

The Influence of Transformational Leadership Style, Work Motivation and Organizational Culture on the Teachers and Non-Educators' Performance

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Abstract

This study aims to determine the effect of transformational leadership style, work motivation, organizational culture on teacher performance and non- education personnel. This research is expected to improve the performance of Teachers & Non-Education Personnel of the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation. The research used is quantitative research. The data collection technique in this study used a purposive sampling method with a questionnaire. Respondents of this study were Teachers & Non-Education Personnel of the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation. The population of this study were 50 people and the sample taken was 47 people. The data analysis technique used multiple linear regression with the help of IBM SPSS statistic 26.0. The results of this study indicate that the first and second hypotheses are rejected, while the third hypothesis is accepted. Organizational culture has a significant effect on improving the performance of Teachers & Non- Education Personnel, while Transformational Leadership Style and Work Motivation have no and insignificant effect on improving the performance of Teachers & Non-Education Personnel. This is because employees are dominated by female teachers who are over 20 years old, usually they are more oriented to how much wages are earned in increasing their level of performance. And employees feel that the work they are doing is a responsibility that they really have to do even without the work motivation they get. So that with the results of this research, the Tanbihul Ghofilin Education and Da'wah Foundation needs to pay attention to these two variables in order to achieve maximum performance for better company results as well.

Keywords: *Transformational Leadership Style; Work Motivation; Organizational Culture; Employeeperformance*

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INTRODUCTION

Education is an effort to improve the quality of human life. In this regard, education is a long-term strategic program that must respond to national and global needs and challenges at present and in the future. Through personality education, intelligence, skills and insights become broader so that you can improve and develop your potential. Education is expected to create children of the nation who are virtuous, qualified and able to be useful for the people around them and this country. Technological advances and very tight competition in this era of globalization make

education always adapt and innovate to changes in the surrounding environment. To respond to this, human resources are the main focus in education, especially in the school environment. That's because human resources are the main key of a school in achieving the school's vision and mission. The human resources referred to here are all individuals with responsibilities and duties to achieve the goals of a school. If human resources are not by the school's classification, it will make the school unable to achieve the goals that have been determined. Looking at this, schools must have a good strategy to carry out their functions, not only having a good strategy but also needing quality human resources to support this strategy.

The quality of human resources in a school must be continuously developed by the school, which must be adapted to the current developments. That way, employees can carry out work professionally and responsibly and have a good attitude to help schools meet student needs. The performance of teachers & non-educational personnel is a result of work that can be obtained by someone in carrying out the work assigned to him based on trickery, experience, sincerity, and time (Hasibuan, 2005). Performance is a universal concept that is an organization's operational effectiveness, part of the organization and part of the work based on established standards and criteria (Siagian, 2008). The effectiveness of the performance of teachers and non-educational staff, whether good or bad, can be seen from whether or not the goals desired by the school have been achieved. Then the quality of the performance of teachers and non-educational staff can be seen by performance appraisals that can provide information about the performance of teachers and non-educational staff in a certain period. Performance appraisal in the process can use various measurement dimensions because the Performance of Teachers & Non-Educational Personnel refers to a person's achievements, which are measured based on the standards and criteria the company applies (Nurul et al., 2011 in Gita Robertus, (2016).

The success of achieving the school's goals is also influenced by the relationship between subordinates, namely employees and leaders, and the relationship between fellow employees in the work environment. According to Buchori, (2004), the relationship between superiors and subordinates in an organization affects subordinates' sense of peace and serenity at work. Harmonious reciprocal relationships between people, both personal relationships and school interests, will affect the motivation, productivity, quality and effectiveness and creativity of employees at school. However, all of that must be connected to the leadership style of a leader in applying his leadership style in the workplace environment. The leadership style applied is very influential for a school's success in achieving its goals. According to Indrayanto et al., (2014), transformational leadership style is a leadership style that inspires followers to be involved committed, and has a vision and goals for their organization, encourages followers to be innovative in solving organizational problems, and supports followers to have competency in leadership through coaching and supervision. From this description, the leadership style needs to be owned by a leader.

