The Role of Motivation Mediation on Style Leadership and Organization Culture of Teacher Performance in SMP Negeri Kuta Utara Badung

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Abstract:
The success of school management is determined by the utilization of its human resources. One of the factors to achieve the organizational goal is teacher performance. Due to the increase in performance it will form a more advanced learning and quality. Performance can be seen from the employment target of Civil Servant SMP Negeri 1 Kuta Utara Badung which decreased in 2015 that the achievement to meet the target succeed, but in the year 2016 decreased and resulted in not fulfill target. Based on these data and interview results that the decline in performance occurs due to lack of decisive leaders in making decisions that cause performance to fall. The purpose of this research is to confirm the linkage of Leadership Style and Organizational Culture to Teacher Motivation and Performance at SMP Negeri 1 Kuta Utara Badung. Population and sample in this research is entire teacher who have civil servant, that is population which amounted to 51 people. The analysis technique used in this research is structural equation modeling (SEM) based on variance or component based SEM, better known as Partial Least Square (PLS). From the research result, it is found that leadership style has no positive and not significant effect on teacher performance, leadership style has positive and significant effect to motivation. But the style of leadership will have a positive and significant effect on teacher performance if through motivation mediation.

Keywords: Leadership Style, Organizational Culture, Motivation, Teacher Performance.

Preliminary:
The success of school management is determined by the utilization of its human resources. Human resources are resources used to move, and synergize other resources to achieve organizational goals (Wirawan, 2009). Simamora (2004) defines that human resources are the most important organizational asset, and make other organizational resources work. Teacher performance is one of the human resources that become one of the factors to achieve the goals of the organization, because with the improvement of performance it will form a more advanced and quality learning.
Performance is an achievement obtained by someone with good results. Employee performance is important because it can affect the achievement of organizational goals and survival rate in the increasingly fierce global competition. Uno's (2006: 15) opinion that teachers are the spearhead of school success, especially through quality learning. Performance can be seen from the employment target of Civil Servant SMP Negeri 1 Kuta Utara Badung which decreased in 2015 that the achievement to meet the target succeed, but in the year 2016 decreased and resulted in not fulfill target.

From these data and interview results that the decline in performance occurs due to lack of decisive leaders in making decisions that cause performance to fall. Based on the above explanation, this study was conducted to confirm the linkage of Leadership Style and Organizational Culture, to the Motivation and Performance of Teachers at SMP Negeri 1 Kuta Utara Badung. The current demand of teachers from the policy and professional side is to become professional teachers who have good teaching performance and always follow the development of sustainable profession. In other words, employees are important human resources to achieve organizational goals and employee performance in an organization needs to get a truly measurable assessment.

Literature Review:

Leadership Style:

According to Thoha (2007: 52) leadership style is the norm of behavior that a person uses when the person is trying to influence the behavior of others as he sees. Then the understanding according to (Mulyadi and Rivai, 2009) that leadership style is a pattern of behavior and strategy that is liked and often applied by a leader in order to achieve organizational goals. While the opinion of Davis (1994) about the style of leadership is the pattern of actions of leaders as a whole as perceived by employees. From the above understanding the leadership style is the way leaders act and / or how to influence their members to achieve certain goals. Experts judge that each person's leadership style is different. According to Edison (2016) there are 5 types of leadership styles, charismatic leadership, transformational leadership, transactional leadership, participative leadership, and autocratic leadership. According to the theory developed by House in Robbins (2001), there are four kinds of leadership styles, namely, directive leadership, supportive leadership, participative leadership and achievement-oriented leadership.

