

# THE INFLUENCE OF THE SCHOOL PRINCIPAL'S CHARISMATIC LEADERSHIP, ORGANIZATIONAL CULTURE, AND SELF- EFFICACY ON PERFORMANCE

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## ABSTRACT

This research is aim to test empirically the influence of head master charismatic leadership organization culture and self efficacy against junior high school teacher performance in Sukmajaya District, Depok City. This research used quantitative approach with casual survey method and path analysis. The data analysis technique used descriptive statistic and inferential. The result of this research shows that: 1) There is positive effect and significant of head master's charismatic leadership (X1) on teacher performance (X4) as big as  $\rho_{41} = 0,579$  dan  $r_{14} = 0,920$ . 2) There is positive and significant effect of organization culture (X2) on teacher performance (X4) as big as  $\rho_{42} = 0,154$  dan  $r_{24} = 0,457$ . 3) There is effect of head master's charismatic leadership on self efficacy (X3) as bis as  $\rho_{31} = 0,742$  dan  $r_{13} = 0,469$ . 4) There positive and significant effect of organization culture on self efficacy (X3) as big as  $\rho_{32} = 0,898$  dan  $r_{23} = 0,920$ . 5) There's positive and significant effect of head master's charismatic leadership on (X1) on organization culture (X2) as big as  $\rho_{21} = 0,471$  dan  $r_{12} = 0,471$ . 6) There's positive and significant effect of self efficacy (X3) on teachers performance (X4) as big as  $\rho_{43} = 0,051$  dan  $r_{34} = 0,472$ . Thus there is a positive and significant influence of the charismatic principal, organizational culture, self-efficacy on teacher performance.

**Keywords:** *Head Master's Charismatic Leadership, Organization Culture, Self Efficacy, Teacher Performance*

## INTRODUCTION

Education is very important for the future and progress of the nation. With education as a forum for improving human resources. In organizations, human resources are a central and important element in improving organizational performance (Tannady et al., 2017). One of them is teachers as an important element in the education system (Erni et al., 2022). The teacher is a figure who will always

be in the strategic spotlight, because teachers are always related to any component in the education system (Salehudin, 2022).

However, the problem currently faced in the world of education is the decline in human resources (Erni et al., 2022). For example, during the COVID-19 pandemic, the government closed all face-to-face learning activities and changed them to online or online learning. Changes in the teaching and learning process certainly involve many parties, especially teachers who function as educators in educational institutions. Learning materials that are not ready from the teacher are replaced with assignments that students must complete without any prior direction or explanation from the teacher. So many students complain to their teachers because they are too burdened with too many assignments (Rachmat & Krisnadi, 2020; Sari et al., 2020).

The decline in teacher performance is due to changes in patterns in the learning process. One factor is that digital or online-based learning certainly does not always make it easier for educators to convey their knowledge. Sometimes, many teachers still find it difficult to use digital media to support learning (Sari & Makaria, 2022).

Several factors that have an impact on teacher performance are the principal's charismatic leadership, organizational culture, self-efficacy, self-development, career development and work culture. Fullan (2014) emphasized that principals as school leaders generally have a significant impact both directly and indirectly on school effectiveness.

Leaders in schools, namely the principal as the school leader, are very influential in determining the progress of the school, and in carrying out their duties the principal must have administrative skills, have high commitment and be flexible (Rahmah et al., 2021).

Charismatic leadership has an important role in school managerial management and in the educational process. Besides that, the managerial competence of the school principal can influence every component of the institution he leads. The competency in question is related to knowledge and understanding of management, as well as the duties assigned to school principals as managers of school institutions (Mulyasa, 2013). As in achieving good performance, there are several performance factors as follows: 1) Internal factors are factors that are based on the employee, which include: job satisfaction and organizational commitment; and 2) External factors are factors that originate from outside the employee, including: leadership, work safety and security, and organizational culture (Taurisa & Ratnawati, 2012).

The problem with external factors is that teachers do not have good relationships in building social relationships between fellow teachers, teachers and students, and with students' parents and 20% of teachers do not have greetings between teachers and students when they are in the school environment (Faizal et al., 2019). These problems show that all components involved in the school, principals, teachers and students, need a positive organizational culture so that they can improve teacher performance.

Another aspect that influences performance is teacher self-efficacy. The teacher's self-efficacy will be reflected in how the teacher handles all problems in the classroom and outside the classroom and this has a good correlation with the effectiveness of education at school which will then influence the better performance of teachers at school (Angeles, 2012). Teachers who have good self-efficacy will have more seriousness and confidence in educating students even in very difficult conditions (Gibson et al., 2012).

Teachers who have self-efficacy will have sincerity and confidence in educating their students, even in very difficult conditions. This will be seen when teachers can overcome problems in the classroom and outside the classroom.