According to Bass in Wutun, (2001) transformational leadership styles tend to build their subordinates' awareness of the importance of the value of their work and duties. Transformational leaders will also see, pay attention to, and recognize individual abilities that are useful for the organization. According to Ismail et al. (2011), Transformational leadership is a leadership style model that evaluates the ability and potential of each subordinate to carry out a task/job while looking at the

possibility of expanding the responsibilities and authority of subordinates in the future. Likewise, according to Cavazotte et al., (2012) the definition of transformational leadership is a leader who inspires followers to go beyond their interests and who can have a profound and extraordinary impact on followers. So that the more mastery of a leader in transformational leadership style in a school, the higher the performance of teachers & non-educational personnel because leaders can influence employees to work more optimally, effectively and efficiently, and there are no obstacles for schools to be able to achieve school goals because employee satisfaction with the leader they have.

In addition, work motivation is one of the most important factors that can improve the performance of teachers and non-educational personnel in a school because, in the world of work, a leader must be able to influence employees to align their motivation with organizational needs to achieve organizational goals. Suseno & Sugiyanto, (2015) state that work motivation is an effort that can generate a behavior, direct behavior, and maintain or maintain eight behaviors in the work environment in the organization. There is an opinion that motivation must be injected from the outside, but it is increasingly understood that everyone is motivated by several different forces. Work motivation is a basic human need and is an incentive expected to fulfill the desired basic needs so that if the need exists, it will result in the success of an activity. Employees with high work motivation will complete their work as well as possible. In order to achieve school goals, employees need to familiarize themselves with the organizational culture that exists in the school, such as communicating each job and developing skills so that it can encourage the effectiveness of the performance of Teachers & Non-Educational Personnel in schools. In addition, organizational culture can also influence the way employees behave and reflects the specifications of an organization. A strong organizational culture will trigger employees to think and behave by organizational values. Robbins et al., (2002) explains that organizational culture concerns how members see the organization rather than whether organizational members like it or not because members absorb organizational culture based on what they see or hear in the organization.

From the description above, it can be seen that transformational leadership, work motivation and organizational culture are important in improving the performance of teachers & non-educational staff, so further research is needed on "The Influence of Transformational Leadership Style, Work Motivation and Organizational Culture on The Teachers and Non-Educators' Performance (Case Study of the Tanbihul Ghofilin Education Foundation, Surabaya)".

METHODOLOGY

This study uses a quantitative research approach to test the hypothesis. Data collection procedures in this study used a questionnaire (questionnaire), and observations were measured with a Likert scale. The population in this study were all employees at the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation, totaling 50 employees. Moreover, for the sample in this study, according to Roscoe Uma Sekaran, (2006), the rules for sample sizes of more than 30 and less than 500 are appropriate for most studies. Referring to the minimum number of samples that must be taken, the study used a sample of 47 respondents. In this study, the sample was determined using a non-probability sampling method using a purposive sampling

procedure, which means taking a sample with certain considerations and conditions. Then the requirements or considerations in determining the sample are:

1. Permanent employees of the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation who have worked for at least 1 (one) year.
2. The selection of respondents focused on teachers and non-educational staff who work at the the Tanbihul Ghofilin Education Foundation, Surabaya.

The analysis technique used in this study is Multiple Linear Regression. To test the data quality using the reliability and validity tests. To find out the significance of the effect of the independent variable on the dependent variable, a hypothesis test or t-test, f-test and coefficient of determination test (R^2) are carried out.

RESULT AND DISCUSSION

Result

Coefficient of Determination Test (R^2)

The coefficient of determination test was carried out to determine how much the independent variable can explain the dependent variable.

Table 1. Coefficient of Determination Test (R^2) Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,590 ^a	,348	,302	6,17284
a. Predictors: (Constant), X.3, X.1, X.2				
b. Dependent Variable: Y				

From Table 1, it can be seen that the results of the test for the coefficient of determination (R^2), the R square value of 0.348, means that 34.8% variation/change in the performance of teachers & non-educational staff is caused by transformational leadership styles, work motivation and organizational culture. Then, the remaining 65.2% variation/change in the performance of teachers & non-educational personnel is caused by other variables not included in this study.

