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Determining Factors of Senior High School Principals' Performance in Medan North Sumatera Indonesia

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Abstract

The purpose of this study was to examine the influence of instructional leadership, organizational culture, work motivation, and innovative behavior of the Senior High School Principals' Performance in Medan. This research method is called the survey exploratory, with the number of respondents as many as 142 people were taken by proportional random sampling. The results found that (1) the instructional leadership have a positive direct effect on work motivation, (2) organizational culture have a positive direct effect on innovative behavior, (3) instructional leadership and organizational culture have a positive indirect effect on the performance, and (4) instructional leadership, organizational culture, work motivation, and innovative behavior have a positive direct effect on performance. Based on the results of theoretical models explain that the fixed structure of the causal relationship between instructional leadership, organizational culture, work motivation, innovative behavior of the Senior High School Principals' Performance in Medan.

Keywords: Determinants; leadership; organizational culture; motivation; innovative; performance.

1. Introduction

Education quality problems experienced by Indonesia at present cannot be separated from the problem of performance principals as leaders of educational institutions.

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Husaini suggested that 80% of the quality problems of education in Indonesia is caused by their management [1]. Principal as managers and leaders have a very big role in improving the quality of education. Directorate General of Secondary Education suggested that school principals play an important role in improving the quality and accountability of education in secondary education units, but the principal problems facing today is the weakness of management competencies [2]. Manullang report the results of monitoring and evaluation organized by the Department of Secondary and Higher Education of Jakarta on the performance of 60 head SMK showed that no single person has a value of satisfactory performance, even the Department of Education estimates that 70% of the 250,000 heads of schools in Indonesia do not competent [3]. Bahrumsyah as Head of North Sumatra Provincial Education Department in explanation suggested that one factor contributing to the poor quality of education in North Sumatra is the problem of school management [4]. Harijanto in his research suggests that the low performance of school principals cannot be separated from the low input of students, motivation, job satisfaction, leadership style that does not fit, and organizational culture [5]. Purba suggested that innovative behavior is one of the factors that affect the performance of the leader [6]. The description above shows the performance problems of secondary school principals in Medan today as well as the factors that influence it, both of which are found based on the results of research and is based on a theoretical explanation. If the problem is not serious attention and addressed, the consequences will affect businesses in the field of education and is the main source of the decline in the quality of graduates. Therefore, in order to improve the performance of the head of school in Medan city to do a study of the development of theoretical models of performance.

1.1. Formulation of the problem

Based on the background of the problem, the proposed formulation of the problem as follows:

- 1) Does the direct effect positive instructional leadership on work motivation?
- 2) Is the organizational culture positive direct impact on innovative behavior?
- 3) Does the instructional leadership positive direct effect on performance?
- 4) Is the organizational culture positive direct effect on performance?
- 5) Is the work motivation positive direct effect on performance?
- 6) What is the innovative behavior directly affects positively on the performance?

2. Review of Literature

Performance is the performance of a person in the execution of duties in accordance with the responsibilities given to him to achieve organizational goals. Colquitt, Lepine, and Wesson argued that "job performance is Formally defined as the value of the set of employee behaviors that Contribute, either positively or negatively, to organizational goal accomplishment" [7]. Maier suggests that the performance is the result of one's work in accordance with the responsibilities and expected results [8]. Furthermore, Hersey, Balanchard, and Johnson argued that the performance is the result of an activity or employment [9]. An individual's performance can be affected by various factors, both factors that exist within and factors outside themselves. Model Motivation and Job Performance in Kreitner Kinicki explains that organizational culture as part of the context of the job directly

affects motivation and behavior, and the subsequent behavior directly affects achievement (performance). Integration Model of Organizational Behavior Colquitt, Lepine, and Wesson explained that organizational culture and leadership affect performance indirectly through job satisfaction, stress, motivation, trust, fairness, ethics, learning, and decision-making [7]. Gibson, Ivancevich, and Donnelly argued Job Performance Model which explains that leadership as part of the organizational factors directly affect the behavior and work performance [10]. Furthermore, Robbins and Judge in Relation Model with the Organizational Culture and Performance Satisfaction explained that organizational culture directly affects customer satisfaction and performance [11]. In connection with the performance, there are several studies that found the factors that influence it, either directly or indirectly. Results of the study found that organizational culture Mahmudah direct significant positive effect on performance [12]. Ancient research results found that innovative behavior directly affect the performance of the leader of the department [6].

