

The Influence of School Principal Leadership, Teacher Motivation, and Culture Organization on Teacher Performance Junior High School in Bitung

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ABSTRACT

This research aims to determine the influence of the head's participative leadership style schools, teacher work motivation, and organizational culture on junior high school teacher performance. Study this is ex post facto research. The research population was all-state junior high school teachers in Bitung City. The size sample study Which amounts to 118 Teachers, was chosen based on the proportional sampling technique. It was a drafting instrument made in the form of a questionnaire, with answers on a scale of 1-4, consisting of 54 items. Details of the instruments used to collect data that meet the requirements of construct analysis and status valid. Its reliability is calculated with the technique alpha Cronbach. Analysis data use technique regression simple And regression double For test hypothesis study. Results study prove: (1) there is an influence significant style leadership the principal's participation in teacher performance, (2) there is a significant influence on teacher work motivation on teacher performance; (3) there is a significant cultural influence on organization to performance Teacher; (4) there is influence Which significant style leadership principal, teacher work motivation, and organizational culture together towards performance Teacher.

Keywords: Principal participative leadership style, teacher work motivation, organizational culture, performance Teacher

INTRODUCTION

Opening Constitution Base 1945 paragraph to four, mandates the noble ideals of the Indonesian nation, where the only one is enlighten life nation. This dream can be realized with national development in various areas fields, especially the education sector because oriented on the enhancement of quality human resources, building Indonesia as a whole. As mentioned in Constitution Number 20 of 2003 concerning the education system National Article 3 is as follows: Education national works to develop ability and make noble character as well as civilization nation. Which dignity to educate life nation, aim for the flower potency participant educate so that become man. Which believe and be pious to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become inhabitant Country. Which democratic as well as responsible. Objective education will come true, without the support of adequate ware, then how sophisticated even a equipment and abundance available funds are unable to provide what are the functional benefits? tiny. As good as and perfect whatever planning vision and mission of the organization without supported by human resources quality who has personality and high motivation means the possibility of achieving aim objective organization will experience failure. Besides that organization school should be able to unify the perception or the perspective of teachers, staff, and school principals to achieve goals, among others through the formation of mental work good with dedication and loyalty which tall to his job, gives work motivation, guidance, direction and good coordination in working for transform change. In conclusion, which responsible answer on the administration of education is the head school.

The head school must be responsible for the educational management micro, ie something stages which must discuss and carry out the process of study teaching, and the teacher is the manager of main education. Matter this follows Mulyasa's opinion (2011) that teachers are the component that most influence the creation of processes and quality educational outcomes. Almost all reform efforts in education such as curriculum renewal and adopting new teaching methods, finally hanging on the teacher. Without them, material lessons and strategy study teach, without them being able to encourage his students to study truly to achieve high performance all efforts to improve the quality of education and will not reach results maximum. Realizing the importance of the role of teachers in increasing the quality of education, so the government made various efforts has and currently done for increase the quality of education such as example, the development of eight national education standards, funding allocation of education at least 20% of APBN and APBD, certification educator along with allowance profession, application National exam, increase participation public in education, and several breakthroughs based on Constitution Number 20 the Year 2003 about National System Education. Ultimate (2014) "Performance Teacher is Wrong One key success successful implementation of learning in school. Learning is key to education. Professionality Teacher in Working is an obligation for every Teacher in school".

High teacher performance is one of his shows of professionalism teachers consisting of mastery of four competencies professional competence, pedagogical, personality, And social. For this reason, performance plays an important role ting in achieving teaching objectives so that it can be achieved optimally. Fak- asked now still visible in some place problem Teacher that still there Teacher Which teach No in accordance in the field so that For control competence professional in feel it Still not enough. Based on test competence beginning teacher of the year 20 2 2 nationally average score flat test competence beginning For Kindergarten 58.87, elementary school 36.86, JUNIOR HIGH SCHOOL 46.15, JUNIOR HIGH SCHOOL 51.35, vocational school 50.02 and supervisor 32.58, even there is a teacher Which get mark Lowest 1 from scale 100 (Compass: 26 July 2012). Results Exam National in a way lang- sung nor No direct give sign about weak quality from results education in Bitung City. From National Examination results from year to year in Bitung City the average decrease in 2011 for the average science major was 7.33 while in 2012 and 2013 experienced a decline, thereby Also For major Social Sciences.

