

## Sequential Explanatory analysis of Teachers' Performance by Investigating Visionary Leadership, Organizational Culture and Trust

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**Abstract:** Education plays an essential role in efforts to develop human resources. Improving the quality of human resources through the development of other fields is based on the success of event in the field of education. This study aims to find efforts in improving teacher performance through, through the visionary leadership of the principal, organizational culture and teacher trust. This research uses a combination of research methods (mixed-method design Sequential Explanatory), which is a combination research method that combines quantitative and qualitative research methods sequentially, were in the first phase of research conducted using quantitative methods and in the second stage carried out with qualitative methods.

Based on the analysis of research data, it can be concluded that there is a positive relationship between the visionary leadership of the principal and the teacher's performance with a correlation coefficient of 0.738. There is a positive relationship between organizational culture and teacher performance with a correlation coefficient of 0.731. There is a positive relationship between trust and teacher performance with a correlation coefficient of 0.400. There is a positive relationship between the principal's visionary leadership, organizational culture and trust together with teacher performance with a correlation coefficient of 0.928. This indicates that teacher performance can be improved through strengthening the principal's visionary leadership, organizational culture and trust.

**Key words:** teacher performance, visionary leadership , organizational culture , trust

### 1. INTRODUCTION

Education plays an important role in efforts to develop human resources. Improving the quality of human resources through the development of other fields is based on the success of development in the field of education. Education is an important part of the national development process, which has a major role in determining the future of a nation; education is an investment in human resource development.

School is an organization that has a certain structure, involving a number of people with each task and function in an effort to meet the expectations of stakeholders. In educational organizations, the teacher is a figure who plays an important role in creating a conducive situation that supports the effective teaching and learning process in schools. Law Number 20 of 2003 concerning the National Education System article 3 states, "the purpose of national education is to develop the potential of students to become people have faith and are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible ". In order to realize the goals of national education, teachers must be able to develop and shape children in accordance with their interests and talents, so teachers are required to continue to improve the quality of professionalism through education, training and other similar activities to be able to have the commitment, organizational culture and good emotional intelligence.

Improving the quality of education is influenced by several factors, including facilities and infrastructure, educational environment representative, organizational culture, visionary leadership of school principals, trust, participation of parents, community, business, and government, and teachers as the spearhead. Related to the role of teachers as educators, it is stated in Republic of Indonesia Law No. 20 of 2003 Chapter 11 article 29, that teachers are professionals who are tasked with planning and

implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research. The role of the teacher is crucial in the implementation of education, both practically in the field/class and management of education in schools. The teacher is directly responsible for turning the planned curriculum into real activities in the school.

Based on the results of a preliminary survey data conducted by researchers randomly on the performance of high school teachers in South Tangerang City by using the frequency of answers from 30 respondents, the results obtained are about 62% of teachers who have performed optimally and the remaining 38% have not been optimal. Teacher performance assessment based on teacher performance evaluation indicators) among high school teachers in South Tangerang City are:

- 1) As many as 40% of teachers are not optimal in recognizing student characteristics, which include; identify the characteristics of students, get the same opportunities in learning activities, and help develop potentials and overcome student deficiencies.
- 2) As many as 43% of teachers are not optimal in mastering learning theories and learning principles, which include; techniques to motivate the willingness to learn, plan learning activities and student responses that do not / don't understand the learning material.
- 3) As many as 39% of teachers have not been optimal in curriculum development, which includes; design learning plans that are in accordance with the syllabus, sequence of learning materials, and chooses learning materials.
- 4) 39% of teachers have not been optimal in learning activities, which include; carry out learning activities, manage effective classes, use teaching aids, and analyze learning outcomes.
- 5) 33% of teachers have not been optimal in assessment and evaluation, which includes; develop appraisal tools, carry out appraisals, analyze appraisal results, and the benefits of assessment results.
- 6) As many as 33% of teachers are not optimal in the work ethic and responsibility, which includes; beginning and ending lessons on time, leaving class, fulfilling teaching hours, completing administrative tasks, and contributing to school development.

