

The Effect of Organizational Culture, Leadership Style and Work Satisfaction on the Principals' Performance in Riau Islands

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Abstract

This study aims to examine the direct influence of organizational culture (X1), leadership style (X2) and job satisfaction (X3) on the performance of principals (X4). The correlative descriptive quantitative research methods will explore information about organizational culture with leadership styles in achieving job satisfaction for high school teachers and staff on the performance of principals in Riau Islands Province. Variable data were obtained through the instruments of 35 variable items with Likert scales score in rank 1–5. Management of Islamic Education Institutions implements Organizational Culture with effective and efficient leadership styles. Supervision continues to be carried out by implementers of education, government, and end users, as an effort to improve the quality of national education and the quality of the quality of Indonesian society carried out in a sustainable manner. It utilized not only the science, the technology in advances but paid the attention to global challenges as well. The Islamic education management system is a coordinative, systematic and integrative process. The process starts with organizing planning, mobilizing, and monitoring. Based on the results of the variable calculation together affecting the performance of the principal (X4) obtained a value of 91% so that H_0 is rejected and H_a is accepted. It can be concluded that organizational culture, leadership style, and job satisfaction have a significant influence on the performance of the principal.

Keywords: Organizational Culture, Leadership Style, Job Satisfaction and Performance.

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INTRODUCTION

In Indonesia, The management of Islamic education has ever been directed and monitored in building educational institutions continuously by the implementers of education, together with the government, and the end users. Management of education through its management is not only a business part of improving the quality of national education, but a part of the quality of human and Indonesian society as well, which is carried out sustainably. Based on the ideals of the nation nationally by utilizing the advancement of science and technology and paying attention to global challenges. The Islamic education management system is a coordinative, systematic and integrative process. The process begins from organizing planning, mobilizing, to monitoring [1].

Modern organizations are characterized as effective and competitive. Therefore, in order to achieve the objectives according to the vision formulated, professional and competent personnel are required to manage organizational activities, the Indonesian national education system must be managed appropriately so that the goals can be achieved efficiently and effectively, therefore

management of education is required by administrators who can work maximally to improve the quality of graduates[2].

Leadership in management has a greater influence on individuals towards other individuals in several conditions. Efforts to develop the ability to influence can be obtained. Leadership can be interpreted as the ability to direct followers to work together with trust and diligently work on the tasks given by their leaders.

Leaders use management as an art in an effort to complete work together in one organization. Management art consists of the ability to see the totality in separate parts of a unified picture of the vision. Management art includes the communication capabilities of the vision. Beddu [3] stated that Aspects of leadership plan, communication and decision making regarding the human element on how to use the art management approach. Leaders assume responsibility and try to deal with the problems they face, leaders must have management knowledge in order to be able to identify and understand the desires of their subordinates. Organizational leaders can only succeed through developing the environment and mutual

understanding among fellow associates in various consultative meetings and participation.

The leadership of the senior secondary school in an effort to improve the quality of education is inseparable from the participation of the teachers and education staff who are in charge of carrying out administration, management, development, supervision, and technical services to support the education process in the education unit [4]. The process of implementing education management by every educational institution organization, should be based on pure scientific values, as well as receiving support from the national education goals stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which explains that the National Education goal is to develop the potential of students to be human beings who believe and devote to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [5]. Efforts to achieve various aspects of national education goals, the principal must adapt to the character of the management of the Prophet, as a successful manager, so as to become a role model in various aspects, especially in management. And among the management characters of the Prophet, namely the character of leadership that relies on the values taught by Allah SWT.

Principals in the process of managerial implementation of educational institutions must be characterized by modern organizations that are effective and competitive, so that operational schools are easy and graduates can be competent with national and international graduates. But it needs to be realized that the brilliance has no end, from an organization that has achieved brilliance on this day may disappear in the future. Brilliance is also not in one aspect such as high-performing schools need to be brilliant in all the criteria that have been set, even though in the future all or part of the existing criteria will be replaced with relevant criteria following the period and circumstances [6].

The organization of educational institutions is a long-term structure of Human Resources investment. Therefore, the implementation of decentralization in the field of education as part of the implementation of regional autonomy should bring positive implications towards the empowerment of Senior High Schools as the most strategic education unit. Local governments will have increasingly broad authority in exploring regional potential, especially in the development of resources humans to support the development of the region, for that we need full attention and careful preparation from all parties. Management of senior secondary education as part of the national education system is the responsibility of the minister [7]. The establishment of the Riau Islands Province will be able to encourage improved services in the fields of government, development, and society, provide

capabilities in the utilization of regional potential to carry out regional autonomy by shortening the range of control and increasing national stability and to strengthen national unity in order to preserve the integrity of the Republic of Indonesia. Indonesia, based on Law Number 17 of 2010 concerning Regional Government, the establishment of the Riau Islands Province must be established by law [8].

The Regional Government of Riau Islands Province in order to program the implementation of the Education Law on Teachers and Lecturers who at first as thinkers became executors, policy makers and at the same time implementing them in accordance with existing authorities [9]. Yet, this is an extraordinary increase in orientation and demands a change in mental attitude of all related officials. Infrastructure, facilities, equipment, and staffing are utilized by the Regency/City Government [10].

Leadership style shows that leaders have high enthusiasm, have hope and have energy in building their leadership. These aspects are directly related to moral purpose, understanding change, relationship knowledge creation and sharing building, and coherence making [11]. The work achievement will be seen from the quality of graduates as productive and quality human resources, and able to avoid unemployment as its contribution in the nation and state development activities [12].