Instructional leadership refers to the ability to influence and direct a person or group of people to do things in accordance with the desire of leaders to achieve learning objectives. The Ministry of National Education suggested that instructional leadership is leadership focus / emphasis on learning components include curriculum, teaching and learning, evaluation, teacher development, service excellence in learning, and the development of learning communities [13].

Organizational culture is a set of values, norms and basic assumptions that guide the organization adopted member of the organization in carrying out its work to achieve organizational goals. Gibson, Ivancevich, and Donnelly stated that organizational culture contains a combination of values, beliefs, assumptions, perceptions, norms, particularities and patterns of behavior within an organization [10]. Mullins argued that "organizational culture as reflecting the underlying Assumptions about the way work is formed; what is 'acceptable and not acceptable'; and what behavior and actions are encouraged and discouraged "[14].

Work motivation is a process that moves or encourages, and directs one's activities to achieve certain goals. According to Colquitt, Lepine, and Wesson "motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence" [7]. Newstrom argued that "work motivation is the set of internal and external forces that cause an employee to choose a course of action and engage in Certain behaviors" [15].

Innovative behavior is the behavior of individuals receiving, introduce, and appreciate the renewal that can increase the effectiveness and efficiency of the various levels of the organization in the form of changes or simple adjustment of products, services, or processes. Miftah suggested that human behavior is a function of the interaction between person or individual with the environment [16]. Nadler, Hackman and Lawler III argued if the individual characteristics interact with characteristics of the organization it will be realization of individual behavior in the organization [17]. In connection with the formation of behavior, Robbins and Judge suggests "there are four ways to shape behavior: through positive reinforcement, negative reinforcement, punishment, and extinction" [11].

3. Materials and Methods

3.1. Research design

According to the model of a causal relationship between the study variables, to achieve the purpose of the study used a method survey exploratory nature. Hypothetical model developed in this study, as shown in Figure 1.

Based on Figure 1, the research hypothesis being tested is learning leadership influence on work motivation; the influence of organizational culture on innovative behavior; the effect of learning leadership, organizational culture, employee motivation, and innovative behavior on performance.

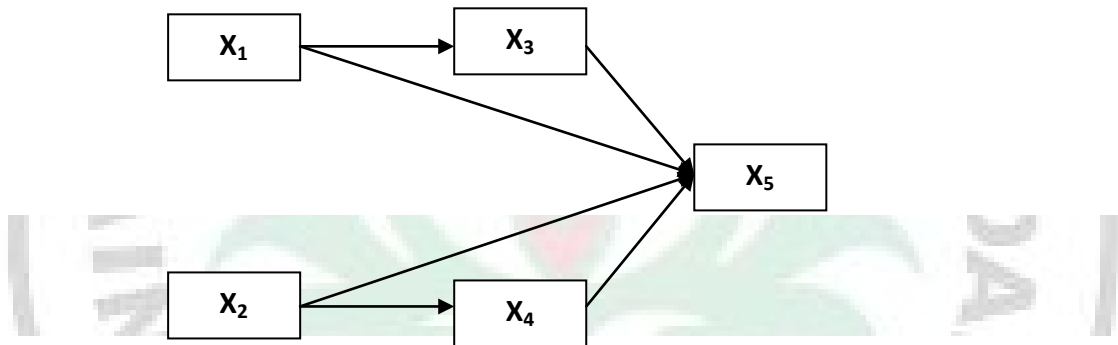


Figure 1: Model Hypothesis Causal Relationships between Variables Research

Description:

X₁ = Leadership Learning

X₂ = Organizational Culture

X₃ = Work Motivation

X₄ = Innovative Behavior

X₅ = Performance

3.2 . Population and Sample

The population in this study were all Heads of State Senior High School in Medan on Learning Year 2014/2015 numbering as many as 221 people. Furthermore, to obtain a sample used Proportional Random Sampling with reference to the provisions of Isaac and Michael at the 5% significance level, in order to get a sample of 142 people.

