

The Influence of Managerial Ability, School Culture and Motivation on Teachers Performance

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Abstract. The purpose of this study is to determine and analyze managerial ability, school culture and motivation on the teachers' performance of Senior High School of Padangsidempuan simultaneously and partially. The independent variables examined consist of managerial ability variables (X1), school culture (X2), and motivation (X3) while the dependent variable is teacher performance (Y). This research was designed using a quantitative approach, with data collection techniques using a questionnaire. The number of respondents in this study was 45 people. Variables were measured by Likert scale and analyzed using multiple linear regression analysis techniques. This study concludes simultaneously managerial ability, school culture and motivation as measured by teacher performance has a positive and significant contribution to the level of teacher performance. The contribution of managerial ability, school culture and motivation to teacher performance was 53.2%, while the influence of other variables outside this study amounted to 46.8%.

Keywords: Managerial ability · School culture · Motivation · Teachers' performance

1 Introduction

Advances in science and technology have brought changes in almost all aspects of human life, where various problems can only be resolved except by mastery and improvement of science and technology. These changes are beneficial to human life, besides that it has also brought humans into the era of global competition, then as a nation we need to develop and improve the quality of human resources (HR).

Talking about the quality of Human Resources (HR), school is an institution or institution in which there are various dimensions which are interrelated and decisive. Wahjosumidjo said that the school as a formal educational organizational unit is a place of cooperation between teachers, staff, school principals and students / parents [1]. To achieve school goals both quantity and quality are more determined by the role of the teacher, and the success of the teacher's work is strongly influenced by the managerial ability of the principal through leadership who is able to create morale.

According to Uno, the performance is the result of the implementation achievements demanded by someone about the responsibilities given as a whole as evidenced by the results of good work performance [2]. Teacher performance is an important element in education, in addition it is also a determinant of the high and low quality of education. In addition, a teacher should spearhead the implementation of

school culture, the teacher must be an example in terms of discipline, by teaching on time, consistent with the rules that exist in schools both written and not. School culture is a characteristic, character or image and image of the school in the wider community. However, according to Komarudin Hidayat without a good school culture, it would be difficult to conduct character education for students [3].

Speaking of teacher performance, according to Supardi good teacher performance will result in student achievement [4]. Teacher performance is low related to professionalism which of course is caused by many factors including low human resources, lack of learning infrastructure, low teacher welfare guarantees, lack of learning infrastructure, low teacher welfare guarantees, the opportunity and willingness to develop oneself that have not yet been increased, managerial ability, school culture and low work motivation that contribute to influence the level or scale of performance.

Furthermore, to find out the learning achievements of students of Padangsidimpuan 7 Public High Schools seen from the UNBK results in the 2018/2019 school year.

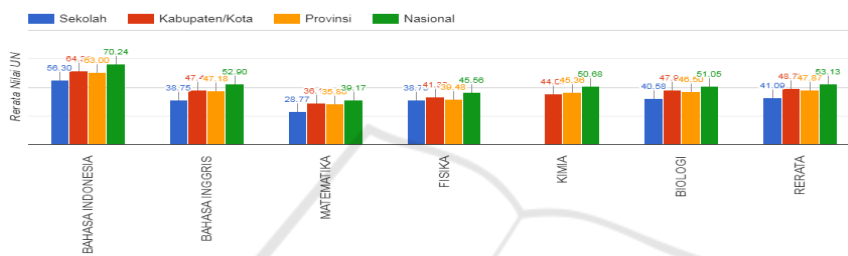


Fig. 1. Scores per Test for Natural Sciences.

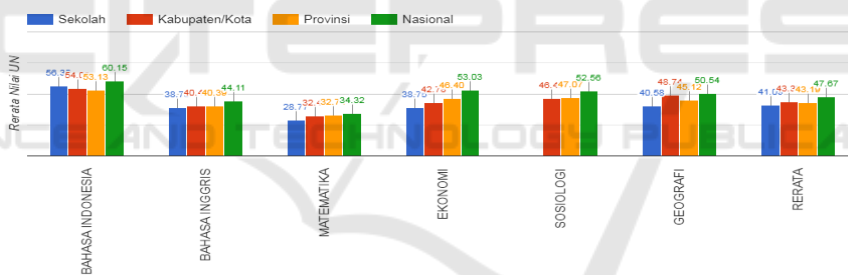


Fig. 2. Scores per Test for IPS.