The low performance of teachers will directly result in the low quality of the learning process remains low, so efforts to improve the quality of education will not achieve significant results. In connection with this, the improvement of the quality/ability of teachers, through increasing skills, discipline, motivation and a high work ethic needs to be studied in order to find effective ways to improve it.

Based on the background of the research and identification of the problem, the operational problems of this research can be formulated as follows:

1. Is there a relationship between the visionary leadership of the principal and the teacher's performance?
2. Is there a relationship between organizational culture and teacher performance?
3. Is there a relationship between trust and teacher performance?
4. Is there a relationship between the principal's visionary leadership, organizational culture, and trust together with the teacher's performance?

## **2. LITERATURE REVIEW**

### **A. Teacher Performance**

Performance is an activity in doing something and people who work have something to do with earning a living or aiming to get rewards for the achievements that have been given to the interests of the organization. The verb comes from the English which means: 1. work, deed, or 2. appearance, performance (Muralidaran,2011).

Furthermore, Darling (2010) explained that performance is a manifestation of the work achieved by an institution. From this understanding there are several important elements in performance, namely; 1. the existence of institutions, 2. the goals that have been set and strived for achievement, 3. the instruments used in the implementation of due diligence. The performance that must be possessed by the teacher includes personal abilities, professional abilities, and social skills. Professional abilities

are related to basic skills, educational techniques. Administrative skills include: 1) mastery of the field of study in accordance with the curriculum, 2) managing teaching and learning programs, 3) managing harmonious classrooms, 4) using media, resources, learning aids, and 5) having the ability to assess learning achievement objectively and using the results are in the interests of the children's educational process.

### **B. Principal Visionary Leadership**

Leadership can be interpreted as a person's ability to move, direct, as well as connect the mindset, the workings of each member to be independent in working, especially in making decisions for the sake of accelerating the achievement of the goals set. The ability to influence others towards certain goals as an indicator of the success of a leader (Mora,2013) .

Wang (2010) argues that leadership is a process of influencing others to understand and agree on what needs to be done and how to do it, and the process of facilitating individuals and collectives to achieve common goals.

Kowalski (2010) suggests that leadership is the use of strength and influence in directing activities towards achieving goals. Leadership is the process of influencing others to understand and agree on what needs to be done and how to do it, and the process of facilitating individuals and collectives to achieve common goals.

Based on this description, it can be synthesized that the visionary leadership of the principal is the behavior of the principal in sparking an idea or idea of the school's vision to formulate the school's goals aspired through the process of creating and formulating a vision, transforming the vision and implementing ideal ideas that must be realized through the commitment of all personnel. The principal's visionary leadership variables can be measured using indicators, namely: 1. Formulation of vision, 2. transformation of vision, 3. implementation of the vision, 4. agents of change towards progress, and 5. commitment of all personnel.

### **C. Organizational Culture**

Culture is an integrated pattern of human behaviour consisting of thoughts, language, actions, and other cultural outcomes. Organizational culture is the participation of individuals in a society that has the same set of thought programs so that they can be distinguished from members of other groups. (Rajiani,2010).

Schneider (2013) suggested that organizational culture is part of social knowledge that contains rules, norms, values that are guidelines for teacher/employee behaviour. the values and norms in organizational culture will shape a person's behaviour to match the behaviour of the organization, with indicators, namely: 1) rules, 2) norms and 3) values in the organization.

Research by Zheng (2010) explains about organizational culture, namely the values and behaviour with a group of people who then direct them to successfully achieve organizational goals. CAN culture is in the form of an organization's basic assumptions to move to improve organizational performance. A strong culture underlies the implementation of key aspects of organizational functions such as efficiency, innovation, quality, and supports an organization's appropriate reaction to events related to applied ethics.

### **D. Trust**

According to Rajiani (2011), trust is the most valued value in human relations and maybe a concept that is less understood in the workplace. Trust is the trust that people have towards others based on integrity, reliability and attention. As a person who can be trusted, a person must be honest, competent and have sincerity in others and cannot be asked or forced, but must be produced and is an important component that helps develop a conducive work environment. Ways an organization develops trust, namely: 1. encourage staff morale, 2. encourage sharing, 3. improve communication, 4. reduce stress, 5. strengthen teamwork, 6. increase loyalty, and 7. reduce costs.