In line with the existing paradigm of new national education, that is school-based management (management-based school), a form of leadership is required Pinan head school Which can encourage and optimize the role of stakeholders (party Which related) with school in frame advance quality school education. Dornseif (1996) states that management schools are a series of activities that involve Lots person in something school in making decisions, Which starts with decentralization, A delegation of power from the center to the school, Which covers a range of power from a small one, limited area up to covered all matter. Taking decisions on school-based management, using focus taking decisions at the school level is appropriate with Wrong One characteristic of the management-based school is a change in participatory decision making (Dirjen Basic Education, 2001). Because to respond to the new paradigm of education, Which diya- now as Wrong One method Which most good for improving the quality of education In Indonesia, the school principal must be capable apply style leadership-participatory loans following demands for change in school management.

Head school is leader education which has a role remember big in develop pen- upbringing. Developing Spirit Work, harmonious cooperation, interest in the development of the quality of education, atmosphere na Work Which pleasant as well as per-development quality professional Teacher determined by quality leadership- recommended by the school principal. Quality of mind leader head school reflected from leadership style. Leadership la school according to Syarifudin (2011) is the leader's ability to persuade and convince subordinates so they with sincere And ready to follow the leader. Style leadership is participatory, indicated with characteristics including purpose- an organization set by decisions made by the group And control on solution problem as well as taker- a decision done balanced between leader And subordinate. Leadership is participative and will give profit Which potential. Leadership This will increase quality A decision when para participants have information And knowledge No owned leader, And are willing to Work The same is looking for something solution good for a problem decision. With their model and leadership style, Pinan certain a leader capable build commitment people led by him so that produce performance optimal. Will but Lots Also leaders who fail to achieve performance serve the organization optimally because of lack and inability to find apply leadership models built And applied to para subordinate.

Results were interviewed by several teachers in the study introduction Which held some- even at junior high schools in Bitung, they miss the principal who pu became a figure, built success, a leader Who cared about the opinion of its members, transparent in all things. Several teachers conveyed behavior in head school Which is not enough value ideas new. Matter This is seen in A taking decisions which often involve fewer elements Teacher And his staff, do not enough accommodate suggestions from stage holders. And don't include Teachers in planning activities at school, lack of pu facilitate Teachers in change, So often an organization will be compartmentalized marked with group Which always antipathy to policy school. Besides style leadership, and partition-passive head school Which influence teacher performance, factors that influence teacher performance are the work motivation of teachers and school organizational culture. Work Motivation is something condition Where happen encouragement on self-individual or groups to perform better achieving goals. Someone who has motivation Work Which strong will own Lots energy For doing something activity.

Based on studies introduced in the field, several SMP N teachers in Bitung have the motivation to Work The low one. This situation can be proven- right with the O'clock Work Teacher Which does not follow provision 37.5 O'clock per Sunday. The presence of teachers in schools can only be found If There is O'clock teach. Indication Still not enough optimal motivation Work Teacher Also can see from several teachers who leave their teaching duties, let O'clock blank so just without mem- provide a replacement assignment. Apart from that, there are many teachers of the same rank or class pie approaching pension struggling in IV A even more than eight years can't go on rank. In Bitung City, more than 86% of class IV A teachers are not capable increase their careers Because Not motivated To make work scientific, Not complete device learning as a form of professional competence.

A school organizational culture that is conducive is a condition for the implementation of the teaching and learning process. Cultural organization school is a distinctive characteristic of schools that can be identified through marks which he adhered to, attitude, habits which it displays, And actions Which showed by all over personnel school Which form One unity special from system school. Circumstances in the field still there are several schools which not yet capable create culture organization school Which conducive. This can be shown by a lack of good relations between heads of school with teachers, teachers with teachers, teachers with staff, and teachers with the community around the school. Buda- Yes, school organizations must be able to provide a comfortable situation that is capable build togetherness And merges- right method look to Teachers, staff, And the head of the school frame to reach objectives between others through the formation of mentally disciplined work with dedication and loyalty Which tall to work- his, formation vision mission Which firm, guidance, briefing coordination Which well, and supervision for that is needed- is the principal capable of managing He has all the resources to improve- the quality of education, involving component public, realize culture conducive school organization capable increase performance Teacher. Based on the description that has been provided, Eat study This purposeful for now influences style participative leadership of the school principal, teacher work motivation, and organizational culture to Performance Teacher junior high school.

METHODS

Type, Place, and Time

Type, Place, and Time of Research Study Which done including *Ex Post Facts*, because research events that have occurred and are traced going backward to find the factorsthat precede or determineright causes Which Possible can men-explain incident Which researched (Sugiyono, 2000). No there is treatment whatever to variables by researchers. A study using a quantitative approachis naturally correlational to explain the connection associative between variable freeand variable bound.