Based on the observations in the graph above, it can be seen that the mean score of Padangsidimpuan Public High School 7 is still far from expected because the scores obtained are still very low. Because of this, the authors wrote the best in order to conduct research in order to obtain a concrete explanation of how much the actual contribution of the three factors above, namely the principal's managerial ability, school culture and work motivation on the performance of the 7 Padangsidimpuan High School teachers.

2 Literature Review

The success of teachers in carrying out their duties is a reflection of teacher performance, and this can be seen from the actualization of teacher competencies in

realizing their professional assignments. Wibowo said that performance is a process of how work takes place to achieve work results [5]. Furthermore Engkay Karweti said that teacher performance can be interpreted as a display of teacher work performance shown or the results achieved by teachers on the implementation of professional and functional tasks in learning that have been determined at a certain time period [6].

According to RI Law number 14 of 2005 concerning Teachers and Lecturers, in chapter 1 article 1 it is stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education." [7]. Principals' leadership in organizations, according to Wahjosumidjo, takes two forms, namely: formal leadership and informal leadership [8].

Principals and teachers should spearhead the implementation of school culture, teachers must be an example in terms of discipline. Deal and Peterson said that school culture is a set of values that underlies behavior, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students and the community around the school [9]. Furthermore Juwita Rubayhan school culture is a pattern of values, norms, attitudes, myths and habits that are formed in the long journey of school, where the school culture is shared by the school community as their basis in understanding and solving various problems that arise at school [10].

The quality of teacher performance is crucial in the quality of educational outcomes because the teacher is the figure who most often interacts with students during the learning process. In carrying out their duties and obligations, a teacher must have high work motivation. Motivation is often equated with encouragement, encouragement or energy is a mental and physical motion to act, so that the motive is a driving force that moves humans to behave and the act has a specific purpose.

Priyono and Marnis's motivational functions for humans including workers are as follows: (1) motivation functions as energy or a driving force for humans, like fuel in a vehicle; (2) motivation is a regulator in choosing alternatives between two or more conflicting activities; (3) motivation is a regulator of direction or purpose in carrying out activities [11]. Whereas Torang stated that work motivation is a process of giving encouragement to subordinates so that subordinates can work in line with the limits given in order to achieve optimal organizational goals [12].

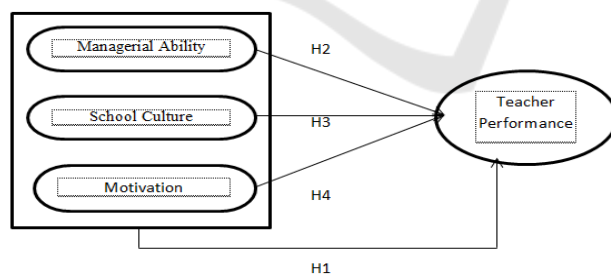


Fig. 3. Research framework.

Based on the literature review and mindset mentioned above, the hypotheses proposed in this study are as follows:

H1: Managerial ability, school culture and motivation have a positive effect on teacher performance simultaneously.

H2: Managerial ability has a positive effect on teacher performance partially.

H3: School culture has a positive effect on teacher performance partially.

H4: Motivation has a positive effect on teacher performance partially.

3 Methodology

This research was conducted at Padangsidempuan Public High School 7 Padangsidempuan City, North Sumatra, since the approval of this research until completion. This research is a quantitative study, in which the population as well as a sample in this study amounted to 45 people. This is done if the population is limited (relatively small in number). Another term for this sample is the census, where the entire population is sampled [13].

Data analysis was performed with the Validity and Reliability Test. Validity test is useful for knowing whether there are questions on the questionnaire that must be discarded / replaced that are considered irrelevant [14]. Pearson Product Moment validity test uses the principle of correlating each questionnaire item score with the total score of the respondents' answers. Validity test is done by comparing the value of r count with r table. Then proceed with the Reliability Test with the intention to show the extent to which a measurement result is relatively consistent if the measuring instrument is used repeatedly. Reliability shows the extent of the results of measurements with these tools can be trusted. The test used is the Cronbach Alpha theory. A variable is said to be reliable, if it gives a Cronbach alpha value > 0.60 .

