Principal Leadership Style, Organizational Culture, Use of TIK, in Teacher Performance

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Abstract

The purpose of the study was to determine the effect of the principal's leadership style, organizational culture, and use of ICT on teacher performance at SDIT Al Bina Tomoni, East Luwu RegencyUsing exploratory research with quantitative approach, Likert scale to measure variables. This study took a random sample of 50 teachers using the Slovin formula. Collecting data using a questionnaire and analyzing it using multiple regression. Some of the research variables used include the leadership style of a school principal (XI), organizational culture (X2), and the use of ICT (X3), as well as the performance of teachers (Y). The results of this study indicate that: (1) the principal's leadership style variable affects the performance of the teachers at SDIT Al Bina Tomoni, East Luwu Regency; (2) organizational culture variables have an influence on teacher performance at SDIT Al Bina Tomoni, East Luwu Regency; and (3) the use of ICT has an influence on teacher performance at SDIT Al Bina Tomoni, East Luwu Regency; (4) the variables of the principal's leadership style and the culture of the organization have a simultaneous influence on the performance of SDIT Al Bina Tomoni teachers in East Luwu district; (5) simultaneously the cultural variables of the organization and the use of ICT have an influence on the performance of teachers at SDIT Al Bina Tomoni, East Luwu district; (6) simultaneously the leadership style of the principal, the existing organizational culture and the use of ICT affect the performance of the teachers of SDIT Al Bina Tomoni, East Luwu district.

I. Introduction

Among the important aspects in determining the level of educational excellence is teacher performance. A teacher's performance is measured by how well they fulfill their responsibilities as an educator. Because the teacher is the person who most often meets students in learning, the quality of educational outcomes is strongly influenced by the teacher's performance (Rusmaladi, Edi Harapan, 2021). The performance of a teacher can be assessed from the competence he has, as well as the moral education he receives. This can be seen from their obedience, devotion, and loyalty to the educational institutions where they

teach, which can be seen from their efforts to educate and develop the potential of students (Priansa, 2018).

Teacher performance can be affected by various circumstances. These include work-related pressures, morale, culture within the company and the way principals lead, and much more . In terms of teacher performance, leadership style is the most important determinant. In an organization, leadership style is a person's response to an activity that can have a positive or negative impact on the organization. All school members can be encouraged, directed, and motivated to realize the school's vision, mission, and goals if the leader has a positive leadership style. The principal must be able to be a role model, lead by example and then invite his staff to follow him. The success of a principal is not what he gives to his students or partners, but the inspiration and support he gives to the people who make up his team (Ramadhani, 2016).

To achieve organizational goals, a leader must convince every employee that they have a role to play. Leaders' actions can influence the views of others, which in turn, can influence their own behavior. Organizational members will have a positive view of the organization if the behavior displayed is well received. On the other hand, they will develop a negative attitude if what they receive is negative or not in line with expectations. In principle, according to James M. Lipham (Priansa, 2018) the principal has responsibility for the micromanagement of education, as well as its relation to the learning process.

Teacher performance is also influenced by organizational culture. Company performance has been shown to be related to factors such as organizational culture and leadership (Rachmawati Aziizah, 2018). A number of studies have explored their relationship with performance. As for what is meant by organizational culture, namely the beliefs and values that guide the actions of its members, and beliefs in these values are known as organizational values. Employee behavior is influenced by the work environment that is shaped by the company culture, which is assumed to be a culture that will improve performance. Organizational culture determines how its members interact with outsiders. It is the organization's obligation to ensure that its members adhere to strong cultural directives and plans. Organizational culture refers to a set of beliefs and standards that govern how organizational members interact with one another and with other external stakeholders. Like an invisible power, organizational culture has the ability to influence the way employees think, feel, and act (Fattah, 2019).