The research was carried out in the environment of a School Intermediate Country in the area of Bitung City. The research was carried out for 5 (five) months that is month March and April 2023.

Population And Sample Study

The population is a generalization consisting of objects/subjects that have the best qualities and characteristics of course determined by the researcher for study and then drawn conclusions so on.

The population study is all over Teacher Junior High School Country in Regency Bitung, North Sulawesi junior high schools Country, because breadth study, so taken sample Which expected cangive a description or reflects the general characteristics of the population. Observer-Sample counting was carried out in two steps. The first step is to determine the location study, with the technique of *area sampling*, to determine the school which will usedas the location study. The school sharedtwo areas that is areas city and the fringe. Because amount schools in the area city There two researchers took twoschools, whereas for areas fringeresearcher took two junior high schools with a methodin the vote that obtained the location researcher a number 4 (four) Middle school The country is in Bitung City.

Step second, a sample is for a from amount and characteristics Which in- have by population study (Sugiyono, 2011). Sample Teachers based on level error 5% takenfrom (4) four schools Which have been chosen as location study. Determination sample in study This is done with the used formula Issac &Michael (Sugiyono, 2011) as follows:

$$s = \frac{y^2 N \cdot P \cdot Q}{d^2 (N - 1) + y^2 P \cdot Q}$$

Information:

s: number of samples N: Amount population

χ^2 : Chi-square with dk 5% P: Opportunity Correct

Q = Opportunity Wrong

d = Difference between sample Which expectedwith Which happen difference

The size sample was as big as 118 Teachers taken randomly and proportionally from four

state junior high schools in Bitung. Thus, the researcher'stian uses a technique of *proportional sampling*. The four schools are presented- right in Table 1.

Table 2. Data population study Teacher State Middle School in Bitung City

No	Name School	Areas	Amount Teacher	Number of Respondents
1	Middle School 1 Bitung	City	57	$57/167 \times 118 = 40$
2	Middle School 2 Bitung	City	48	$48/167 \times 118 = 34$
3	Middle School 3 Bitung	Periphery	35	$35/167 \times 118 = 25$
4	Middle School 4 Bitung	Periphery	27	$27/167 \times 118 = 19$
	Amount		167	118

The total number of teachers in 4 public junior high schools in Bitung City, the population is 167 study become 118 Teacher. Instrument Which was used in the study This first try out by taking 30 person respondents from population Which The same in a way random before used for gather data study.

Variable Study and Definition Operational

Classification Variable

Variable bound (dependent variable), is the performance Teacher (Y). Variable-free (Independent variable) consists of the style of participative leadership of the school principal (X1), teacher work motivation (X2), and culture organization (X3).

Definition Operational

Operational definitions of variables are intended to explain the meaning of the variables currently researched. Definition operational used as instruction measure a variable. Here is the definition of an operational variable study.

Style Leadership Participatory This was measured through perception (response) from 118 teacher respondents regarding implementation style leadership participatory which is collected with instruments in the form of a questionnaire. This research is intense on head school involves Teachers in terms of planning, implementation, and evaluation of the activities carried outtake to school. Simple school activities include planning, implementation, execution, and evaluation. Planning activities and implementation activity field academy- mic and non-academic (Directorate of Education and Culture num, 1998). (1) planning, including plan academic and planning non-academic, (2) implementation, including implementation there academic And Non-Academic, and (3) evaluation.

Motivation Work is measured through perceptions (responses) from 118 teachers (responses- den) about the "Work Which There is in him. The operational definition of work motivation from the theory Herzberg developed by Robbins (2001), while an operational description of work motivation variables is: (1) motivation external includes; payroll or honorarium, supervision principles, and working conditions, (2) motivation internally; covers encouragement for work, and career progress admit Which obtained.

The school's organizational culture is rated by several teachers, namely out of 118

respondents Teachers about condition culture organizations in their respective schools sing with an instrument in the form of a questionnaire. Ma'am- The organizational power of the school is the archetype discovered or developed by group school, like learning countermeasures problems Which adapted from outside or integrated from in, Which Already walk Enough Good, legally recognized and therefore necessary thought by members school as the correct way to realize, in-think and feel in relationships his with problems school. There are two marks: (1) mark primary and (2) mark secondary. Mark's primary consists include; (a) goals of the school organization (b) superiority; (c) unity of interest; and (d) integrity. Meanwhile, culture is valuable secondary includes; (a) recipient service; and (b) disciplined control. The concept of the organizational power of school organizations is bang on Miller (1987).