The work performance of the principal is helped by the role of the teacher who deserves to be respected, because it is a manifestation of the dignity of educators as professional staff who are noble in serving humanity and loyalty to the nation and state. Thousand flattery words like the expression that the teacher is an unsung hero. Then in the context of regional autonomy and decentralization of education, direct assistance is given in the form of money, what you want the money to depend entirely on for the head of the High School; the important thing is that the principal can be accountable professionally [13].

The competent principals directs the administration and the subject teacher to teach in his school to improve his teaching competence, and the teacher can also develop his potential, so that he can keep up with the flow of globalization, in this case the teacher can be said as professionalism. The teacher is a job that basically has a number of preconditions that must be owned by a teacher. Both because of the internal factors of the teacher concerned, the factors that influence the success of school administration and teachers are external and internal factors, which are those that affect the teacher's personal aspects of psychology, cognitive aspects, and psychomotor aspects.

MATERIAL AND METHODS

This study uses quantitative research methods, is a study that will reveal, find and explore information about organizational culture in generating work motivation and achieving job satisfaction for Teachers and High School staff on job satisfaction with the leadership of school principals, to improve teaching ability in Islamic education in the Riau Islands Province High School.

This study uses a survey method, with a causality approach. Data analyzed using inferential statistics with Path Analysis Method to find out whether there is a direct or indirect influence of each research variable. The process of collecting data is conducted through survey methods, and questionnaires were applied as research instruments. This research has four variables to be analyzed, namely: 1) Organizational Culture (X1); 2) Leadership Style (X2); 3) Job

Satisfaction (X3); 4) Performance of Riau Islands High School Principal (X4) respectably.

RESULT

The results of descriptive analysis (mean, median, mode, and standard deviation) of Principal Performance variable data (X4) and organizational culture variable data (X1), leadership style variable data (X2) and variable job satisfaction data (X3), Which is presented in the form of a frequency distribution table, and a histogram graph.

The following are presented in a row description of the data regarding the Principal Performance variable score (X4), organizational culture (X1), and leadership style variable data (X2), variable job satisfaction data (X2). Complete data on summary scores for each variable can be seen in the following table.

Table-1: The result of mean, median, mode, standard deviation and range of four variables

		Organizational Culture (X ₁)	Leadership Style (X ₂)	Job Satisfaction (X ₃)	Principals' performance (X ₄)
N	Valid	234	234	234	234
	Missing	0	0	0	0
Mean		93.59	99.40	104.35	106.85
Median		93.00	100.00	104.50	104.00
Mode		88 ^a	101	112	104
Std. Deviation		15.028	10.282	20.187	20.301
Range		68	44	86	83
Minimum		58	76	62	65
Maximum		126	120	148	148
Sum		21900	23260	24418	25004

Organizational Culture Variables (X₁)

Figure-1 shows variables of organizational culture data were obtained from non-test instruments consisting of 35 questions. The Scores have given in Likert scale rank 1–5, so that the ideal highest score of 175 and the lowest ideal score is 35. Based on research data, the organizational culture variable has the highest score of 126, the lowest score is 58, the mean is 93.59 and the standard deviation is 14.85.

The number of interval classes is determined by the formula $K = 1 + 3.33 \log 234$, the result is 6.9378 to simplify the calculation, and then round up to 7. The data range $(126 - 58) = 68$. While the class length is obtained from the class divided by the number class namely $68/9 = 7.5$ rounded up to 8. After that, the calculation of frequency distribution, presentation of data in frequency distribution table and histogram graph.

Based on the calculation of the size of the central tendency of the organizational culture variable (X1) the following scores were obtained, the number of respondents 234 of them had a theoretical score range of 35-175. The empirical score range obtained the lowest score of 58 and the highest score of 126 with a score range of 68, the median of 93.58 modes is 93.74 and the standard deviation is 14.85.

The distribution of respondents' scores given a questionnaire of organizational culture variables has a relatively normal distribution because the average score position is 93.59 and the median 93.58 tends to be close to the fellowship point and the average score of organizational culture variables obtained is in the median class.

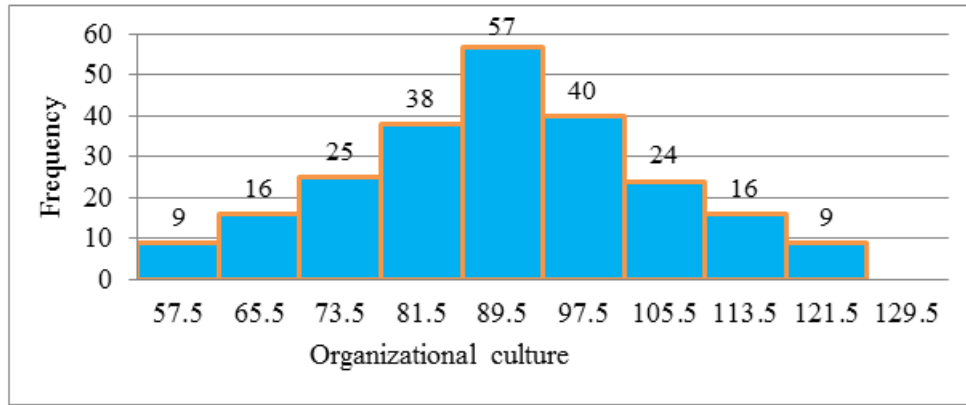


Fig-1: Data distribution Frequency of organizational culture

Leadership Style Variables (X₂)

Figure-2 shows leadership style variable data were obtained from non-test instruments consisting of 35 questions. The score given is from 1 to 5, so that the ideal highest score of 175 and the lowest ideal score is 35. Based on the research data, the leadership style variable has the highest score of 120, the lowest score is 76, the mean is 99.4 and the standard deviation is 10.18.