3.3. Data collection technique

Data collection techniques used in this study is a questionnaire technique. This technique is used to obtain primary data, ie data obtained directly from the subject of research. Accordingly, Djaali and Muljono put forward measures to develop research instruments, namely: (1) synthesizing theories are examined on a concept of change to be measured, and formulate constructs of change; (2) based on the construct developed dimensions and indicators of change to be measured; (3) makes grating instrument in the form of tables containing dimensional specifications, indicators, item number and the number of items for each dimension and indicators; (4) establishes the magnitude or parameter which is engaged in a range of continuum; and (5) write a grain of instruments that can be shaped or a statement or question [18]. Therefore, all of the research instrument used to collect the data variables in this study were made through stages by doing theory study of the concept of the study variables and construct formulate, develop indicators of each variable research, making grating instruments, and composing point statement in the enclosed questionnaire. Furthermore, rational analysis and statistical analysis of the questionnaire compiled. Based on data from the trial results of the research instrument with 46 items that valid performance with reliability coefficient of 0.960; a total of 37 items are valid instructional leadership with reliability coefficient of 0.946; as many as 28 items are valid organizational culture with reliability coefficient of 0.936; as many as 27 items with a valid motivation reliability coefficient of 0.941; and as many as 28 items are valid with the innovative behavior reliability coefficient of 0.943.

3.4 . Data analysis technique

Analysis of the data used in this study include descriptive analysis, test requirements analysis , and hypothesis testing. Descriptive analysis is used to describe the research variable data, while the test requirements analysis covering the data normality test, linearity test and regression significance test. Furthermore to test the hypothesis used path analysis with significance level α of 0.05. Determination of the influence of the direct and indirect effect is done by using the formula developed by the disproportionate influence of Al - Rasjid , while the determination of Spurious components (S) and the component Unanalyzed (U) in a substructure is done using SU Paningkat Formula.

4. Results and Discussion

Based on the analysis made variable data descriptions instructional leadership, organizational culture, work motivation, innovative behavior and performance as in Table 1.

Based on the level of achievement of research subjects as in Table 1 above it can be concluded that instructional leadership is quite good, relatively strong organizational culture, employee motivation is high, innovative behavior is quite good, and the performance is quite good.

To test the normality of research data used formula One Sample Kolmogorov-Simirnov Test, and the calculation results as shown in Table 2 below.

Table 1: Description of Variable Data Research

		X ₁	X ₂	X ₃	X ₄	X ₅
N	Valid	142	142	142	142	142
	Missing	0	0	0	0	0
Mean		137.1479	95.3380	108.8451	98.3592	166.2958
Median		137.5000	95.0000	109.000	98.0000	165.0000
Mode		138.00	95.00	109.00	98.00	165.00
Std. Deviation		9.10299	6.90758	9.12272	9.19786	9.17427
Variance		82.864	47.715	83.224	84.601	84.167
Range		103.00	26.00	65.00	104.00	61.00
Minimum		114.00	78.00	86.00	75.00	142.00
Maximum		162.00	114.00	131.00	123.00	189.00
Sum		19475.00	13538.00	15456.00	13967.00	23614.00
Ideal Mean		111.00	84.00	81.00	84.00	138.00
Ideal Std. Deviation		24.67	18.67	18.00	18.67	30.67
Ideal Minimum		37.00	28.00	27.00	28.00	46.00
Ideal Maximum		185.00	140.00	135.00	140.00	230.00

Description:

X₁ = Leadership Learning , X₂ = Organizational Culture

X₃ = Work Motivation , X₄ = Innovative Behavior

X₅ = Performance

Table 2: Summary Calculation Normality Test Kolmogorov-Simirnov

		X ₁	X ₂	X ₃	X ₄	X ₅
N		186	186	186	186	186
Normal Parameters ^{a,b}	Mean	111.5806	123.3065	106.0806	115.7366	121.4516
	Std. Deviation	10.6317	49.80059	9.63041	9.65684	10.34802
Most Extreme Differences	Absolute	.077	.069	.088	.091	.074
	Positive	.029	.057	.088	.073	.072
	Negative	-.077	-.069	-.064	-.091	-.074
Kolmogorov-Smirnov Z		1.045	.939	1.198	1.243	1.015
Asymp. Sig. (2-tailed)		.225	.342	.113	.091	.254

a. Test distribution is Normal.

b. Calculated from data.