## **3. METHOD**

The study was conducted at the State Senior High Schools in the City of South Tangerang from 12 state high schools, for 31 (thirty-one) months, from February 2017 to October 2019. This study used a

research mixed-method design Sequential Explanatory), which is a combination research method that combines quantitative and qualitative research methods sequentially, where the first stage of research is carried out using quantitative methods and in the second stage is carried out with qualitative methods.

The research method used was a survey with a correlational approach. The research variables consisted of three independent variables, namely the principal's visionary leadership ( $X_1$ ), organizational culture ( $X_2$ ), and trust ( $X_3$ ), with the dependent variable namely teacher performance ( $Y$ ).

The population of this research is the teachers of the Public High Schools (SMAN) in the City of South Tangerang who are both Civil Servants (PNS) both certified and uncertified, totaling 437 people from 12 schools. The sampling technique used was a (random sampling technique proportional random sampling) using the Slovin formula, obtained a sample of 209 teachers, both certified and non-certified. Data collection techniques in this qualitative research through several stages, namely: the observation stage, the interview stage, the stage of the discussion group forum / Focus Group Discussion (FGD), and the study of documentation.

#### **4. RESULTS AND DISCUSSION**

##### **A.The relationship between the principal's visionary leadership ( $X_1$ ) and teacher performance ( $Y$ )**

The results of hypothesis testing indicate that there is a functional relationship between the principal's visionary leadership and teacher performance with a correlation coefficient value of  $r_{y1} = 0.738$ , which is quite strong, which indicates that any increase in the visionary leadership score of the principal will improve teacher performance. Between the principal's visionary leadership with the teacher's performance and as a controller of organizational culture variables in order to obtain the correlation coefficient  $r_{y12} = 0.269$ . Based on the calculation of the partial correlation test with controlling trust variables, the value is  $r_{y130.808} =$ . Thus this study confirms that there is a very significant relationship between the principal's visionary leadership and teacher performance, even though organizational culture and trust variables are controlled, with a coefficient of determination of  $12 = 0.5448$ . This means that 54.48% of teacher performance is the result of contributions from the visionary leadership of school principals, while 45.52% is contributed by other variables that have a relationship with improving teacher performance.

This is reinforced by the results of qualitative research analysis results of interviews, observations, documentation and FGD in three state high schools in the city of South Tangerang, that the higher the visionary leadership of the principal, the higher the teacher's performance.

Leadership is the ability to influence a group towards the achievement of a vision or set of goals, therefore to be a visionary leadership, must pay attention to namely: 1) Creation of vision; leaders are able to think creatively about the future of the organization, 2) Formulation of vision; the mission is formulated in a statement a clear so that it becomes the commitment of all personnel in making it happen so that the leader seeks to elaborate information, ideals and personal desires combined with the ideas of other personnel in an intensive communication forum, so as to produce crystallization of the vision of the organization, is the ability to build trust through intensive and effective communication in an effort shared vision on stakeholders so obtained sense of belonging and a sense of ownership, 4) Implementation of vision; the ability of leaders to describe and translate vision into action (Mittal, 2015).

##### **B.Relationship between Organizational Culture ( $X_2$ ) and Teacher Performance ( $Y$ )**

The results of hypothesis testing indicate that there is a functional relationship between organizational culture and teacher performance with the resulting correlation coefficient  $r_{y2} = 0.731$  which indicates that any increase in organizational culture scores will improve teacher performance, with a partial correlation coefficient between organizational culture and teacher performance and as a controller visionary leadership variables for school principals, so the correlation coefficient  $r_{y21} = 0.163$ . Based on the calculation of a partial correlation test with controlling trust variables, the value is  $r_{y23} = 0.937$ . Thus this study confirms that there is a very significant relationship between organizational culture

and teacher performance, even though the principal's visionary leadership variable and trust are controlled.