The number of interval classes is determined by the formula $K = 1 + 3.33 \log 234$, the result is 6.9378 to simplify the calculation, and then round up to 7. The data range $(120 - 76) = 44$. While the class length is obtained from the class divided by the number the class $44/7 = 6.28$ is rounded up to 7. The following is a calculation of frequency distribution, presenting data in the frequency distribution table and histogram graph..

Based on the calculation of the size of the central tendency of the leadership style variable (X₂) the following scores were obtained, the number of respondents 234 of them had a theoretical score range of 35-175. The empirical score range obtained the lowest score of 76 and the highest score of 120 with a score range of 44, the median of 99.67 is equal to 98.35 and the standard deviation is 19.99.

The distribution of respondents' scores given the questionnaire of the leadership style variable has a relatively normal distribution because the average score position is 99.4 and the median 99.67 tends to be close to the fellowship point and the average score of the leadership style variable is in the median class.

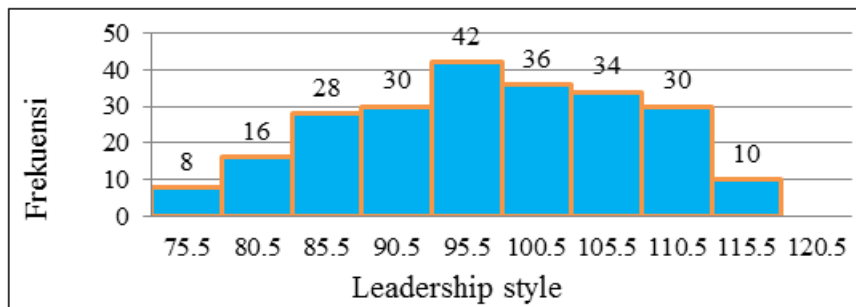


Fig-2: Data distribution Frequency of leadership style

Normality Testing

Job Satisfaction Variable (X₃)

Figure no 3 shows Job satisfaction variable data obtained from non-test instruments consisting of 34 questions. The score given is 1 to 5, so that the ideal 170 highest score and the ideal lowest score is 34. Based on the research data, the job satisfaction variable has the highest score of 148, the lowest score is 62, the mean is 104.35 and the standard deviation is 19.2399.

The number of interval classes is determined by the formula $K = 1 + 3.33 \log 234$, the result is 8.8 to simplify the calculation, and then round up to 9. The data range $(148 - 62) = 86$. While the class length is

obtained from the class divided by the number class namely $86/7 = 12.28$ rounded up to 12.

The distribution of respondents' scores given the questionnaire variable job satisfaction has a relatively normal distribution because the position of the average score is 104.35 and the median is 105.12 at the position of the fellowship point and the average score of the personal job satisfaction variable is below the median class.

Calculation of mean, median, descriptive statistics and variable mode of job satisfaction manually

the results are the same as the calculation of the SPSS

22 program as follows [14]:

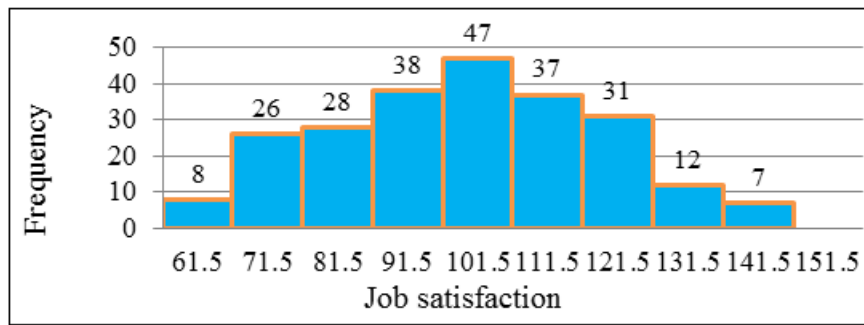


Fig-3: Data distribution Frequency of job satisfaction

Performance of Principals Variable (X₄)

Figure-4 shows principal performance variable data obtained from non-test instruments consisting of 35 questions. The score is given if a score of 1 to 5, so that the ideal highest score of 175 and the ideal lowest score is 35. Based on research data, the variable performance of principals has a score the highest is 145, the lowest score is 65, the mean is 106.82 and the standard deviation is 19.97.

The number of interval classes is determined by the formula $K = 1 + 3.33 \log 234$, the result is 8.8 to simplify the calculation, and then round up to 9. The data range $(145-65) = 80$. While the class length is obtained from the class divided by the number class $80/9 = 8.8$ is rounded up to 9. Next is a calculation of

frequency distribution, presentation of data in the frequency distribution table and histogram graph.

Data from the subsequent research are made in the frequency distribution list with many interval classes 9 and length intervals 9. The distribution of the data is presented in the following frequency distribution tables:

The distribution of respondents' scores given the questionnaire variable performance of principals has a relatively normal distribution because the average score position is 106.86 and the median 105.9 is at the fellowship point and the average score of the performance variable of the principal is above the median class.