The next step before the Double Regression Analysis is done first is the Classical Assumption Test. First normality test which aims to determine whether the residual value is normally distributed or not. A good regression model is a residual value that is normally distributed, can be done using the Kolmogorov-Smirnov (K-S) non-parametric statistical test. The second Multicollinearity Test aims to test whether the regression model found a correlation between independent variables. A good regression model does not occur correlation between independent variables. To detect the presence or absence of multicollinearity in the regression model is to look at the value of tolerance and Variance Inflation Factor (VIF). If the tolerance value $> 10\%$ and the VIF value < 10 , it can be concluded that there is no multicollinearity between independent variables in the regression model. Third The Heteroscedasticity Test aims to test whether in the regression there is an inequality of variance from the residuals of one observation to another. Heteroscedasticity shows the spread of independent variables. The test conducted is the glacier test that is testing by regressing the absolute value of the residual to the independent variable.

Furthermore, Multiple Regression Analysis is done through the F Test and t Test, where the F test is carried out to see the significance of the effect of the independent variables simultaneously or together on the dependent variable or often called the linearity test of the regression equation. T test is performed to determine whether individually (partial) independent variables significantly influence the dependent variable or not. The final step is to calculate the value of the coefficient of determination (R^2). To see the contribution of influence given the independent variable or independent variable (X) to the dependent variable or dependent variable (Y), or in

other words, the value of the coefficient of determination or R Square is useful for predicting and seeing how much the contribution of the influence of variable X given simultaneously to the variable Y.

4 Results and Discussion

The data obtained has passed the validity and reliability test. After the regression model is obtained, the model obtained has also passed the classic assumption test. Then the regression test is performed with the following results:

Table 1. Testing the Effects of Managerial ability, school culture and motivation on teacher performance simultaneously.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2253.000	3	751.000	15.509	.000 ^b
Residual	1985.312	41	48.422		
Total	4238.311	44			

a. Dependent Variable: The performance

b. Predictors: (Constant), Motivation, School Culture, Managerial Ability

Anova test results show the value of $F_{count} = 15,509$ with a significance level of 0,000. The value of F_{table} can be searched with $F_{table} = F(k; n-k)$ so that the F_{table} is worth 2.62 thus, the following conclusions can be obtained: F_h value $15,509 > F_t$ 2.62 with an F-Sig value < 0.05 then all the independent variables together have a significant effect on the dependent variable. This means that hypothesis I, managerial ability, school culture and motivation have a positive effect on teacher performance simultaneously.

Table 2. Significance Test Results Managerial ability (X1), school culture (X2) and motivation (X3) on teacher performance (Y).

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2.161	13.920		-.155	.877
1 Managerial Ability	.373	.153	.298	2.441	.019
School Culture	.327	.156	.243	2.103	.042
Motivation	.523	.160	.403	3.267	.002

a. Dependent Variable: The performance

Based on the results of hypothesis testing in the table above. Regression coefficient of managerial ability is 0.373 with Sig 0.019 then $0.019 < 0.05$. This means that managerial

ability partially has a significant effect on teacher performance. School culture regression coefficient is 0.327 with Sig 0.042 then $0.042 < 0.05$, meaning that school culture partially has a significant effect on teacher performance. Furthermore, the motivation regression coefficient is 0.523 with Sig 0.002, then $0.002 < 0.05$, meaning that there is a significant effect of motivation partially on teacher performance.

Table 3. Coefficient of Determination (R²).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 ^a	.532	.497	6.95861

a. Predictors: (Constant), Motivation, School Culture, Managerial Ability

Based on the SPSS Model Summary output table above, it is known that the coefficient of determination or R Square is 0.532. R Square value of 0.532 is derived from the square of the correlation coefficient or "R" that is $0.729 \times 0.729 = 0.532$. The amount of determination (R Square) is 0.532 or equal to 53.2%. This figure implies that the variable Managerial Ability (X1), School Culture (X2) and Motivation (X3) simultaneously affect the Teacher Performance variable (Y) 53.2%. While the rest ($100\% - 53.2\% = 46.8\%$) is influenced by other variables outside the variables not examined.

5 Conclusion

Simultaneously managerial ability (X1), school culture (X2) and Motivation (X3) as measured by teacher performance (Y) have a positive and significant contribution to the high and low performance of teachers in Padangsidempuan Senior High School 7. The contribution of managerial ability, school culture and motivation to teacher performance was 53.2%. While the influence of other variables beyond managerial ability, school culture and motivation is 46.8%.

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