Motivation→→Performance of Teachers	0.47	4.22	1,96	Significant
9	Leadership, Organization Culture,Teacher CompetenceandWork Motivation→Performance of Teachers	R²=0.86	354.17	3,84	Significant

Source: Results of processing of LISREL 8.51

DISCUSSION

Leadership, Organizational Culture, and Competence Influence on Work Motivation.

In this section will be testing the first hypothesis up to the fourth hypothesis (H1, H2, H3, and H4). Hypothesis one (H1) states that Leadership Affects Work Motivation; The second hypothesis (H2) states that organizational culture has an effect on Work Motivation; The third hypothesis (H3) states that Competence has an effect on Work Motivation; and Fourth Hypothesis (H4) states that Leadership, Cultural Organization and Teacher Competence together effect on Work Motivation.

Equation Sub Structure 1

$$MO = 0.041*KEP + 0.69*BO + 0.25*KO, \textit{Errorvar}.= 0.23, R^2 = 0.77 ... (5.1)$$
$$(0.13) \quad (0.17) \quad (0.082) \quad\quad (0.009)(0.003)$$
$$0.25 \quad 3.14 \quad 3.33 \quad\quad 24.99 \quad 280.10$$

(Source: Appendix output of LISREL 8.51)

Based on the top structural equation, it is seen that the loading factor (path coefficient) of leadership variable on work motivation is 0,04 with the tcount value is 0,25 <1,96, so it can be said not significant. Thus, the leadership is not proven to have a significant effect on the work motivation of Vocational Teachers in DKI Jakarta Province or in other words that Hypothesis 1 (H1) is rejected. This shows that improving the effectiveness of headmaster leadership of SMK in DKI Jakarta Province will not result in improvement of teacher work motivation..

Based on the results of this hypothesis testing shows that the results of this study are not in line with the results of research conducted by Abdullah Rahman et al (2011: 151) stating that basically the teacher's motivation depends on the principal's leadership, training and development, relationships with superiors, work, teamwork and cooperation, recognition and Trying to Work Optimal, and communication. Similarly, the results of the study are not in line with the results of research conducted by Syed Waqar Akbar et al (2011: 683) which states that the leadership of the principal has a positive and significant influence in teacher work motivation and there is a significant difference between the level of motivation of gender work.

Based on the structural equation above, it is seen that the loading factor (path coefficient) of organizational culture variable to work motivation is 0.69 and with tcount¹⁰⁰⁰ of 3.14> 1.96, so it can be said significant. Thus, the organizational culture proved to have an effect on the motivation of SMK teacher in DKI Jakarta Province or in other words that Hypothesis 2 (H2) is accepted. The big influence of organizational culture partially to work motivation is equal to 0.69 or with the contribution of organizational culture able to explain work motivation of 46.24%. Based on the results of hypothesis testing for shows that the results of this study in line with the results of research conducted by Belonio Rochelle (2014: 210) stating that (leaders) in the banking sector in Bangkok combines various aspects or factors of organizational culture produce various effects on work motivation and work motivation on the other hand affects performance.

Based on the structural equation above, it is seen that the loading factor (path coefficient) of teacher competence variable to work motivation is 0.25 and with tcount of 3.33> 1.96, so it can be said significant. Thus, the competence of teachers proved to affect the motivation of teachers working in SMK DKI Jakarta Province or in other words that Hypothesis 3 (H3) accepted. Based on the results of hypothesis testing for shows that the results of this study in line with the results of research conducted by Suroso (2011) which states that the evaluation of the application of career-based system level of competence in several hospitals in Indonesia clinically and research proven, can improve work motivation and quality of health services, especially nursing services.

Based on the above sub-structural equation, it appears that the contribution of Leadership, Organizational Culture, and Teacher Competence in explaining Work Motivation is 0.67 and with Fcount value of 280.10> 3.84, so it can be said significant. Thus, the leadership, organizational culture and competence of teachers together proved to have an effect on the motivation of teacher work in SMK DKI Jakarta Province or in other words that Hypothesis 4 (H4) accepted. This indicates that increasing the level of productive leadership, improvement of organizational culture and increased level of competence of teachers together in SMK in DKI Jakarta Province will be able to increase teacher work motivation with contribution of 67% while the rest 33% is influence over other factor.