This is reinforced by the results of qualitative research by analyzing interviews, observations, documents and FGDs at three state high schools in South Tangerang City, which indicate that the higher the organizational culture, the higher the teacher's performance will be.

This is consistent with the theory put forward by Alvesson (2015) that organizational culture is "organizational culture as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviours of its employees." Organizational culture is part of social knowledge that contains rules, norms, values that are guidelines for teacher behaviour so that the values and norms in organizational culture will shape a person's behaviour to match organizational behaviour.

### **C. Relationship between Trust (X<sub>3</sub>) and Teacher Performance (Y)**

The results of hypothesis testing indicate that there is a functional relationship between trust and teacher performance, with the resulting correlation coefficient  $r_{y3} = 0,400$ , which indicates that each increase in trust scores will improve performance. This relationship is strengthened by the partial correlation coefficient between trust and teacher performance and as a controller of the visionary leadership variable of the principal so that the correlation coefficient obtained  $r_{y31} = 0.242$  is. Based on the calculation of the partial correlation test with controlling the organizational culture variables obtained values, namely  $r_{y32} = 0.274$ . Thus this study confirms that there is a significant relationship between trust and teacher performance, even though the visionary leadership variables of school principals and organizational culture are controlled.

This is reinforced by the results of qualitative research by analyzing interviews, observations, documents and FGDs at three state high schools in South Tangerang City, which indicate that the higher the confidence level, the higher the teacher's performance will be.

Findings obtained from the field indicate that trust creates a climate of sharing information and collaboration. Leaders who trust their followers will not hesitate to delegate their duties and authority to them. Likewise, followers who trust their leaders will feel more comfortable in carrying out the duties and responsibilities assigned to them. In the midst of change and uncertainty, trust is the foundation of solid leadership.

Trust is an intangible asset that is very valuable to the organization. Regarding values, the trust will only grow if leaders consistently follow and support the values of the organization (Fitzgerald, 2010).

### **D. The relationship between the Leadership Visionary Principal (X<sub>1</sub>), Cultural Organizations (X<sub>2</sub>), and Trust (X<sub>3</sub>) Together with the Teacher Performance (Y)**

Hypothesis testing results show that there is a relationship that is functional between visionary leadership principals (X<sub>1</sub>), organizational culture (X<sub>2</sub>), and trust (X<sub>3</sub>) together with teacher performance (Y), with the resulting double correlation coefficient of  $r_{y123} = 0.928$  which shows that each increase in scores Visionary leadership of the school principal, organizational culture, and trust together will improve teacher performance. The coefficient of determination between the visionary leadership of the school principal, organizational culture and trust together with the teacher's performance  $r_{123}^2 = 0.8609 = 86.09\%$ . This means that 86.09% of teacher performance is the result of the contribution of visionary leadership to school principals, organizational culture with trust together, while 13.91% is contributed by other variables that have a relationship with performance improvement. Quantitative calculation results of three variables when combined, will improve teacher performance, so the relationship is very strong.

The tendency that can be seen from the results of this study is the correlation between principal visionary leadership and teacher performance, which is  $r_{y1} = 0.738$  when compared with the correlation between organizational culture and teacher performance,  $r_{y2} = 0.731$ , and the correlation between trust and teacher performance, that is  $r_{y3} = 0,400$ , it can be seen that the visionary leadership variable of school principals which is a large variable contributes to the teacher's performance, individually or together of the three variables contributing to the improvement of teacher performance. The correlation coefficient between the principal's visionary leadership and