Based on the summary of the results of the calculations in Table 2 above indicated that the value Asymp. Sig (2-

tailed) > 0.05, thus it can be concluded that the overall distribution of the data did not deviate from the normal distribution, means that the assumption of normality have been met.

Summary of the results of linearity test and significance of the regression equation test for each pair of variables exogenous to endogenous variables are presented in Table 3 below.

Table 3: Summary of the Results of Linearity and Significance Test

No.	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F _o	Sig.	Status	F _o	Sig.	Status
1	X ₁ to X ₃	1.208	0.219	Linier	93.153	0.000	Significant
2	X ₂ to X ₄	1.706	0.071	Linier	78.920	0.000	Significant
3	X ₁ to X ₅	1.526	0.102	Linier	66.134	0.000	Significant
4	X ₂ to X ₅	1.509	0.114	Linier	58.740	0,000	Significant
5	X ₃ to X ₅	0.980	0.453	Linier	68.393	0,000	Significant
6	X ₄ to X ₅	1.115	0.302	Linier	70.231	0,000	Significant

In Table 3 above indicated that for all significant linearity test $F_o > 0.05$ and regression to the mean of all significance tests $F_o < 0.05$ means form a relationship the exogenous variables with endogenous variables is linear so that the assumption of linearity has been fulfilled.

Next is a hypothesis testing, and statistical computing correlation coefficients and coefficients following the path test are summarized in Table 4 below.

Table 4: Summary of Statistics Computation of Correlation and Pathway Coefficient

No. Hypothesis	The correlation coefficient	Path Coefficient	t _{observ.}	significance	Description
1	$r_{13} = 0,632$	$\rho_{31} = 0,632$	9,652	0,000	Significant
2	$r_{24} = 0,600$	$\rho_{42} = 0,600$	8,884	0,000	Significant
3	$r_{15} = 0,566$	$\rho_{51} = 0,202$	2,220	0,028	Significant
4	$r_{25} = 0,544$	$\rho_{52} = 0,177$	2,031	0,044	Significant
5	$r_{35} = 0,573$	$\rho_{53} = 0,199$	2,140	0,034	Significant
6	$r_{45} = 0,578$	$\rho_{54} = 0,216$	2,322	0,022	Significant

Based on the results of hypothesis testing with path analysis as in Table 4 above can be seen that all the path coefficient between variables exogenous variables endogenous is meaningless, so it can be concluded that all the hypotheses of the proposed research is accepted, namely: (1) leadership learning direct influence positively work motivation, (2) organizational culture direct effect positively to innovative behavior, (3) leadership learning direct effect positively on the performance, (4) organizational culture direct effect positively on the performance, (5) work motivation direct effect positively on the performance, and (6) innovative behavior positive direct effect on performance.

In accordance with the theoretical model developed in this study, those prices and the path coefficient of correlation coefficient obtained from the calculation, described the path diagram (path diagram) which is fixed model or theoretical model that describes the determinants factors of performance as well as high school Figure 2 below.