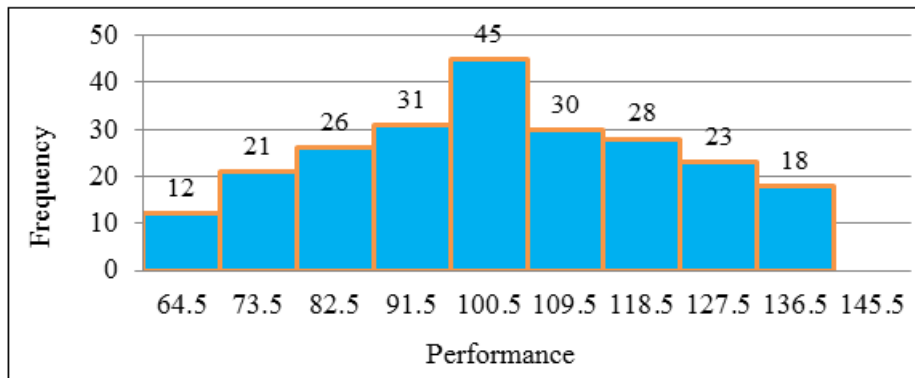


Fig-4: Data distribution Frequency of principals' performance

Data Normality Testing

Table-2: The recapitulation of normality test results

No	Variable	N	$\chi^2_{obtained}$	χ^2_{table}	Decision $\chi^2_{obtained} < \chi^2_{table}$
1	Organizational Culture	234	0.43	7,815	Normal
2	Leadership Style	234	0.08	7,815	Normal
3	Job Satisfaction	234	0.41	7,815	Normal
4	Principals' Performance	234	0.06	7,815	Normal

Data Homogeneity Testing

The homogeneity test is done to find out that: data from each score feels! From populations that have the same variance. This test applies Bartlet Test to

conduct a test for homogeneity of variance. The testing process taken is to first classify endogenous variable data based on the similarity of exogenous variable data, then calculate the value of df, $1 / df$, variance S_1^2 , (df)

$\log S_i^2$, (df) S_i^2 . The results of the variance homogeneity test calculations are as follows:

Homogeneity Test of Variant Organizational Culture Data (X₁) with Principal Performance (X₄).

The hypotheses tested are as follows:

- H₀: the independent variable data on the dependent variable is homogeneous, If $\chi^2_{obtained} < \chi^2_{table}$
- H_a: the independent variable data on the dependent variable is not homogeneous, If $\chi^2_{obtained} > \chi^2_{table}$

By comparing the calculated rhyme with a significant level of alpha (α) = (0.05). The hypotheses tested by SPSS are as follows:

- H₀: the independent variable data on the dependent variable is homogeneous, If, $r_{obtained} < \alpha$
- H_a: the independent variable data on the dependent variable is not homogeneous, If, $r_{obtained} > \alpha$

Applying the Bartlett test for Homogeneity testing, the statistical test formula as follows [15]:

$$\chi^2 = (ln10) [B - \sum db \cdot \text{Log} S^2]$$

S_i^2 = variance of each data group

db_i = n - 1 = the degree of freedom of each group

B = Bartlett value = $(\text{Log} S_i^2) (\sum db_i)$

$$S_{combined} = \frac{\sum db (s_i^2)}{\sum db}$$

To accommodate the calculation of the Homogeneity test with the Bartlett Test, it can be seen through Bartlett Test variable Principal Performance (X₄) with Organizational Culture (X₁).

Combined variance:

$$S_{combined} = \frac{\sum db (s_i^2)}{\sum db} = \frac{8583.74}{23} = 373.21$$

B value = $(\sum db) (\log S_i^2) = 23 \times (\log 373.21) = 23 \times (2,54) = 59.1$

$$\chi^2 = (ln10) [B - \sum db \cdot \log S_i^2] = (2,3026) [59.11 - 53.57564] = 12.733$$

The calculation results for the variance homogeneity test of principal performance variable (X₄) for organizational culture (X₁) were obtained = 12,733 while on the table with df = 23 at alpha (α) = 0.05 was obtained = 35.17. Since $\chi^2_{obtained} < \chi^2_{table}$, so that H₀ was accepted that means variance of principal performance (X₄) for organizational culture (X₁) is homogeneous.

The results show on the table $\chi^2_{obtained} = 12,733$, $\chi^2_{table} = 35.17$, since $\chi^2_{obtained} < \chi^2_{table}$, then the

principal performance variable (X₄) for organizational culture (X₁) is stated homogeneous.

Homogeneity Test of Variants in Leadership Style Data (X₂) with Principal Performance (X₄)

To test the hypotheses as follows:

- H₀: the independent variable data on the dependent variable is homogeneous, If, $\chi^2_{obtained} < \chi^2_{table}$
- H_a: the independent variable data on the dependent variable is not homogeneous, If, $\chi^2_{obtained} > \chi^2_{table}$

The calculation results for the variance homogeneity test of Principal Performance variable (X₄) on Leadership Style (X₂) were obtained = 19.64 while on the table with df = 31 at alpha (α) = 0.05, it was obtained = 43.78. Since $\chi^2_{obtained} < \chi^2_{table}$, then H₀ was accepted. It means variance of Principal Performance (X₄) with the Leadership Style (X₂) is homogeneous.

The results show on the table, $\chi^2_{obtained} = 19.64$, while $\chi^2_{table} = 43.78$. since $\chi^2_{obtained} < \chi^2_{table}$, then the Principal Performance variable (X₄) with Leadership Style (X₂) is stated homogeneous.

The results show on the table, $r_{obtained} = 0.202$. Since $r_{obtained} > \alpha$, then the variable Principal Performance (X₄) with Leadership Style (X₂) is stated homogeneous.

Variant Homogeneity Test for Job Satisfaction Data (X₃) with Principal Performance (X₄)

To test the hypotheses as follows:

- H₀: the independent variable data on the dependent variable is homogeneous, If, $\chi^2_{obtained} < \chi^2_{table}$
- H_a: the independent variable data on the dependent variable is not homogeneous, If, $\chi^2_{obtained} > \chi^2_{table}$

The calculation results for testing the variance homogeneity of Job Satisfaction (X₃) on Principal Performance (X₄) is obtained = 34.66 while χ^2_{table} with df = 28 at alpha (α) = 0.05, it was obtained = 41.337. Since $\chi^2_{obtained} < \chi^2_{table}$, then H₀ is accepted, it can be stated that Job Satisfaction variance (X₃) the Principal's Performance (X₄) is homogeneous.