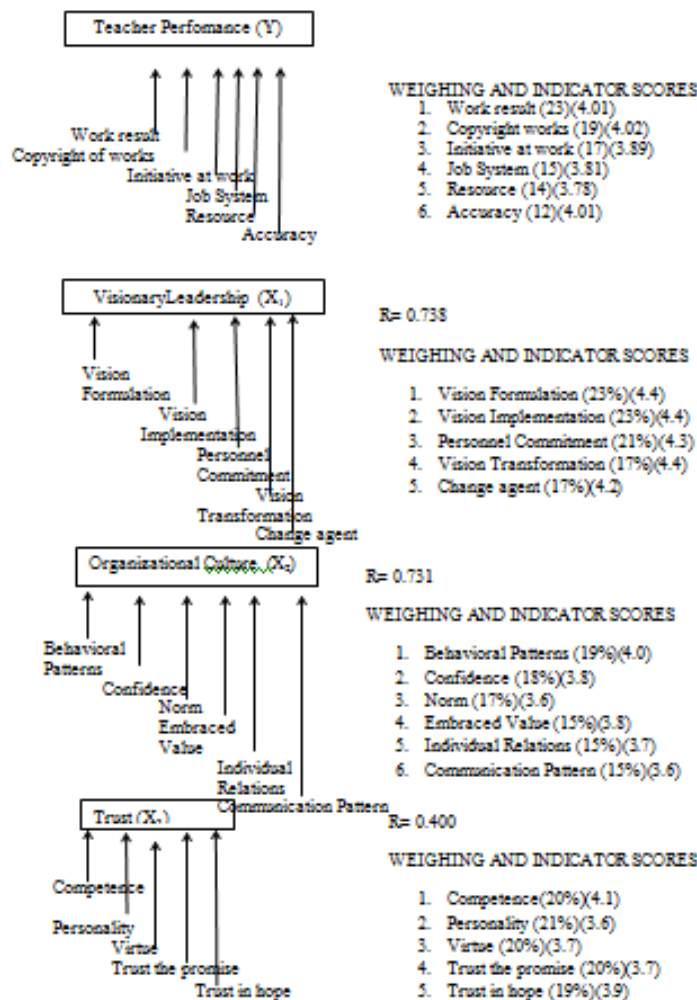
organizational culture with teacher performance, namely  $r_{y12} = 0.781$ , the coefficient between the principal's visionary leadership and trust with the teacher's performance, namely  $r_{y13} = 0.749$ , the correlation coefficient between organizational culture variables and trust with teacher performance, namely  $r_{y23} = 0.748$ , and the correlation coefficient between the principal's visionary leadership, organizational culture, and trust together with teacher performance, namely  $r_{y123} = 0.928$ . This shows that the principal's visionary leadership, organizational culture, and trust together are factors in achieving optimal teacher performance.

The research results obtained from the quantitative research stage are known to be 86.09%; teacher performance is the result of the visionary leadership of the school principal, organizational culture, and trust together while 13.91% of teacher performance is contributed by other variables that have a relationship to improve teacher performance.

Based on observations, interviews, document studies and FGDs, it can be found that several other factors are related to the performance of teachers in three state high schools in South Tangerang City, namely:

1. Job satisfaction is a series of people's feelings about the work they do. Job satisfaction is based on how someone in carrying out their work, wants security, and comfort of the work they do.
2. The motivation of teacher work is an encouragement from him to do a job so that the formation of teacher responsibilities in carrying out their work.
3. Welfare is another factor that will support teacher performance. If the school pays attention to the welfare of its teachers, it is hoped that it will improve teacher performance.

The relationship is further elaborated through the scientific identification theory to conduct operation research in education management as postulated by Hardhienata ( 2017).



## 5. CONCLUSION

Based on data analysis, the results of the study concluded that:

1. There is a positive relationship between the principal's visionary leadership and teacher performance with a correlation coefficient of 0.738 or 73.8%. The results of qualitative research show the same thing. This shows that the higher the visionary leadership, the higher the teacher's performance and vice versa.
2. There is a positive relationship between organizational culture and teacher performance with a correlation coefficient of 0.731 or 73.1%. The results of qualitative research show the same thing. This shows that the higher the organizational culture, the higher the teacher's performance, and vice versa.
3. There is a positive relationship between trust and teacher performance with a correlation coefficient of 0.400. The results of qualitative research show the same thing. This shows that the higher the value of trust, the higher the teacher's performance, and vice versa.
4. There is a positive relationship between the principal's visionary leadership, organizational culture and trust together with teacher performance with a correlation coefficient of 0.928. This indicates that teacher performance can be improved through strengthening the principal's visionary leadership, organizational culture and trust.

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