Based on the literature review, the results of previous research, the aim of this research is to identify, analyze and describe the existence of influences the principal's charismatic leadership,

organizational culture, self-efficacy, on teacher performance in private junior high schools in Depok District.

## **METHOD**

This research uses a quantitative approach with a cross sectional survey design. The research carried out by researchers used quantitative descriptive analysis methods. The constellation of research problem models shows the relationship model between the independent (exogenous) variables, namely: Charismatic Leadership of the School Principal (X1), Organizational Culture (X2), Self-Efficacy (X3) with the dependent variable (endogenous), namely Teacher Performance (X4).

The population in this study came from all private junior high schools in the district. Sukmajaya. The affordable population in the research was where the sample was drawn, consisting of 8 private junior high schools in the district. Sukmajaya, Depok consisting of 198 private junior high school teachers in the district. Sukmajaya. With a research sample of 132 teachers using the Slovin formula.

The data collection technique used to collect data about the influence of the principal's charismatic leadership, organizational culture, self-efficacy on teacher performance is by using an online closed questionnaire.

The instrument uses a Likert scale, and the validity test of the instrument uses Pearson Product, while the moment correlation coefficient formula and the research instrument reliability test use the Alpha Cronbach formula.

The next process after obtaining the data is to analyze the data descriptively and inferentially. Descriptive analysis was carried out using histogram, median, mean, mode, standard deviation and theoretical range for each variable. Testing as a requirement for data analysis is carried out through normality and linearity regression tests. Inferential analysis was carried out using path analysis. Data analysis using the SPSS version of the program 22.5 Calculations used in data analysis are through normality, homogeneity and linearity regression tests.

## **FINDINGS AND DISCUSSION**

### **The Influence of the Principal's Charismatic Leadership on Teacher Performance**

The results of data analysis for testing the first hypothesis are that there is an influence of the school principal's charismatic leadership on teacher performance. The findings of this research are in line with the conclusions of several previous studies by Ansar et al (2016) that a leader with charismatic leadership can more easily influence his employees to follow his directions. Charismatic leaders who direct their employees in a positive direction will improve performance. Furthermore, in the research results of Meslec et al (2020) that "charismatic leadership and performance-based rewards have a direct and positive effect on individual performance."; Charismatic leadership and performance-based rewards have a direct and positive effect on a person's performance. Strengthened by research by DeGroot et al (2000) "Charismatic leadership is positively related to subordinate performance". Which means charismatic leadership is positively related to the performance of subordinates.

In line with Howell & Frost (1989) that "individuals exposed to a charismatic leader had higher quality of performance and generated more courses of action". Explains that charismatic leadership can influence individuals to obtain quality performance and produce more actions. Therefore, charismatic leadership is needed to improve the quality of human resources which can be seen from performance. Charismatic leaders will produce quality human resources. Based on the analysis and results of this research, it can be concluded that there is a positive and significant influence of the school principal's

charismatic leadership on teacher performance.

### The Influence of Organizational Culture on Teacher Performance

The results of data analysis for testing the second hypothesis are that there is a positive influence between organizational culture on teacher performance. Strengthened by several research results which state that organizational culture and company performance have a direct relationship (Denison & Mishra, 1995; Irene Hau-Siu Chow, 2007; Kotter & Heskett, 1992). Followed by research by Ashari (2020) "organizational culture has a positive and significant effect on employee performance". Which means that organizational culture has a positive and significant effect on employee performance.

This shows that organizational culture determines the quality of the organization. Organizations that have a positive influence are organizations that have a good organizational culture, and organizations that have a negative influence are organizations that have a bad organizational culture. In addition, low performance indicates a problem within the individual's personality. This will have an impact on organizational culture, both regarding work productivity and relationships with fellow teachers.

Based on this analysis and supported by research results, it can be concluded that there is a positive and significant influence of organizational culture on teacher performance.

### The Influence of the Principal's Charismatic Leadership on Self-Efficacy

The results of data analysis for testing the third hypothesis are that there is a positive influence of the school principal's charisma on teacher performance. Supported by research by Nandal and Krishnan (2000) "One of the characteristics of charismatic leaders evident from the literature, is the leader's ability to increase the self-efficacy of followers."; One of the characteristics of charismatic leadership from several literatures is the leader's ability to increase self-efficacy in his followers.

Reinforced by Shamir et al (1993) "that one of the processes by which charismatic leaders have transformative effects on followers is by raising followers' self-efficacy perceptions."; That one of the processes by which charismatic leaders have a transformative effect on their followers is by increasing the perception of confidence in their followers' abilities. Added "according to them, charismatic leaders increase followers' perceptions of self-efficacy by enhancing followers' self-esteem and self-worth" (Shamir et al., 1993). This means that charismatic leaders increase followers' perceptions of self-efficacy, namely by increasing self-esteem. follower.