Leadership, Organizational Culture, Competence, and Work Motivation Affect Teacher Performance

In this section we will be testing the fifth hypothesis up to the ninth hypothesis (H5, H6, H7, H8, and H9). The fifth hypothesis (H5), which describes Leadership Affects Teacher Performance; Hypothesis sixth (H6), which describes the organizational culture effects on Teacher Performance; Hypothesis seventh (H7), which describes the Competence effect on Teacher Performance; Hypothesis eighth (H8), which describes Work Motivation Affects Teacher Performance; and the ninth hypothesis (H9), which describes Leadership, Organizational Culture, Competence, and Work Motivation together influence the Teacher Performance.

Sub Structural Equation 2:

$$KI = 0.47*MO + 0.39*KEP + 0.05*BO + 0.17*KO, \text{Errorvar.} = 0.14, R^2 = 0.86 ...(5.2)$$

(0.114)   (0.075)   (0.139)   (0.048) (0.014)(0.002)

4.22   5.05   0.43   2.87   11.03354.17

(Source: Appendix output of LISREL 8.51)

Based on the structural equation 2 above, the amount of loading factor (path coefficient) of leadership variable on teacher performance is 0.39 and with tcount of 5.05> 1.96, so it can be said significant. Thus, the leadership proved to affect the performance of SMK teachers in DKI Jakarta Province or in other words that Hypothesis 5 (H5) is accepted. The big influence of leadership partially on teacher performance is equal to 0,39 or with contribution of leadership able to explain teacher performance equal to 14,44%. The results of hypothesis testing for are in line with the results of the study of Abdullah Rahman et al (2011: 151) which states that basically the teacher's motivation depends on leadership, training and development, relationships with superiors, working conditions, teamwork and cooperation, recognition and Business Working Optimal, and communication. Teacher performance is the result of motivation derived from variables such as leadership, recognition and Trying to Work Optimal, working conditions, teamwork and cooperation, and relationships with superiors.

Based on structural equation 2 above, it is seen that the loading factor factor (coefficient of path) of organizational culture variable on teacher performance is 0,05 with tcount to value 0,43 <1,96, so it can be said insignificant. Thus, organizational culture is not proven to have a significant effect on the performance of SMK teachers in DKI Jakarta Province or in other words that Hypothesis 6 (H6) is rejected. The results of the hypothesis testing for are clear that the results of this study indicate not in line with the results of research conducted by Suharti and Suliyanto (2014: 139), states that leadership and organizational culture will affect teacher engagement and teacher performance

Based on the top 2 structural equation, it can be seen that the factor loading factor (coefficient of line) of teacher competence variable to teacher performance is 0.17 and with tcount 2,87> 1,96, so it can be said significant. Thus, the teacher's competence is proven to have an effect on the performance of SMK teachers in DKI Jakarta Province or in other words that Hypothesis 7 (H7) is accepted. The great influence of teacher competence partially on teacher performance are equal to 0.17 or with teacher competency contribution able to explain teacher performance equal to 1,96%.

The results of this study are in line with the results of research from M. Thoyib (2014) stating that the performance requested by the leadership does not necessarily in accordance with the will of the owner and the organization, should be based on the competence of teachers and services provided with the organization teachers.

Based on the top 2 structural equation, it is seen that the loading factor (path coefficient) of work motivation variable on teacher performance is 0.47 and with the tcount value of 4.22> 1.96, so it can be said significant. Thus, the motivation of work proved to affect the performance of SMK teachers in DKI Jakarta Province or in other words that Hypothesis 8 (H8) accepted. The big influence of work motivation partially on teacher performance is equal to 0,47 or with contribution of work motivation able to explain teacher performance equal to 23,04%. The results of the above hypothesis testing are in line with the results of the research

achievement with contribution of 77%, while the remaining 23% is influenced by other factors of principal leadership factor, organizational culture and teacher competence.[1003] Organizational culture with influence of 0.69 is the most dominant factor affecting work motivation.

2. Leadership of teacher, organizational culture, teacher competence, and work motivation together has positive and significant influence on teacher performance, especially on creativity element with contribution to 86%, while the remaining 14% is influenced by other factors of principal leadership factor, culture organization, teacher competence, and work motivation. Job motivation variable with influence of 0.48 is the most dominant factor of influencing Teacher Performance.

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