Teacher performance is measured through perception (responses) from 118 teacher respondents who collected with instrument form questionnaire. Performance Teacher is set behavior which indicated by Teacher on moment carry out task and obligation-in the field of teaching. Measurement of new teacher performance at the required level for performing better. Ability Which must-haves teachers mentioned have been in RI government regulation No. 19 of 2005 concerning National Education Standards article 28 paragraph 3 which reads competency as learning agent gai at the educational level primary and secondary education and education a child age early includes: (1) pedagogical competence (2) personality competence (3) competence professional (4) competence social.

Technique and Instrument Collection Data

Method Collection Data

Type data used in This research is primary data and data secondary. To obtain primary data in the study This instrument Which in-uses is a questionnaire using a model questionnaire closed (closed-ended). Model closed is used so that the answer is correct given by the respondent is not out of the problem study.

The first process in the data collection is the preparation of the instrument. In compiling instruments, several stages must be done that is: (1) stage determination indicator from four variable studies, (2) preparation lattice- instrument grid, (3) making items questions, (4) consulting the list questions/instruments to people who considered expert, which in matter This is lecturer mentor study (*expert judgment*) And, (5) do test try *an* instrument. In this trial, 30 were distributed a questionnaire to respondents at random teachers spread throughout the region Yes, State Middle School in Bitung City. On taking data, a questionnaire that stated valid and reliable on-stage trials was then distributed to respondents in 4 State Middle Schools in Bitung City For filled.

Validity And Reliability Instrument

Questionnaire For study This before use tried out first. Tests are done to get valid and reliable measuring instruments, so can used for the net data required. It is said to be valid if the questionnaire can describe Actually what Which be measured, whereas said to be reliable If the questionnaire Produces a relatively constant size even though even done in a way over and over

again da-lam time Which different. Through the test try it, questionnaire can be perfected between other with method remove details statement Which No valid and repair statement Which not enough dime- understand by respondents.

Results Test Validity

Evidence of the validity and reliability of the instrumentmen are obtained with the help of a computer SPSS version 17.0. Apart from the ability to measure, the instrument is expected to have con- consistency (reliability) in the function he measured. Results testing reliability get Cronbach's Alpha coefficient is more than 0.7 pa-da all variables, indicating stability in function he measured so that apparently- right reliable (Donald, 2010, p.249). Results testreliability served in Table 3.

Table 3. Results Reliability

No	Instrument	Alpha
1	Style leadership participatory	0.850
2	Motivation Work Teacher	0.801
3	Culture organization	0.732
4	Performance Teacher	0.898

Technique analysis data

Study Which done use- eat analysis description, Test condition analysis, And testing hypothesis.

Analysis Descriptive

Instrument gauge variable Style Participative leadership consists of 13 question-answer scales of 1-4, hypothesis capable produce a score size between 13-52, with average = 32.5 In category Low-Less-Cu- coup-High has an interval of; Score highest-lowest score/ 4, (Yogesh, 2006).

Test hypothesis

To analyze data use analysis regression simple and multiple regression analysis with the help program *SPSS 17.0 for Windows*.

Analysis regression simple with One predictor used for test hypothesis

Whether there is a significant influence between the variables of the role of leadership style the principal's participatory guidance towards teacher performance, teacher work motivation towards performance Teacher, and whether there is influence or not Which significant between variable cultureorganization towards performance Teacher.

Analysis regression double used to test hypothesis fourth, namely: There is or not influence Which significant in a way together (simultaneous) between variable style leadership participatory head school, motivation Work Teacher, And culture organization to performance Teacher.

RESULTS AND DISCUSSION

Testing Hypothesis First

The first hypothesis states that wa there is an influence Which significant between leadership participative head school to performance Teacher-Middle School in Bitung City. The hypothesis to be tested is the null hypothesis which reads: "There is no significant influence significance between partition leadership style- the principal's positive attitude towards teacher performance Middle School in Bitung City". Results testing the first hypothesis can be used to do a simple regression test with the program SPSS 17.0 Which will emit some pa output among them can seen in Tables 4 And 5.

Table 4 shows that an R Square or R determinant as big as 0.189 showed that 18.9% of Teacher performance is influenced by the role of leadership style and participative school principals the rest 81.1% is influenced by other variables. Table 13 contains a regression coefficient of 0.443, which explains teacher performance will affect change by 0.443 for each change One unit style leadership participative in catering paribus (other variables considered permanent). A positive value indicates an increased intention to apply leadership style participative leadership can improve teacher performance, as well as the fulfillment The results can reduce teacher performance. Model regression simple Which obtained that is $Y = 35.293 + 0.443X$ 1.