Based on research by Indra Dermawan (2021), it shows that charismatic leadership does not have a direct and significant effect on self-efficacy. This is due to the leader's lack of sensitivity to the beliefs of his subordinates. This is evidenced by the respondents' answers to the lowest indicator with an average point of 3.64 'I have a complaint that the leader listens to'. Continuing research results (Nandal & Krishnan, 2000) show that self-efficacy is not significantly correlated with any of the five factors of charisma. However, this research shows that the school principal's charismatic leadership has a positive and significant effect on self-efficacy.

### The Influence of Organizational Culture on Self-Efficacy

The results of data analysis for testing the fourth hypothesis are that there is a positive influence of organizational culture on teacher performance. This is confirmed by the research results of Yun et al

(2010) that organizational culture which is classified as a sub-dimensional of organizational culture, namely individual culture, group culture, hierarchical culture and rational culture, is classified as having a positive and significant influence on self-efficacy.

This shows that organizational culture in schools can influence teacher self-efficacy. A good school organizational culture will produce good human resources and vice versa. A bad organizational culture will produce poor human resources. Apart from that, a poor school organizational culture indicates that there are problems within the organization. This will have an impact on individual teacher self-efficacy. In this research, relatively little research has been conducted regarding the relationship between organizational culture and self-efficacy. In particular, it is difficult to find research that focuses on organizational culture and self-efficacy.

Based on the analysis and research results, it can be concluded that there is a positive and significant influence of organizational culture on self-efficacy. A good organizational culture means teacher trust and self-confidence also increases.

### The Influence of the Principal's Charismatic Leadership on Organizational Culture

The results of data analysis for testing the fifth hypothesis are that there is a positive influence of the school principal's charismatic leadership on organizational culture. Kreitner and Kinicki in (Hanum et al., 2019) put forward a charismatic leadership model, starting from organizational culture, leader behavior, impact on followers and work groups as well as the result. Organizational culture as an indicator of success in charismatic leadership will therefore result in high performance from an adaptive organizational culture. Supported by research by Ansar et al (2016), leaders who have a charismatic spirit can build a successful organization. A successful organization will create a good organizational culture so that it will produce maximum productivity and performance. The findings of previous research by Zahrah and Anitra (2020) show that charismatic leadership has a positive and significant effect on organizational culture. This shows that the school principal's charismatic leadership is working well, the organizational culture produced in the school will be good.

Based on the analysis and results of this research, it can be concluded that there is a positive and significant influence of the school principal's charismatic leadership on organizational culture.

### The Influence of Self-Efficacy on Teacher Performance

The results of data analysis for testing the sixth hypothesis are that there is a positive influence between self-efficacy and teacher performance. Bandura (1977) said that individuals with high self-efficacy have good abilities in carrying out their work. On the other hand, individuals with low self-efficacy will find it difficult to complete their work. Therefore, self-efficacy influences performance. Which means that a person's individual role is important in improving teacher performance. Self-efficacy and teacher performance have a positive and significant effect, meaning that a person's belief in their abilities influences teacher performance.

The findings of this research are in line with the conclusions of several previous studies by Song et al (2018). The results of this study show that self-efficacy has a positive influence on teacher performance in the workplace, the presence of teachers in Korean workforce institutions has a high level of persistence or tenacity in completing their work so that Self-efficacy has a positive effect on teacher performance in Korean workforce institutions.

Followed by research results in line with Magistra et al (2021) that changes in self-efficacy have a big influence on changes in "teacher value" because it can be concluded that changes in teacher self-

efficacy have a significant effect. This is followed by research that is in line with Shea and Howell (1999) that there is a significant influence of work that has feedback on performance which will be mediated by self-efficacy.

Based on the analysis and research results, it can be concluded that there is a positive and significant influence of self-efficacy on teacher performance.

## CONCLUSION

Based on the results of data analysis through proof of hypothesis testing and discussion of the results of data analysis and theoretical studies, conclusions regarding the influence of the principal's charismatic leadership, organizational culture and self-efficacy on teacher performance in private junior high schools in the district are concluded. Sukmajaya, Depok are as follows:

1. There is a positive and significant influence of the principal's charismatic leadership (X1) on teacher performance (X4)
2. There is a positive and significant influence between organizational culture (X2) on teacher performance (X4).
3. There is a positive and significant influence between self-efficacy (X3) on teacher performance (X4).
4. There is an influence of the school principal's charismatic leadership (X1) on Organizational Culture (X2).
5. There is a positive and significant influence between the school principal's charismatic leadership (X1) on self-efficacy (X3).
6. There is a positive and significant influence between organizational culture (X2) on self-efficacy (X3).

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