Statistical Test F

This test was conducted to determine whether the transformational leadership style, work motivation and organizational culture jointly affect the performance of teachers and non-educational staff.

Table 2. Statitctical Test F

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	874,380	3	291,460	7,649	,000 ^b
Residual	1638,471	43	38,104		
Total	2512,851	46			
a. Dependent Variable: Y					
b. Predictors: (Constant), X.3, X.1, X.2					

Based on Table 2, it can be seen that the significance value of F is 0.000, so it can be interpreted that all independent variables (Transformational Leadership Style, Work Motivation and Organizational Culture) have a joint effect on the Performance of Teachers &

Non-Educational Personnel because the significance of $F < 0.05$ so that H_0 is rejected and H_a accepted.

Multiple Regression Analysis

Table 3. Multiple Regression Analysis Result

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Coefficients)	15,948	11,270		1,415	,164
	X.1	,113	,143	,100	,790	,434
	X.2	-,049	,246	-,033	-,200	,842
	X.3	,490	,137	,589	3,581	,001
a. Dependent Variable: Y						

From the table above, the multiple linear regression equation can be obtained as follows:

$$Y = 15.948 + 0.113 X_1 - 0.049 X_2 + 0.490 X_3 + e$$

So the numbers from the multiple linear regression equation above can be interpreted as follows:

- The constant value is 15.948, which indicates that if the independent variables are in constant or constant conditions, then the dependent variable Teacher Performance & Non-Educational Personnel (Y) will have a positive value of 15.948 units.
- The regression coefficient for Transformational Leadership Style (β_1) is positive at 0.113, meaning that the relationship between Transformational Leadership Style and the Performance of Teachers & Non-Educational Personnel (Y) is unidirectional. If the Transformational Leadership Style increases, the Performance of Teachers & Non-Educational Staff will also increase, and vice versa; if the Transformational Leadership Style decreases, the Performance of Teachers & Non-Educational Personnel will also decrease.
- The regression coefficient of Work Motivation (β_2) is -0.049, meaning that the relationship between Work Motivation and the Performance of Teachers & Non-Educational Personnel (Y) is inversely related. If work motivation increases, the performance of teachers and non-educational staff decreases and vice versa; if work motivation decreases, the performance of teachers and non-educational staff increases.
- The regression coefficient for Organizational Culture (β_3) is positive at 0.490, meaning that the relationship between Organizational Culture and the Performance of Teachers & Non-Educational Personnel (Y) is unidirectional. If organizational culture increases, the performance of teachers and non-educational staff will also increase, and vice versa; if organizational culture decreases, the performance of teachers and non-educational staff will also decrease.

Hypothesis Test Results From the results of the t-test and the table above; it can be seen that the effect of each independent variable on the dependent variable is as follows:

- The Transformational Leadership Style variable (X1) has a significance probability value of 0.434 where the value is > 0.05 ($0.434 > 0.05$). Thus, the Transformational Leadership Style variable has no significant effect on the Performance of Teachers & Non-Educational Personnel (H_1 is rejected).
- Work Motivation Variable (X2) has a significance probability value of 0.842 where the value is > 0.05 ($0.842 > 0.05$). Thus it can be concluded that the variable Work Motivation

- has no significant effect on the performance of teachers & non-educational staff (H2 is rejected).
- c. The Organizational Culture variable (X3) also has a significance probability value of 0.001 which is < 0.05 ($0.001 < 0.05$). Thus it can be concluded that the organizational culture variable has a significant effect on the performance of teachers and non-educational staff (H3 is accepted).
 - d. The variables Transformational Leadership Style (X1), Work Motivation (X2) and Organizational Culture (X3) have a significance probability value of 0.000, so it can be interpreted that all independent variables (Transformational Leadership Style, Work Motivation and Organizational Culture) have a joint effect on Performance of Teachers and Non-educational Personnel.