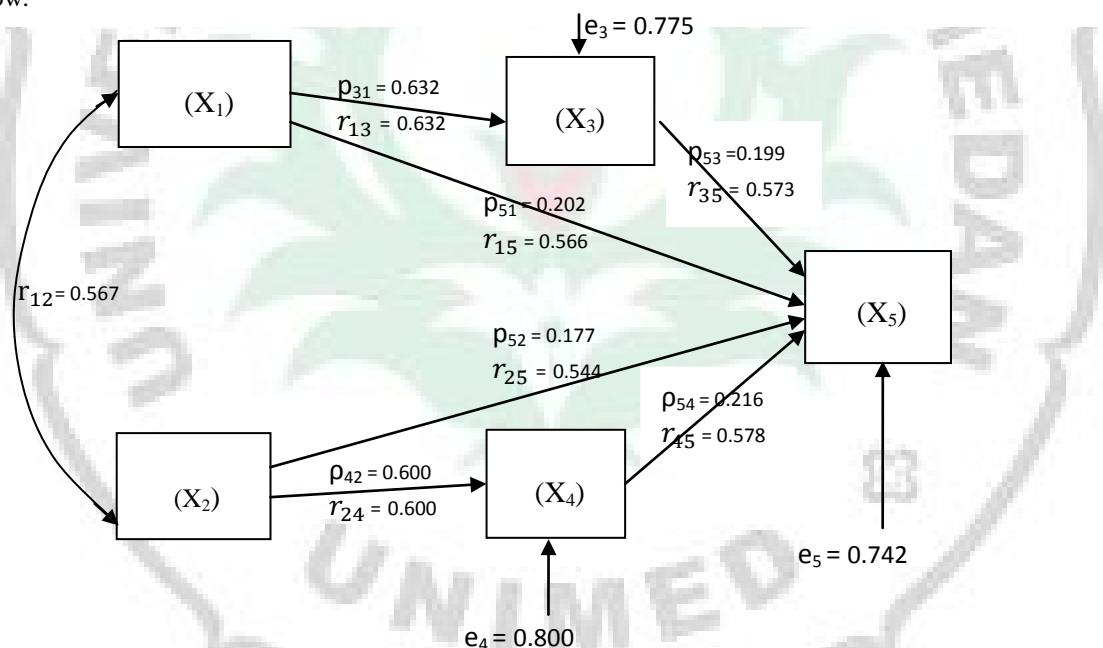


Fig. 2: Theoretical Model of Research

4.1 . Direct Effects and Indirect Effects

Furthermore , a summary of the results of the calculation of the effect of exogenous variables directly proportional to the endogenous variables are presented in Table 5 and Table 6 .

Based on calculations made summaries directly proportional influence instructional leadership (X_1) on work motivation (X_3) and directly proportional influence organizational culture (X_2) on innovative behavior (X_4) as shown in Table 5 below.

Based on Table 5 above it can be seen that the direct effect of learning leadership (X_1) on work motivation (X_3) of 0.399. Thus, the power of learning leadership (X_1) that directly determines the changes in work motivation (X_3) is equal to 39.90 % .

Based on Table 5 above it can be seen that the direct influence of organizational culture (X_2) on innovative behavior (X_4) of 0360. Thus, the power of organizational culture (X_2) that directly determines changes the innovative behavior (X_4) is approximately 36 %.

Furthermore, in Table 6 below is presented a summary of the effect of direct and indirect effect proportional instructional leadership (X_1), organizational culture (X_2), motivation (X_3), and innovative behavior (X_4) on the performance (X_5).

Table 5: Summary of Direct Impact Leadership Learning (X_1) on Work Motivation (X_3) and the direct influence of organizational culture (X_2) on Innovative Behavior (X_4)

Variable	Proportional Direct Effect of			
	Work (X_3)	Motivation (X_3)	Innovative Behavior (X_4)	Behavior (X_4)
Instructional Leadership (X_1)	0,021		-	
Organizational Culture (X_2)	-		0,103	

Table 6: Summary of Effects of Direct and Indirect Influence Proportional Leadership Learning (X_1), Cultural Organization (X_2), work motivation (X_3), and Innovative Behavior (X_4) against Performance (X_5)

Variable	Effect					Total Effect
	Direct to X_5	Indirect to X_5 through by				
		X_1	X_2	X_3	X_4	
X_1	0.041	-	-	0.025	-	0.066
X_2	0.031	-	-	-	0.023	0.054
X_3	0.040	-	-	-	-	0.040
X_4	0.047	-	-	-	-	0.047
Total						0,207

Based on Table 6 above can be seen that the direct effect of instructional leadership (X_1) on the performance (X_5) of 0.041, and the indirect influence instructional leadership (X_1) on the performance (X_5) through work motivation (X_3), 0.025. Thus, learning leadership (X_1) directly affect changes in performance (X_5) of 0.041 = 4.10%, and indirectly affect changes in performance (X_5) through work motivation (X_3) 0.025 = 2.50 %. Effect of total consisting of direct effect and the indirect effect of learning leadership (X_1) on the performance (X_5) of 0066. Thus, the power of learning leadership (X_1) that directly and indirectly determine changes in performance (X_5) is approximately 6.60%.