Table 4. Model Summary Test Regression simple Style Leadership Participative to Performance Teacher

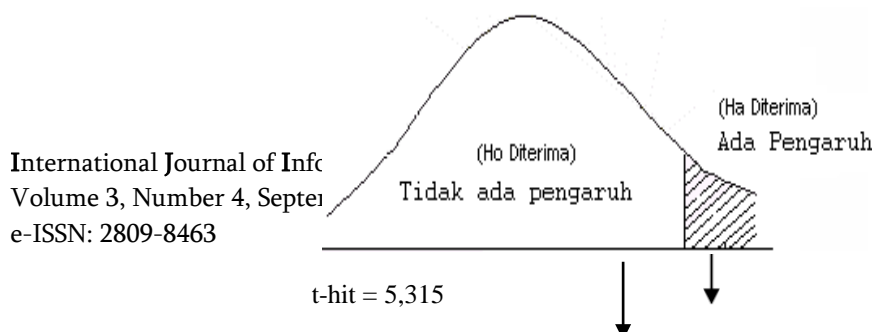
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 ^a	.196	.189	6,267

a. Predictors: (Constant), Style leadershipparticipative head school

Table 5. Simple Regression Coefficients Influence Style Leadership Participative Head School to Performance Teacher

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	42,963	3,628		11,642	,000
Style leadership-Pinan participatory head school	,486	,091	,443	5,315	,000

a. Dependent Variables: Performance Teacher



t-table= 1.981

Figure 1. Significance Variable StyleLeadership Participative in a way Simple

Meaningfulness influence in a way se-simplicity is evaluated through t-count, Figure 1 in lower show mark t-count 5,315 are in the reception area Ha or influence so that stated significantly. Evaluation meaningfulness Also can be done based on probability (p), marking yes as big as 0,000 not enough from 0.05 signifies significance.

Figure 1 shows that t count > t table so the null hypothesis is rejected, the conclusion that is there is influence significant participative leadership style head school with performance Teacher State Middle School in Bitung City.

Testing Hypothesis Second

The second hypothesis states that there is a significant influence between teacher work motivation on teacher performance in Middle Schools in Bitung City. The hypothesis that will be tested is the null hypothesis reads: "There is no influence the significant relationship between teacher work motivation and facing the performance of junior high school teachers Country in Bitung City". Hypothesis testing results- sister second can use test regression simply with the program *SPSS* 17.0 Which will emit several *outputs* like on attachment and among them served on Tables 6 And 7.

Table 6. Model Summary Test Regression Simple Motivation Teacher Work on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted RSquare	Std. Error ofthe Estimate
1	.457 ^a	.209	.202	6,216

a. Predictors: (Constant), Motivation Work Teacher

Table 7. Simple Regression CoefficientsMotivation Work Teacher to Performance Teacher

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		

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	B	Std. Error	Beta		
(Constant)	37,976	4,377		8,676	,000
Motivation Work Teacher	,864	,156	,457	5,536	,000

a. Dependent Variables: Performance Teacher

Table 6 shows that an RSquare or R determinant as big as 0.202 shows that 20.2% of performance Teachers are influenced by teacher work motivation and the rest 79.8% influenced by variable other. From Table 7 there is a coefficient of regression as big as 0.457, explain explain-right increase motivation Work Teacher can improve teacher performance, thus and also the decrease can decrease teacher performance. Cateris paribus for every enhancement One unit motivation Work Teacher can increase performance teachers amounting to 0.457 units. The regression model simply obtained is $Y = 37,976 + 0.457x$

Meaningfulness is its influence in a way simply evaluated through t-count, The image below shows the values t-count 5,536 is in the recipient area- a H_a or influence, so stated significant. Evaluation of meaningfulness Also can be done based on probability (p), a value as big as 0,000 is not enough from 0.05 significance.

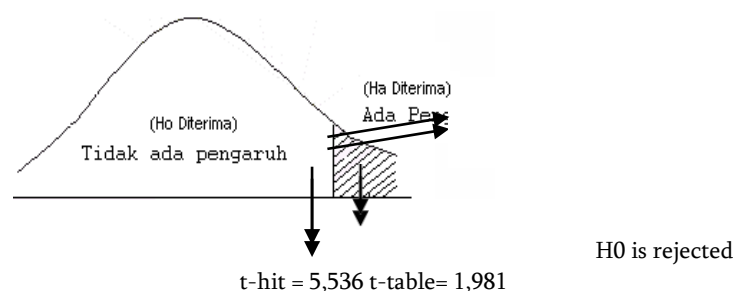


Figure 2. Significance of Motivational Variables Work Teacher in a way Simple

Figure 2 shows the tcount > t table, so the null hypothesis is rejected, the conclusion is that there is an influence that significantly motivates work Teachers with the performance of SMPN teachers in Bitung City.