Organizational Culture:

Corporate culture (corporate culture) is often exchanged or equated with the term organization culture (organization culture). Because, in principle, the company is also an organization, although some do not agree that the organization is a company. Organizational culture is the result of a process of diluting and incorporating the cultural style and / or behavior of each individual brought before into a new norms and philosophies that have the energy and pride of the group in the face of something and a particular purpose according to Edison (2016: 119). (Robbins, 2001) describes an organizational culture as a shared system of meaning shared by members that distinguishes the organization from other organizations, which constitute a set of key characteristics valued by the organization. It can be concluded that organizational culture is the process of fusing the culture of individual behavior in adapting from the old culture to the new culture brought into the group. According to Schein (2010) culture is divided into three. This theory explains the culture of the invisible to the invisible and can only be felt namely, Artifacts, Expoused Values, Basic Assumption. According to Robbins in his book entitled Organizational Behavior (2011: 512) the main functions of organizational culture are:

1. Organizational culture serves as a clear differentiator against one organization with another organization
2. Organizational culture brings a sense of identity to the members of the organization
3. Organizational culture facilitates commitment to something larger than one's individual interests
4. Organizational culture is a social glue that helps unify organizations by shaping employee attitudes and behaviors
5. Organizational culture serves as a mechanism of meaning and control that guides and shapes attitudes and behaviors of employees.

Motivation:
Sedarmayanti (2002: 233) states the term motivation stems from the same move (Latin) with the word to move which means to push or move. Motivation is the power that drives an individual or an employee to do something to meet a need at a certain time in order to achieve a desired satisfaction at a certain level (Issakh, 2014: 497). And the opinion of (Samsudin, 2006: 281) on motivation is the process of influencing or encouraging from the outside of a person or working group so that they want to carry out something that has been established. Motivation can be interpreted as a driver or a driver in improving performance. Everyone needs motivation because when a saturating job will arise a sense of wanting to escape from the job, so if there is motivation it stimulates them to do something. Motivation is a motivator to make a person more enthusiastic in working. A number of definitions of motivation can be found in literature. The well-known theory of motivation developed by Abraham Maslow is the hierarchy of needs proposed by Abraham Maslow. According to Maslow (Suradinata, 1996) suggests the need, ie when the needs at the lower levels have been met, the human effort to do something at a higher level is easier to meet higher needs. Maslow divides the human needs or the five hierarchy of needs as follows: a) physiological needs (physiological needs), b) safety needs, c) social needs, d) esteem needs, e) needs self actualization (self actualization needs).

Teacher Performance:
Performance is the result of a process that refers and is measured over a specified period of time based on pre-defined terms or agreements by Edison (2016: 190). Meanwhile, according to Munir (2008: 30) performance is a description of the level of achievement of the implementation of an activity to realize the goals, objectives, mission, and vision of the institution. Likewise with Susanto (2013: 27) that performance is something that is achieved, the achievement shown or the work ability carried, carrying out tasks with the field, and the results obtained well. From the definition of performance that has been exposed by some experts, it can be concluded that the performance is something that achieved someone in carrying out his work in order to realize the goals within the work unit. There are several factors that affect teacher performance, including external and internal factors. Internal factors are sourced from personal / individual that includes elements of knowledge, skills, abilities, confidence, motivation, and commitment owned by each teacher. External factors are factors that originate outside of a teacher's self. Many factors affect the individual performance of an employee, performance theory according to Gie and Ibrahim (1999: 17) states that performance is determined, among others, by the following dimensions: a) Work motivation, b) Ability work, c) Equipment and facilities , d) External environment, e) Leadership, f) Strategy mission, g) Working facilities, h) Structure, i) Work climate