The results show on the table $\chi^2_{obtained} = 34.66$, while $\chi^2_{table} = 41,337$. Since $\chi^2_{obtained} < \chi^2_{table}$, then the variable Job Satisfaction (X₃) on Principal Performance (X₄) is stated homogeneous.

The results show on the table $r_{obtained} = 0.312$, Since $r_{obtained} > \alpha$, then the variable Job Satisfaction (X₃) with Principal Performance (X₄) is declared homogeneous.

Variant Homogeneity Test for Organizational Culture Data (X₁) with Job Satisfaction (X₃).

To test the hypotheses as follows:

H₀: the independent variable data on the dependent variable is homogeneous, If,

$$\chi^2_{obtained} < \chi^2_{table}$$

H_a: the independent variable data on the dependent variable is not homogeneous, If,

$$\chi^2_{obtained} > \chi^2_{table}$$

While the homogeneity test using SPSS is to compare the calculated $r_{obtained}$ with the significance level of alpha (α) (0.05). The hypotheses tested through SPSS as follows:

H₀: the independent variable data on the dependent variable is homogeneous, If, $r_{obtained} < \alpha$

H_a: the independent variable data on the dependent variable is not homogeneous, If,

$$r_{obtained} > \alpha$$

The calculation results for the variance homogeneity test of Job Satisfaction variable (X₃) for Organizational Culture (X₁) were obtained = 9,391 while on the table with df = 22 at alpha (α) = 0,05 obtained = 33.92. Since $\chi^2_{obtained} < \chi^2_{table}$, then H₀ is accepted. It can be stated that Job Satisfaction variance (X₃) for Organizational Culture (X₁) is homogeneous.

The results show on the table $\chi^2_{obtained} = 9,391$, while $\chi^2_{table} = 33.92$. Since $\chi^2_{obtained} < \chi^2_{table}$, then the variable Job Satisfaction (X₃) with Organizational Culture (X₁) is stated homogeneous.

The results show on the table $r_{obtained} = 0.513$, Since $r_{obtained} > \alpha$, then the variable Job Satisfaction (X₃) for Organizational Culture (X₁) is stated homogeneous.

Homogeneity Test of Variants of Leadership Style Data (X₂) with Job Satisfaction (X₃).

To test the hypotheses as follows:

H₀: the independent variable data on the dependent variable is homogeneous, If,

$$\chi^2_{obtained} < \chi^2_{table}$$

H_a: the independent variable data on the dependent variable is not homogeneous, If,

$$\chi^2_{obtained} > \chi^2_{table}$$

While the homogeneity test using SPSS is to compare the calculated $r_{obtained}$ with the significant level of alpha (α) = (0.05). The hypotheses tested through SPSS as follows:

H₀: the independent variable data on the dependent variable is homogeneous, If, $r_{obtained} < \alpha$

H_a: the independent variable data on the dependent variable is not homogeneous, If,

$$r_{obtained} > \alpha$$

The calculation results for testing the variance homogeneity of Job Satisfaction variable (X₃) on Leadership Style (X₂) was obtained = 9.26 while in the table with df = 32 at alpha (α) = 0,05 obtained = 45.78. Since $\chi^2_{obtained} < \chi^2_{table}$, then H₀ is accepted, it can be stated that Job Satisfaction variance (X₃) with the Leadership Style (X₂) is homogeneous.

The results show on the table $\chi^2_{obtained} = 9.26$, while $\chi^2_{table} = 45.78$. Since $\chi^2_{obtained} < \chi^2_{table}$, then the variable Job Satisfaction (X₃) on Leadership Style (X₂) is declared homogeneous.

The results show on the table $r_{obtained} = 0.122$, Since $r_{obtained} > \alpha$, then the variable Job Satisfaction (X₃) on Leadership Style (X₂) is declared homogeneous.

Based on the testing of the data homogeneity of each variable, it can be summarized that the test results can be displayed on the table as follows:

Table-3: The Result of Homogeneity Test

No	Variabel	df	$\chi^2_{obtained}$	χ^2_{table}	Keterangan
1	X ₁ toward X ₄	23	12.733	35.17	Homogeneous
2	X ₂ toward X ₄	31	19.64	43.78	Homogeneous
3	X ₃ toward X ₄	28	34.66	41.337	Homogeneous
4	X ₁ toward X ₃	22	9.391	33.92	Homogeneous
5	X ₂ toward X ₃	32	9.26	45.78	Homogeneous

DISCUSSION

In this discussion the answers to the research hypotheses will be elaborated on the influence of each variable such as:

Firstly, the results of the path analysis in the first hypothesis found that organizational culture (X₁) had a significant influence on the performance of principals (X₄). It can be observed from the results of data analysis obtained path coefficient (X₁) against (X₄)

(p41) = 0.438, with a real level of alpha (α) = 0,05 and df = 63 obtained value $t_{table} = 1.6698$. The calculation results got a value of $t_{obtained} = 87.14$. Based on the existing criteria it turns out that the value of $t_{obtained}$ (87.14) > t_{table} (1.6698), so that H₀ is rejected and H_a is accepted. This means that the research hypothesis that states organizational culture (X₁) has a direct effect on the performance of the principal (X₄) is acceptable because it is validated.