Based on Table 6 above can be seen that the direct influence of organizational culture (X_2) on the performance

(X_5) of 0.031, and the indirect influence of organizational culture (X_2) on the performance (X_5) through innovative behavior (X_4) of 0.023. Effect of total consisting of direct effect and the indirect effect of organizational culture (X_2) on the performance (X_5) of 0.054. Thus, the power of organizational culture (X_2) that directly and indirectly determine changes in performance (X_5) is approximately 5.40%. Based on Table 4 above it can be seen that the direct effect of work motivation (X_3) on the performance (X_5) of 0.040. Thus, the strength of work motivation (X_3) that directly determines the changes in performance (X_5) is approximately 4.00%. Based on Table 4 above it can be seen that the direct influence innovative behavior (X_4) on the performance (X_5) of 0.047. Thus, the strength of the innovative behavior (X_4), which directly determines the changes in performance (X_5) is approximately 4.70 %.

Thus, the total effect consisting of direct effect and the indirect effect of leadership learning (X_1), organizational culture (X_2), motivation (X_3), and innovative behavior (X_4) on the performance (X_5) is approximately $0.066 + 0.054 + 0.040 + 0.047 = 0.207$. Thus, the effective strength of instructional leadership (X_1), organizational culture (X_2), motivation (X_3), and innovative behavior (X_4) jointly determine changes in performance (X_5) amounted to 20.70%, while the component Spurious and components Unanalyzed of exogenous variables on the endogenous variable is the performance of $0.449 - 0.207 = 0.242$.

4.2. Discussion

Based on the results of the first hypothesis test obtained significant path coefficient between leadership learning with work motivation, namely: $\rho_{31} = 0.632$. Furthermore, based on the calculation results obtained proportional effect direct influence on work motivation of learning leadership of 0.399. Thus, learning leadership positive direct effect on work motivation, of which 39.90% changes in work motivation can be determined by the leadership of learning. The study's findings are consistent with the results of research Siregar, and the results of the study which found that the leadership Nasrun learning positive direct effect on work motivation [19, 20]. The findings of this study in accordance with the Integration Model of Organizational Behavior Colquitt, Lepine, and Wesson explaining that leadership directly affects motivation [7]. Thus, the results of this study found that leadership learning positive direct effect on work motivation is consistent with the results of research and theories used underlying research hypothesis.

The second hypothesis is based on test results obtained significant path coefficient between organizational culture with innovative behavior, namely: $\rho_{42} = 0.600$. Furthermore, based on the calculation results obtained proportional effect direct influence of organizational culture on innovative behavior by 0.360. Thus, organizational culture positive direct impact on innovative behavior, which is 36.00% of innovative behavioral changes can be determined by the culture of the organization. The study's findings are consistent with the explanation Weick, and Terry explanation that suggests that strong organizational culture will improve behavior [21, 22]. The study's findings are consistent with the results of Purba, and research results Siburian which found that organizational culture directly affects innovative behavior [6, 23]. The findings of this study support the theory that is used as the basis for the filing of a theoretical model research variables, namely Model of Public Behavior in Organizations of Nadler, Hackman and Lawler III, Model Motivation Job Performance of Mitchell in Kreiner and Kinicki explaining that organizational culture directly affect the behavior [17, 24]. Thus, the

results of this study found that organizational culture positive direct impact on innovative behavior according to the results of research and theories used underlying research hypothesis.

The third hypothesis is based on test results obtained significant path coefficient between the leadership of learning to performance, namely: $\rho_{51} = 0.202$. Furthermore, based on the calculation results obtained proportional effect a direct influence on the performance of instructional leadership at 0.041 and 0.025 indirect influence. Thus, learning leadership of direct and indirect influence on the performance, which is 4.66% changes can be determined by the performance of instructional leadership.