Testing Hypothesis Third

The third hypothesis states that there is a significant influence right culture organization school on the performance of Teachers in Middle Schools in Bitung City. The hypotheses to be tested are hypothesis zero Which reads: "No can be a significant correlation between culture-yes organization school to performance Teacher on Middle School in Bitung City". Testing the second hypothesis can be used to test regression simply with the *SPSS 17.0* program which will

issue- right several outputs like on attachmentamong them can seen in table8 And 9.

Table 8 shows that an RSquare or R determinant as big as 0.117shows that 11.7% of performance Teachers are influenced by school organizational culture and the rest 88.3% are influenced by other variables. The guided regression coefficientshown in Table 9 is 0.353. They explain that culture organization school Which conducive can improve teacher performance, as well on the contrary can lower performance Teacher. Cateris paribus for each increasing one unit of organizational cultureschools can improve teacher performance amounting to 0.353 units. Simple regression model-Hana Which obtained that is $Y = 38,809 + 0.353X$.

Table 8. Variable Culture Organization School to Variable Performance Teacher

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353 ^a	.125	.117	6,538

a. Predictors: (Constant), Culture organization

Table 9. Simple Regression CoefficientsCulture Organization School on Teacher Performance

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients				
	B	Std. Error			
(Constant)	38,809	5,731		6,771	,000
1 Culture organization	,667	,164	,353	4,069	,000

a. Dependent Variables: Performance Teacher

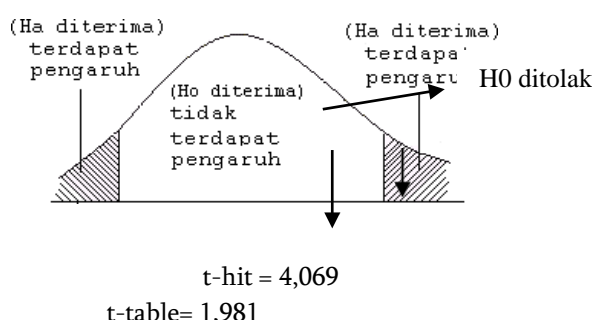


Figure 3. Variable significance culture school organization in a waysimple

Meaningfulness is influence in a waysimply evaluated through t-count, Figure 3 shows mark t-count 4,069 is at in area reception Ha or influence, so it is declared significant. Evaluation of meaningfulness can also be carried out based on probability (p), the valueof 0.000 less than 0.05 indicates significance. Figure 3 shows thatt count > t table, so the null hypothesis is rejected.

Testing Hypothesis Fourth

The fourth hypothesis states that there is a significant influence of the style of participative leadership of the school principal, teacher work motivation, and organizational culture school together towards teacher performance at junior high schools in Bitung. The hypothesis that will be tested is a null hypothesis which states: "There is no there is a significant influence on leadership style participatory head school, motivation teacher work, and school organizational culture together on teacher performance on Middle School in Bitung City". Testing uses analysis Multiple regression, namely the F test, was analyzed using the SPSS 17.0 program to help generate *output* among them served in Table 10.

Table 10. Model Summary Style Head Participative Leadership School, Motivation Work Teacher and Culture Organization School to Variable Performance Teacher

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.404	.389	5,441

Equality regression linear multiple with 3 independent variables is $Y = b_0 + b_1 x_1 + b_2 x_2 + b_3 x_3$. Y is variable dependent (dependent variable) which is predicted, b_0 are constants, b_1 , b_2 , b_3 is koe- efficient regression, and x_1 , x_2 , x_3 is a variable independent (variable free). Values coefficients can be seen in *the output* table above and obtained the regression equation with double: $Y = 13,550 + 0.356x_1 + 0.393x_2 + 0.190x_3$.

Table 11. Analysis Regression Double.
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13.550	5.920		2.289	.024
Gaya kepemimpinan partisipatif kepala sekolah	.392	.083	.356	4.747	.000
Motivasi kerja guru	.742	.139	.393	5.344	.000
Budaya organisasi	.359	.143	.190	2.506	.014

a. Dependent Variable: Kinerja guru

Table 12. Test F Leadership Style Participative Head School (X1), Motivation Work Teacher

(X2), And Culture Organization School (X3) on Teacher Performance

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2291.529	3	763,843	25,805	,00000 ^b
Residual	3374.471	114	29,601		
Total	5666,000	117			

a. Dependent Variables: Performance Teacher

b. Predictors: (Constant), Culture organization, Motivation Work Teacher, Style leadership participatory head school