In calculating the analysis, it can be explained that it turns out that organizational culture has a significant influence on the performance of the principal. In other words, based on the results of this study, it is proven that positive organizational culture is carried out, maintained and developed within the organization will be able to make a positive contribution to the performance of the school head he leads. George R. Terry Leslie W. Rue argues that organizational culture makes someone finish work with enthusiasm, because that person wants to do it [16]. Meanwhile, Puji Syamsuri stated that organizational culture has a direct positive and significant effect on performance. These findings provide empirical evidence that a strong and well-executed organizational culture will improve the performance of the principal [17]. These findings provide an understanding that a school principal in carrying out services must be supported by organizational culture. This means that the better the organizational culture in an institution will increasingly influence the performance of the principal. Therefore the organizational culture in schools must be able to produce a good organizational culture.

Secondly, the results of path analysis in the second hypothesis found that leadership style (X_2) has a significant influence on performance of principals (X_4). It can be observed from the results of manual data analysis obtained path coefficient (X_1) against (X_4) (ρ_{42}) = 0.451 with a real level $\alpha = 0, 05$ and $df = 31$ obtained $t_{table} = 43.78$. The calculation results get the value $t_{obtained} = 35.41$. Based on the existing criteria turned out to be the value of $t_{obtained} (35.41) > t_{table} (43.78)$, so that (H_0) was rejected and (H_1) was accepted. This means that the research hypothesis which states leadership style (X_2) has a direct effect on the performance of principals (X_4) can be accepted because of its validity.

In the calculation of the analysis so clearly provides evidence that the competence of the principal gives a significant influence on the performance of the principal, it means that competencies that are well run and developed within a style will be able to contribute positively to the work spirit of the principal. The results of the research were in line with those by Jacob M Selesho & Atang revealed that both transformational and transactional leadership have positive relationships with the organizational commitment [18]. Another important discovery is that transformational leadership is used more than transactional leadership. Their study, using leadership styles as the predictors of organizational commitment, has supported the argument that school principals' leadership styles is a meaningful construct for understanding and explaining teachers' organizational commitment in underperforming schools [18]. It suggested that school principals prefer a transformational leadership style to a transactional leadership style, and that teachers' continuance commitment levels are higher than

affective and normative commitment. Significant relationships between school principals' leadership styles and teachers' organizational commitment levels were found. In addition, Chi, Tsai and Chang state that principals' being supportive and open to teachers are important for teachers' commitment to their schools [19].

The findings provide an understanding that the principal must be more concerned with the leadership style that develops in the institution he is holding. This means that the better the leadership style in an institution will increasingly influence the performance of the principal. Therefore the principal must be actively involved and at the same time be good at being able to give birth to a good organizational culture.

Thirdly, the results of path analysis on the third hypothesis found that organizational culture (X_1) has a significant effect on job satisfaction (X_3). It can be observed from the results of data analysis obtained path coefficient (X_1) against (X_3) (ρ_{31}) = 0.438, with a significant level of alpha (α) = 0, 05 and $df = 65$ obtained value $t_{table} = 1.99$. The calculation results get a value of $t_{obtained} = 75.85$. Based on the existing criteria it turns out that the value of $t_{obtained} (75.85) > t_{table} (1.99)$, so that (H_0) is rejected and (H_1) is accepted. This means that the research hypothesis that states organizational culture (X_1) has a direct effect on job satisfaction (X_3) is acceptable because it is validated.

Based on the existing criteria it turns out that the value of F count (75.85) $> F_{table} (1.99)$, so that (H_0) is rejected and (H_a) is accepted. This means that the research hypothesis that states organizational culture (X_1) on job satisfaction (X_3) is acceptable because the truth is tested.

These findings provide an understanding that a school principal in carrying out services must be supported by the organizational culture and competence of the principal. This means that the better the organizational culture and work atmosphere in an institution will increasingly influence the performance of the principal. Therefore good organizational culture and work in public high schools must be able to produce good school principals.

The application of this culture in the organization becomes an organizational culture. Experts provide a very diverse understanding of organizational culture because each one puts pressure on each other's perspective. However, among these experts, it is generally based on the view of Edgar Schein who argues that organizational culture is the philosophy that underlies organizational policy, the rules of the game to get along, and the feelings or climate brought about by the physical preparation of the organization [20]. Schein's Organizational Culture Model also provides points of reference to create cultural change. According

to Edgar Schein, its sensible to have discussions with as many employees as possible to discover the underlying backgrounds and aspects of the organizational culture [21].

Organizational culture is a way of a person's leader in moving subordinates and can adapt to various changes and bring renewal to achieve organizational goals. Whereas organizational culture is a norm, value, habit, passion and shared belief that is shown by people who live in an organization.

After paying attention to the results of path analysis calculations, it can be stated that transformational leadership and organizational culture have a significant influence on job satisfaction, which simultaneously and organizational culture according to the results of this study proved to have an influence on job satisfaction.

Fourthly, the results of path analysis on the fourth hypothesis found that job satisfaction (X_3) has a significant influence on principals' performance (X_4). It can be observed from the results of manual data analysis obtained by the (X_3) path coefficient against (X_4) = ($\rho.43$) = 0.11, with a real level of $\alpha = 0, 05$ and $df = 65$ obtained by the value $t_{table} = 1.99$. The calculation results get a value of $t_{obtained} = 99.64$.

Based on the existing criteria it turns out that the value of $t_{obtained} (99.64) > t_{table} (1.99)$, so that (H_0) is rejected and (H_a) is accepted. This means that the research hypothesis that states Job Satisfaction (X_3) has a direct effect on the performance of the principal (X_4) is accepted because the truth is tested.