Previous Research:
Hanifah (2014) in his research entitled "The effect of leadership style on motivation to improve the employee performance". The results of his research that there is a significant relationship between leadership styles on employees who have improved performance and motivation of all employees within the company. Idris (2014) in his research entitled "The effect of transformational leadership style, organization culture and work motivation on employee performance. The results of the analysis that the transformational leadership style, organizational culture and work motivation will affect employee performance. Manic (2011) with his research entitled "The influence of principal leadership, organizational culture, and work motivation on teacher performance at SMP Negeri 3 Rancaekek. The result of the research is that the leadership of principal has a significant influence on teacher performance in SMP Negeri 3 Rancaekek, organizational culture has significant effect on teacher performance in SMP Negeri 3 Rancaekek, Work motivation significantly influence teacher performance in SMP Negeri 3 Rancaekek and leadership of Headmaster, organizational culture and work motivation together significantly influence the performance of teachers in SMP Negeri 3 Rancaekek. Sundari (2016) research entitled "The influence of leadership and organizational culture on the performance of lecturers with motivation as an intervening variable (Case Study: STIE" Adi
Unggul Bhirawa "Surakarta". Result of research that motivation have influence positively tepai not significant to lecturer performance, organizational culture have influence positively but not significant to motivation of lecturer STIE-AUB Surakarta, motivation have positive influence not significant to performance of lecturers STIE-AUB Surakarta, the positive and significant influence on the performance of lecturers STIE-AUB Surakarta and organizational culture have a positive and insignificant influence on the performance of lecturers STIE-AUB Surakarta. Dewanggi (2016) research title is "The influence of leadership style, organizational culture on teacher performance with work motivation as intervening variable". The results of his research that leadership style and organizational culture have a positive effect on motivation, and leadership style and organizational culture have a positive effect on performance. Amalia (2016) research with the title "The influence of leadership on employee motivation and employee performance". The result of this research is transactional leadership style have a significant effect on work motivation, transformational leadership style has no significant effect on work motivation, transactional leadership style has significant effect on employee performance, transformational leadership style has no significant effect on employee performance, and work motivation significantly influence employee performance. Wahyuningsih (2015) research title is "The influence of leadership and organizational culture on performance through motivation in hospitals" Yakksi "Gemolong Sragen". The result of this research shows that leadership has positive and significant effect on the motivation of Gemolong Sragen, organizational culture have positive and significant effect on the motivation of hospital staff "Yakksi" Gemolong Sragen, leadership has positive and significant effect on the performance of hospital staff "Yakksi" Gemolong Sragen, and motivation have negative and significant influence to the performance of hospital staff "Yakksi" Gemolong Sragen.

Hypothesis Formulation:

Hypothesis 1 (H1): Leadership Style Affects Teacher Performance
Hypothesis 2 (H2): Organizational Culture affects Teacher Performance
Hypothesis 3 (H3): The Leadership Style has an effect on Motivation
Hypothesis 4 (H4): Organizational Culture affects Motivation
Hypothesis 5 (H5): Motivation affects Teacher Performance

Research Methods:

In this study, population and sample is the whole of the existing population so it is called the census technique because the population is only 51 teachers who have civil servants. Data collection methods used in this study (Sugiono: 2010) are observation, literature study, questionnaire, and interview. The test of the
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Research Result and Discussion:

The results of the four variables have an AVE value above 0.50 and all variables have an AVE root value higher than the correlation coefficient between one variable with other variables so it can be said that the data has good discriminant validity, the composite reliability of the four latent variables has been above 0.70, so bloc reliable indicator measures the variable. Result of validity test of coefficient of path in every lane from direct influence and effect seen as follows:

Direct Test Result Testing:

<table>
<thead>
<tr>
<th>Interconnection Variabel</th>
<th>Path Coefficient (Bootstrapping)</th>
<th>T-Statistic</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Style (X1) -&gt; Teacher Performance (Y2)</td>
<td>-0.252</td>
<td>1.216</td>
<td>H1 rejected</td>
</tr>
<tr>
<td>Organization Culture (X2) Teacher Performance -&gt; (Y2)</td>
<td>0.050</td>
<td>0.294</td>
<td>H2 rejected</td>
</tr>
<tr>
<td>Leadership Style (X1) -&gt; Motivation (Y1)</td>
<td>0.266</td>
<td>3.555</td>
<td>H3 accepted</td>
</tr>
<tr>
<td>Organization Culture (X2) -&gt; Motivation (Y1)</td>
<td>0.748</td>
<td>11.523</td>
<td>H4 accepted</td>
</tr>
<tr>
<td>Motivation (X2) -&gt; Teacher Performance (Y2)</td>
<td>0.894</td>
<td>3.179</td>
<td>H5 accepted</td>
</tr>
</tbody>
</table>