Discussion

- a. The Influence of Transformational Leadership Style on the Performance of Teachers & Non-Educational Personnel Tanbihul Ghofilin Education and Da'wah Foundation Surabaya. Based on the results of the hypothesis test, the Transformational Leadership Style variable (X1) has a significance probability value of 0.434 where the value is > 0.05 ($0.434 > 0.05$). This figure shows that the Transformational Leadership Style does not significantly affect the Performance of Teachers & Non-Educational Personnel. A significance probability value > 0.05 results in H0 (Transformational Leadership Style has no significant effect on Teacher & Non-Educational Personnel Performance) being accepted and H1 (Transformational Leadership Style has a significant effect on Teacher & Non-Educational Performance) being rejected. Employees who work at the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation are dominated by teachers, who are over 20 years old and are female, the majority of whose working period is 1-5 years. Shows that not the transformational leadership style influences teachers' and non-educational staff's performance. Also does not mean that the leadership style used by the foundation's chairman could be better, but rather the employee orientation does not refer to leadership style so that it does not affect their performance. Because employees are dominated by female teachers over 20 years old, they are usually more oriented toward how much wages they earn in increasing their level of performance. It is supported because most female teachers at this age are married and have needs to be met. If seen from the value of R² (Coefficient of Determination), which is only 0.348 or 34.8%, this shows that the three variables affect performance only by 34.8%, of which other variables influence the remaining 65.2%. Other variables that affect performance are salary, work performance or work discipline, according to the object orientation of this study.
- b. The Effect of Work Motivation on the Performance of Teachers & Non-Educational Personnel Tanbihul Ghofilin Surabaya Education and Da'wah Foundation. According to the results of the hypothesis test, the variable Work Motivation (X2) has a significance probability value of 0.842, which value is > 0.05 ($0.842 > 0.05$). This figure shows that work motivation has no significant effect on the performance of teachers and non-educational staff. The significance probability value > 0.05 results in H0 (work motivation has no significant effect on the performance of teachers and non-educational staff) is accepted, and H2 (work motivation has a significant effect on the performance of teachers and non-

educational staff) is rejected. The results of this study are also outside the theory put forward by (Bangun, 2012). *Motivation* is a condition that encourages other people to be able to carry out tasks according to their function in the organization. This discrepancy may be caused by employees of the Tanbihul Ghofilin Surabaya Education and Dakwah Foundation, who do not care about the work motivation they get from co-workers and superiors, which can affect the results of their work. Employees feel that the work they are doing is a responsibility that they have to do even without the motivation they get. According to this explanation, work motivation does not significantly affect the performance of teachers and non-educational staff at educational and da'wah foundations Tanbihul Ghofilin, Surabaya.

- c. The Influence of Organizational Culture on the Performance of Teachers & Non-Educational Personnel Tanbihul Ghofilin Education and Da'wah Foundation Surabaya. Based on the results of the hypothesis test, the Organizational Culture variable (X3) has a significance probability value of 0.001 which is <0.05 ($0.001 < 0.05$). It can be interpreted that Organizational Culture at the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation has a significant effect on the Performance of Teachers & Non-Educational Personnel at the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation (H3 accepted). Besides that, on the F test, Organizational Culture also influences the Employee Performance of the Tanbihul Ghofilin Surabaya Education and Da'wah Foundation. In the multiple regression analysis, Organizational Culture also has a unidirectional influence pattern if Organizational Culture is better understood.

CONCLUSION

Organizational Culture significantly affects the Performance of Teachers & Non-Educational Personnel at the Tanbihul Ghofilin Education and Da'wah Foundation. Transformational Leadership Style and Work Motivation do not significantly affect the Performance of Teachers & Non-Educational Personnel at the Tanbihul Ghofilin Education and Da'wah Foundation, Surabaya.

Transformational Leadership Style, Work Motivation and Organizational Culture jointly significantly affect the Performance of Teachers & Non-Educational Personnel at the Tanbihul Ghofilin Education and Da'wah Foundation.

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