The results of the path analysis above prove that job satisfaction has a significant influence on the performance of principals. It turns out that the organizational culture and competence of the principal not only gives the performance of the high school principals but also is proven to have a significant influence on the job satisfaction of the high school principals. The results were in line with those by Tella, Ayeni, and Popoola, indicating that job satisfaction was affected by the fulfillment of needs and work motivation. In this study, the needs to be fulfilled were those for security and comfortability because the teachers could communicate well with their leader, while the latter understood very well what was expected by the teachers in the leadership [22]. The results of the study were also in line with those by Azalea, Omar, and Khairul, indicating that openness and agreements affected the teachers' job satisfaction. In this study, openness can only be built and manifested when the leader and his subordinates can communicate well and the agreements are obtained from good leadership qualities [23]. Finally, the results of this research were also in line with those conducted by Oding Supriadi & Mutrofin, in their results concluded that the principal's

communication skills and leadership qualities affected the teachers' job satisfaction. It means that the better the principal's communication skills and the more qualified the principal's leadership, the higher the teachers' job satisfaction under the leadership. Conversely [24].

Some studies have also proven that the authorities have an influence on teacher performance, meaning that if the teacher has high job satisfaction in carrying out his work, then the teacher will always be able to provide optimal work results for his organization, thus it can be understood that job satisfaction is a tool encouraging someone to be passionate about doing. This statement relates to the principal's performance because innovative principals are certainly creative.

Fifthly, the results of the path analysis in the fifth hypothesis found that organizational culture (X_1) and leadership style (X_2) had a significant influence on the performance of principals (X_4). It can be observed from the results of manual data analysis obtained by multiple correlation coefficients (X_1) and (X_2) against (X_4) = ($R4.21$) = 0.1900, with a significant level of alpha (α) = 0, 05 and $df = 65$ obtained by $F_{table} = 3.14$. The calculation results got a value of $F_{obtained} = 57.6$.

Based on the existing criteria it turns out the value of $F_{obtained} (46.2) > F_{table} (2.67)$, so that (H_0) is rejected and (H_a) is accepted. This means that the research hypothesis that states organizational culture (X_1) and leadership style (X_2) on the performance of principals (X_4) is acceptable because the truth is tested.

Organizational culture is a way of a person's leader in moving subordinates and can adapt to various changes and bring renewal to achieve organizational goals. While the leadership style is a norm, value, habit, spirit and shared belief that is shown by people who live in an organization. These results of research were supported by Lulus Triwahyuni, Thamrin Abdullah, and Widodo Sunaryo who stated that there was a positive and significant direct effect between the organizational culture on teacher performance, transformational leadership on teacher performance, teachers 'confidence on performance. It found the results that the contribution of organizational culture variable on performance is 26.828%, principals transformational leadership is 41.115%, and teachers 'confidence is 14.509% indicating the highest individual contribution to the performance of teachers is principal' transformational leadership [25]. The research was in line with those by Peter Lok and John D Crawford explained that their study has investigated the effect of organizational culture and leadership style on job satisfaction and organizational commitment in Australian and Hong Kong samples. Also, differences between the two samples on mean values of these variables were also investigated. The results of this

study revealed that the Australian managers scored more highly the innovative and supportive culture measures, and on job satisfaction and organizational commitment. This is consistent with studies that have shown that there is strong positive link between empowerment, job satisfaction and commitment. No significant difference between these two samples was found in bureaucratic organizational culture or on consideration and initiating structure leadership styles. Thus H2 is supported, but H1 is not supported [26].

Setiawan and Muhith say that change by leaders becomes a substantive thing in the organization. Daring to take risks in bringing the process of change is the main characteristic of transformational leaders, so he becomes the ideal leader for the context of organizational effectiveness [27]. Leadership style behavior has been empirically related to constructive organizational culture [28].

Sixthly, the results of path analysis in the sixth hypothesis found that organizational culture (X_1) has a significant effect on performance (X_4) through job satisfaction (X_3). It can be observed from the results of manual data analysis obtained by the correlation coefficient (X_1) to (X_4) through (X_3) ($R_{41.3}$) = 0.4359, with a significant level of alpha (α) = 0, 05 and $df = 78$ obtained value $t_{table} = 1.880$. The calculation results got a value of $t_{obtained} = 54.2$. Based on the existing criteria it turns out that the $t_{obtained} (54.2) > t_{table} (1,880)$, so that (H_0) is rejected and (H_a) is accepted. This means that the research hypothesis which states that there is an influence of organizational culture (X_1) on principals' work (X_4) through job satisfaction (X_3) can be accepted because it is validated.

Looking at the results of the calculation of the analysis above, it can be stated that organizational culture through job satisfaction can have a significant influence on the performance of principals, which means that the existence of job satisfaction is indeed very important. The position of satisfaction in work is indeed very important and is a necessity, because without strong satisfaction, of course what is done will always be without a trace that means and does not provide benefits for the concerned itself or for others or the environment in where he lives. That satisfaction is something very important that can make a difference in the results of work.

The findings of this research are also supported by Hardiyono, Nurdjanah Hamid, and Ria Mardiana Y who found that the work environment of PT. PLN Area South Makassar has gone well which gave positive feedback on job satisfaction. It can be seen from the comfortable work environment even though this office has a lot of customer coming. The availability of work facilities has supported the working process which affected job satisfaction [29].

Seventhly, the results of path analysis on the seventh hypothesis found that leadership style (X_2) has a significant influence on the performance of principals (X_4) through job satisfaction (X_3). It can be observed from the results of manual data analysis obtained (X_2) correlation coefficient against (X_4) through (X_3) ($R_{42.3}$) = 0.7063, with a significant level of alpha (α) = (0,05) and $df = 0.49899$ obtained $t_{table} = 3.44$. The calculation results get the value of $t_{obtained} = 51.5$.