Based on the results regression in Table 12 the, obtained price F count = 25,805, F table = 2,684, And p = 0,000. Peng-take a decision, with provision F count \leq F table So Ho accepted, F count $>$ F table So Ho rejected Draw area reception Ho:

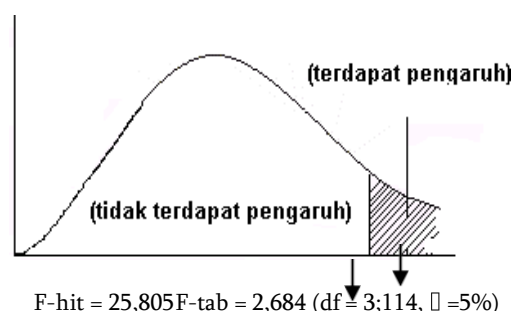


Figure 4. Area Reception Ho

F count $>$ Ftable, matter This shows bah-wa from results calculation regression in a way significant can be used for mem- conclude that there is an influencesignificant party leadership style school principal's responsiveness, teacher work motivation, and school organizational culture as a whole both on performance Teacher.

Influence Style Leadership Participative To-nutmeg School on Performance Teacher

Leadership style research results show that all the problems that arise in the organization are resolved together by the leader. Leaders believe in wow, collect, And use subordinates' opinions. Creating an atmosphere of mutually supportive work, there arises There is mutual respect between leaders and subordinates, capable give influencewhich is significant for teacher performance. This is known from the analysis of the results of simple aggression between a participative head school and with performance teacher who showed t count = 5.315 greater than in the t table. This makes- show tall low style confused leader participatory head school-Also keep

an eye on the highs and lows of performance Teacher.

Participative leadership style has character typical form involvement of people in managed groups It is such that it is participatory. Style This is held with meaning that people in groups are active in decision-making or action to wake up simultaneously (aspirational). According to Burhanudin (1994), a participative leadership style is viewed as the most effective for moving members' organization most effective on level development Enough here between leaders and those led by can sharing (each other swap ideas) in the decision-making process. Leaders play an active role in listening and encourage in " *active listening and leveling*. Participation can improve performance Because employees feel received and involved in situations. By short increasingly big level participation, getting a bigger *sense of belonging* (feeling have); the greater the feeling of belonging, make it's an even bigger *sense of responsibility* (taste not quite enough answer), and increasingly big flavor, not quite enough answer increasingly big also flavor his dedication. So, the taller intensity of the 6th level of participative leadership school nutmegs the higher the performance of Teachers in school.

Influence Motivation Work Teacher on Performance Teacher

From results study show Teacher work motivation has an influence That is positive and significant to the performance Teacher. Findings This in a way significantly states the work motivation of teachers includes intrinsic and extrinsic motivation Which indicates exists For Work And teaches just good progress in building a career, Spirit reach award (recognition), not quite enough answer Which Good in work, have an interest in tasks, achievement motivation can influence performance Teacher. Matter This is known from results analysis statistics regression simple Which shows mark t count = 5,536 taller from t table. Such conditions indicate high by motivation Work Teacher Also me- show high low-performance Teacher.

The hypothesis can be understood because teachers have work motivation high which is indicated by the period- behave at work, on the contrary, if you go to school with teachers who have work motivation low, it will be difficult to achieve good performance. Schools with motivated teachers tall Which show interest in work, and motivation achievement will give everything they can. A teacher who has motivational factors they will teach with Noah's Spirit, teach at a time men- educate, they will always expand- right his career through idea creative, method teach Which awaken Spirit performance Teacher.

Influence Culture Organization School on Teacher Performance

From results study show that there is an influence on which significant culture organization school on the performance of Teachers. Matter This can be known from results statistical regression analysis simple culture organization school to performance Teacher Which show mark t count = 4,069 more tall from t table. Condition thereby shows tall low or Good or not culture organization school followed also with high and low teacher performance. Matter This

means also that something the results are expected to be achieved at maximum with or at least can be harmonized with the work environment yes, the person concerned. By- increasingly, organizational culture will influence employee performance in the organization call. Organizational culture in research is tangible; value organizational goals, values superiority, mark unity interest, Mark Which focused on service, Andmark control Which discipline. In description descriptive is known for Teachers to appreciate all manifestations well that culture. This condition makes weld its findings influence positive culture organization on performance Teacher.