Significant tests of the mediation variables in the model can be checked from indirect effect test results with the following results:
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Recapitulation of Mediation Variable Testing Result

<table>
<thead>
<tr>
<th>No</th>
<th>Meditation</th>
<th>Leadership Style, Motivasi, dan Kinerja Guru</th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leadership Style (X1)</td>
<td>Teacher Performance (Y2)</td>
<td>-0.248 (Nonsig)</td>
<td>0.986 (Sig)</td>
<td>0.268 (Sig)</td>
<td>0.880 (Sig)</td>
<td>Full Mediation</td>
</tr>
<tr>
<td>2</td>
<td>Organization Culture (X2)</td>
<td>Teacher Performance (Y2)</td>
<td>0.062 (Sig)</td>
<td>0.639 (Sig)</td>
<td>0.746 (Sig)</td>
<td>0.880 (Sig)</td>
<td>Partial Mediation</td>
</tr>
</tbody>
</table>

The result of the test of the mediation variable that can be submitted is the motivation (Y1) is the key variable as mediation that is able to mediate positively and significantly on the influence of the leadership style (X1) on teacher performance (Y2), and motivation (Y1) able to mediate positively and Significant effect on the indirect effect of organizational culture (X2) on teacher performance (Y2) In order to know the overall effect for each relationship among variables studied, it can be presented recapitulation of direct effects, indirect effects, and total effect as follows:

Calculation of Direct, Indirect and Total Effects

<table>
<thead>
<tr>
<th>No</th>
<th>Relationship Variabel</th>
<th>Effect Directly</th>
<th>Effect Indirect</th>
<th>Effect Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leadership Style (X1)</td>
<td>Motivation (Y1)</td>
<td>0.268</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Organization Culture (X2)</td>
<td>Motivation (Y1)</td>
<td>0.746</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Leadership Style (X1)</td>
<td>Teacher Performance (Y2)</td>
<td>-0.248</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Organization Culture (X2)</td>
<td>Teacher Performance (Y2)</td>
<td>0.062</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Motivation (Y1)</td>
<td>Teacher Performance (Y2)</td>
<td>0.880</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Leadership Style (Y2)</td>
<td>Teacher Performance through Motivation (Y1)</td>
<td>-0.248</td>
<td>0.235 (0.268*0.880)</td>
</tr>
<tr>
<td></td>
<td>Organization Culture (X2)</td>
<td>Teacher Performance through Motivation (Y1)</td>
<td>0.062</td>
<td>0.656 (0.746*0.880)</td>
</tr>
</tbody>
</table>

These findings provide clues that a good leadership style will increase motivation so that teacher performance will increase according to school goals. Based on these results give an indication, leadership style will be able to improve the work of teachers if teachers feel motivated in working so as to produce optimal teacher performance at SMP Negeri 1 Kuta Utara Badung. And so also with good organizational...
culture will increase motivation so that teacher performance will also increase. Based on these results provide indications, organizational culture will be able to improve teacher work results if teachers are motivated so as to produce better teacher performance.

Conclusions:

Based on the discussion of research results, it can be concluded that, the influence of leadership style and organizational culture on teacher motivation and performance as follows:

1) The leadership style has negative and insignificant effect on teacher performance. These findings give meaning to a less precise leadership style causing teacher performance to go down.

2) Organizational culture has positive and insignificant effect on teacher performance. These findings give meaning no matter how the organizational culture applied is not able to improve teacher performance.

3) The style of leadership has a positive and significant impact on motivation. These findings give meaning to the better the applied leadership style will increase teacher motivation.

4) Organizational culture has a positive and significant impact on motivation. These findings give meaning to the better organizational culture owned it will provide motivation to teachers, or otherwise lower the existing organizational culture the lower the motivation of the teacher.

5) Motivation has positive and significant effect on teacher performance. This finding means that the higher the motivation of the teacher, the teacher performance will increase.

References:


33. Mulyadi. 2015. Human Resource Management. Publisher IN MEDIA Member of IKAPI.
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