Based on the existing criteria it turns out that the value of $t_{obtained} (51.5) > t_{table} (3.44)$, so that (H_0) is rejected and (H_1) is accepted. This means that the research hypothesis which states that there is an influence of leadership style (X_2) on the principal's performance (X_4) through job satisfaction (X_3) can be accepted because it is validated.

The results of the research were in line with those by Mukhtar, Risnita, Nuraini & Taridi, which indicated there was a direct influence of leadership style (X_1), organizational culture (X_2) and achievement motivation (X_3) towards an organizational commitment of qari and qariah (X_4). Based on the calculation of path analysis obtained by value of $F_{obtained} (24,69) > F_{table} (2,67)$, so H_0 refused and H_1 is accepted. It Means that the style of leadership, organizational culture, and achievement motivation give a significant influence on the commitment of the organization qari and qariah [30]. In addition, in their thesis Mwangi & Jane Wanjiru found that Employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates. It is also clear that teachers' involvement in decision-making leads to more job satisfaction and that in school management, successful school leaders, who are achievement oriented, provide opportunities for teachers to achieve, and enhances teachers job satisfaction [31].

The leadership style through satisfaction can provide the workforce a significant influence on the principal's workforce, and it is evident that the existence of job satisfaction is vital. Satisfaction like the heart for accomplishing and achieving satisfactory work results, on the contrary working without motivation will be empty, meaning that the existence of satisfaction is a vital sub-component in the work system; it greatly contributes to human success. The existence of good work menus will not mean anything if the person concerned does not have the motivation to succeed in his work. On the one hand there are those who are positioned as recipients of motivation but some are positioned as job satisfaction providers.

Eighthly, the results of the path analysis in the eighth hypothesis found that organizational culture (X_1), leadership style (X_2) and job satisfaction (X_3) had a significant influence on principals' performance (X_4). It can be observed from the results of manual data

analysis obtained by the multiple correlation coefficient (X_1, X_2, X_3) against (X_4) ($R_{4.321}$) = 0.7524, with a significant level of alpha (α) = 0, 05 and $df = 0.5661$ obtained by $F_{table} = 3.14$. The calculation results get a value of $F_{obtained} = 51.4$.

Based on these criteria it turns out the value of F counts (51.4) > F_{table} (3.14), so that (H_0) is rejected and (H_1) is accepted. This means that the research hypothesis which states that there is a direct influence of organizational culture (X_1), leadership style (X_2) and job satisfaction (X_3) has a significant influence on the performance of principals (X_4) can be accepted because it is verified.

The results of the path analysis above provide information that each of them is not only partially able to influence the performance of the principal, but simultaneously all three are able to have a significant influence on the performance of the principal as well. This provides an understanding that being a headmaster is not easy; there are many things that influence it. It must be supported not only by performance but by a strong organizational culture, good competence, even more importantly supported by good job satisfaction. If the three variables can be implemented properly, then the organization's performance can take place well too.

This research was supported by Reza Omidifar that who investigated the relationship between principals' leadership style, organizational commitment and job satisfaction of high school teachers in Tehran. The study found that there is a significant relationship between leadership style, organizational commitment and job satisfaction. Hence, schools should create environments where teachers can optimize their potential and add value to the educational aims. In these way high schools principals play a very important role in creating and maintaining these environments [32]. Despite the large number of studies on organizational commitment and job satisfaction the influence of leadership style on organizational commitment and job satisfaction has received little attention. Hence, this study attempts to establish the relationship between leadership style organizational commitment job satisfaction high school teachers in Tehran, Iran [33]. Morris and Sherman indicated that organizational commitment is able to effectively predict the employee's performance and turnover [34]. Meyer, Paunonen, Gellatly, Goffin, & Jackson also found that organizational commitment was a proper indicator of work performance [35]. It is important for managers and leaders to pay more attention to the employee's organizational commitment [36].

Organizational culture is a model, the type that is owned by a leader in management in an organization. Leadership plays an important role in organizations needed as a process for an individual to influence a group of individuals. From here arises the need to lead

and be led to achieve a goal. Leadership is the process of directing, guiding, and influencing the thoughts, feelings, actions and behavior of others to be moved towards certain goals. This implies that leadership is a process for changing and commenting on individuals to want to improve themselves, which involves motives and fulfillment of needs and rewards for subordinates.

CONCLUSION

Based on the previous analysis and discussions, it can be drawn the conclusions taken in this study include:

- There is a direct influence of organizational culture if a good organizational culture will have a good impact on the performance of the principal, which means that the organizational culture has a positive and significant effect on the performance of the principal.
- There is a direct influence of leadership style on the performance of the principal, meaning that the leadership style has a positive and significant effect on the performance of the principal.
- There is a direct influence of organizational culture and leadership style on the performance of principals, meaning that the organizational culture and high job satisfaction at senior secondary schools have a significant influence on the performance of principals.
- There is a direct influence of leadership style on job satisfaction means that leadership styles have an influence on job satisfaction.
- There is a direct influence of organizational culture and leadership style on job satisfaction, especially when organizational culture combined with leadership style can have a positive and significant influence on the performance of the principal.
- There is a direct influence of organizational culture on the performance of principals, meaning that job satisfaction can directly affect the performance of school principals.
- There is an influence of leadership style on the performance of principals through job satisfaction, which means that the high leadership style in high school education institutions provides a significant influence on the performance of principals through job satisfaction.
- Organizational culture, leadership style and job satisfaction directly influence the performance of principals, meaning organizational culture, leadership style and job satisfaction have a significant influence on the performance of principals.

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