School organizational culture and climate schools that are conducive to reflecting the environment school that safe and orderly, optimistic or expectation high levels of school residents, health schools and related activities sat on students are examples of cultural yes school organizations who cannot even teacher performance. This discovery at once strengthens the opinion of Mulyasa (2012) who explains that climate and culture organization schools Which conducive be marked with the creation environment Study Which safe, comfortable, and orderly so that learning can take place in a way effective School as a form of organization has its own culture that forms a pattern from the system Which is intact and typical. The specificity of school culture is not free from vision and process education which requires the existence of elements elements or components of a school in a school organization, especially Teachers.

According to Burhanuddin (1994), culture good work will increase work, so satisfaction and attitudes Work attitudes also tend to be positive. This matter is due to several existing properties on somebody There is the interaction with dimensions climate certain and interaction call give rise to circumstances certain. Success in setting goals or organization in schools, building excellence, bringing together the interests of various parties' rights, and various cultural manifestations in on is circumstances conducive and encourage the maximum performance of people.

Influence Style Leadership Participative Head School, Motivation Work Teacher, And Culture Organization School in a way Together- The same on Teacher Performance

From results study show that there is a significant influence of style leadership participatory head schools, teacher work motivation, and culture organization school in a way together on teacher performance at SMPN in Bitung City. Matter This is known from results analysis statistics regression double participative leadership of the school principal, work motivation and school organizational culture together we can make influence teacher performance which shows t count = 25,805 bigger from on t table. Such conditions indicate high low gear of the three variables both the third style leadership participative head school, work motivation and school organizational culture followed also with tall low performance Teacher.

Simultaneously third variable shows that the style of leadership participative head school, motivation Work Teacher, and culture organization school give a significant contribution to the performance of teachers. Schools in which there are leads who apply style partition- passive, able

to increase a sense of belonging, and not quite enough answer, accompanied with the teacher Which own motivation Work tall and school culture which is conducive capable increase performance Teacher. there is an influence on which significant school organizational culture in the performance of SMPN teachers in Bitung City.

CONCLUSION

There is influence Which significant style leadership participative to performance Teacher ($p < 0.05$), And give contribution with the coefficient of determination (R^2) of 0.189, This means that performance teachers in Bitung City were influenced by a participative leadership style la school and give donation amounted to 18.9%. There is a influence significant on teacher work motivation on teacher performance ($p < 0.05$), and contributed de- just coefficient determination (R^2) as big as 0.202. This means that the performance of Teachers in Bitung City is influenced by motivation Work teachers and give contributions as much as possible 20.2%. There is a influence significant between school organizational culture and the performance of Teacher-Middle School in Bitung City ($p < 0.05$) and donation with coefficient determination (R^2) as big as 0.117. This means that the performance of Teachers in Bitung City is influenced by school organizational power and giving contributions as big as 11.7%. There is a influence significant style leadership participatory head schools, teacher work motivation, and culture organization school in a way together on teacher performance at SMPN in Bitung City ($p < 0.05$), and contributions with coefficient determination (R^2) as big as 0.389. This means that performance at middle Schools in Bitung City is influenced by style confused participative leadership of the school principal, Teacher Work motivation, And cultural organization of the school which contributes to 38.9%. The higher the leadership style the principal's participatory role, the teacher's, work motivation, and the school's organizational culture the higher the level of performance at Teacher-Middle School in Bitung City.

Suggestion

There needs to be other research that can find out those factors that are more dominant can provide con- spark plugs on teacher performance outside the variables in on. In matter, this found that ki- performance Teacher show average tend- high room. Thus - if the cause of the high can be found in the Teacher's performance, it will be more effective to defend. Trend performance Teacher Which tall needs to be maintained or even improved? Matter This is important for me- improve the quality of education in Indonesia, which is very expected from various today's parties. From the conclusion above, important variables are leadership style, motivation of the Work Teacher, and organizational power in building Teachers' performance, so that variable must managed to provide encouragement simal. Management is very related to school management and teachers which exists. In the descriptive

description, it is found that all variables are categorized as sufficient and good facts This shows conditions that are already good and can still improved Again.

Style leadership participatory to- nutmeg schools contribute means on performance Teacher. To improve teacher performance, the principal should try to practice participatory leadership behavior tif, beside the head of the school Also needs to increase knowledge and skills in the choice of leadership this is good for their initiative or on the initiative service education regency or party other which is related.

Realized that factor ability this teacher's work is determined by internal and external. Institution education pre-service officer in charge of preparing candidate Teacher Which quality is one of the external factors that determines the right quality Work candidate Teacher the. For that, we need to bridge the problem of quality Work in the field with programs arranged and implemented by educational institutions and the educational staff. If studies Are accomplished, so quality Work teachers will be able to continuously improve care, which in the end will increase quality education.

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