The study's findings are consistent with research results Nasrun, Harijanto research results, and the results of the study which found that the leadership Ghodang a direct positive effect on performance [20, 5, 25]. The findings of this study in accordance with the Model Work Achievement of Gibson, Ivancevich, and Donnelly explained that the leadership directly affects the behavior and work performance [10]. This study also in accordance with the Integration Model of Organizational Behavior Colquitt, Lepine, and Wesson explaining that leadership indirect effect on performance through motivation to work [7]. Thus, the results of this study found that leadership learning positive direct effect on performance is consistent with the results of research and theories used underlying research hypothesis.

Based on test results obtained the fourth hypothesis path coefficients significant and positive relationship between organizational culture to performance, namely: $\rho_{52} = 0.177$. Furthermore, based on the calculation results obtained proportional effect direct influence of organizational culture on the performance of 0,031 and indirect influences of 0,023. Thus, the organizational culture of direct and indirect influence on the performance, which is 5.40% changes can be determined by the performance of the organization's culture. The study's findings are consistent with research results Purba, Harijanto research results which found that organizational culture positive direct effect on the performance [6, 5]. The findings of this study in accordance with the Model Relationship with Organizational Culture Performance and Satisfaction of Robbins and Judge, who explained that the organizational culture directly affects customer satisfaction and performance [11]. In addition, the findings of this study in accordance with the Work Achievement Motivation Model of Mitchell in Kreitner and Kinicki explaining that organizational culture indirect effect on performance through behavior [24]. Thus, the results of this study found that the direct effect positive organizational culture is consistent with the results of the research and theories used underlying research hypothesis.

Based on test results obtained by the fifth hypothesis significant path coefficient between work motivation and performance, namely: $\rho_{53} = 0.199$. Furthermore, based on the calculation results obtained proportional effect a direct influence on the performance of work motivation at 0,040. So, motivation positive direct effect on the performance, which is 4.00% changes can be determined by the performance of work motivation. The study's findings are consistent with research results Nasrun, and research results Mursini which found that motivation positive direct effect on performance [20, 25]. The findings of this study in accordance with the Integration Model of Organizational Behavior Colquitt, Lepine, and Wesson, and Performance Dimensions of Robbins explained that the motivation directly affect the performance [7, 26]. Thus, the results of this study which found that motivation positive direct effect on performance is consistent with the results of research and theories used

underlying research hypothesis.

Based on test results obtained sixth hypothesis significant path coefficient between innovative behavior to performance, namely: $\rho_{54} = 0.216$. Furthermore, based on the calculation results obtained proportional effect a direct influence on the performance of innovative behavior by 0.047. Thus, innovative behavior positive direct effect on the performance, which is 4.70% changes can be determined by the performance of innovative behavior. The study's findings are consistent with the results of Purba, and research results Siburian which found that the behavior of innovative positive direct effect on the performance [6, 23]. The findings of this study support the theory that is used as the basis for the filing of a theoretical model research variables, namely: Model Framework Behavior Individuals from Gibson, Ivancevich, and Donnelly, and Model Component Performance Individual of Mathis and Jackson in Purba explaining that the behavior of innovation is one of the factors that directly affects the performance of the individual [10, 6]. Thus, the results of this study found that innovative behavior positive direct effect on performance is consistent with the results of research and theories used underlying research hypothesis.

5. Conclusion

Based on the results of the study, presented the following conclusions:

- 1) Leadership learning positive direct effect on work motivation, learning which if leadership is getting better, then the higher work motivation.
- 2) Organizational culture is a direct positive impact on innovative behavior, which if the organizational culture is getting stronger, the innovative behavior, the better.
- 3) Leadership learning positive direct influence on the performance, which if leadership is getting better learning, the better the performance.
- 4) Organizational culture positive direct influence on the performance, which if the organizational culture is getting stronger, the performance is getting better ..
- 5) Motivation positive direct influence on the performance, which if the higher work motivation, then the better the performance.
- 6) Behavior innovative direct positive effect on performance, which if innovative behavior, the better, the better the performance.

5.1. Recommendation

In connection with the conclusion of the study, to improve motivation and innovative behavior high school head in Medan, necessary activities that can enhance learning and strengthen the leadership of the organization's culture. Furthermore, to improve the performance of the head of school in Medan city, is also required businesses that can enhance the learning leadership, strengthening the organizational culture, improvement of work motivation, and increase the quantity and quality of innovative behavior.

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