In addition to the two factors described earlier, another factor that is no less important in teacher performance is competence. Along with current technological developments, the competence of teachers in the use of ICT is one thing that is needed. The use of ICT has a direct impact on the ability of teachers to teach and train others. Teacher preparation, presentation, evaluation, analysis, and resource discovery will all benefit from using ICT. The performance of a teacher will increase if he is able to complete his responsibilities and authorities more quickly and efficiently by using information technology.

Using technology for learning and teaching is a better choice than traditional methods (Ghavifekr & Rosdy, 2015). Research also shows that children can learn more effectively when they use ICT as a medium of learning so that it can attract their interest in learning. Important considerations for using ICT in education include stakeholder involvement, teachers, appropriate ICT infrastructure, and required ICT skills (Munyengabe et al., 2017). Teachers can use computers, LCD projectors, internet, learning CDs, E-mail, and powerpoint presentations as ICT-based learning materials and media (Dewi & Hilman, 2019).

The purpose of this study is to explore the impact of the leadership of the principal on teacher performance, as well as the cultural impact of the organization and use of ICT on

teacher performance and to answer problems related to teacher performance at SDIT Al Bina Tomoni. There are several ways to overcome these problems, including maximizing the principal's leadership style. By having a variety of leadership styles and imaginative concepts, teachers are expected to be more enthusiastic in their work. Teachers do not neglect their responsibilities as educators because of the principal's vision and mission policies. In the end, the authors are interested in examining the problems related to the leadership style of a principal, the culture of the organization, and the use of ICT and its impact on the performance of teachers working at SDIT Al Bina Tomoni East Luwu.

II. Research Method

The research was conducted from February to April 2022 at SDIT Al Bina Tomoni, East Luwu district. Using a correlational quantitative approach with explanatory *research* to identify cause and effect relationships that occur between independent and dependent variables (Sugiyono, 2017). The *explanatory survey* has been designed to be used in research activities to test hypotheses by looking at the effects that occur, followed by filtering available data to identify potential causes and components of the problem.

Determination of the number of samples using *simple random sampling* and the Slovin formula to obtain a sample of 50 people from a population of 57 people (Nurlaela, 2018). Questionnaires were used to collect research data. Prior to distribution, validity and reliability tests were conducted on the questionnaire. In determining the validity of using the *product moment correlation;* reliability test performed using *Cronbach's alpha.* The questionnaire was assessed using a Likert Scale, and respondents were given five different options, each of which was assigned a point value from one to five (1-5).

Table 1. Research variables and sub-variables

Variables	Sub Variables
Principal Leadership Style	authoritarian
	Democratic
	Free control
Organizational culture	Innovation and risk
	Attention to detail
	Results
	-oriented People
	-oriented Team-oriented
	Aggressive attitude
	Stability
ICT	Computer operation
	Use of applications or software
	Internet skills
Performance teachers	make plans
	Implement learning
	Carry out learning evaluation

This research includes grouping, making lists, presenting, formulating problems, and testing hypotheses. After the data is collected, the Kolmogorov-Smirnov test is used to evaluate whether the data is normally distributed or not. The next step is to carry out one of the tests, namely the Linearity Test to find out that the variables tested have a linear relationship. Furthermore, multicollinearity test to see the relationship between independent variables (Ghozali, 2018).

Hypotheses are tested in several ways. The first step is to determine whether the hypothesis is significant by matching the value of t - count with the value of t - table. A hypothesis is said to be significant if t - count is more than t - table. Second, perform a simultaneous significance test to evaluate the condition and character of the hypothesis (f test). Third, evaluate how far the influence of the independent variable on the dependent variable by calculating R square (coefficient of determination). If R^2, it shows a strong relationship between the dependent and independent variables.

The research hypotheses are (a) the leadership style of the principal has an impact on the teachers of SDIT Al Bina Tomoni, East Luwu Regency, (b) organizational culture affects the teachers of SDIT Al Bina Tomoni, East Luwu Regency, and (c) the use of ICT affects the teachers of SDIT Al Development in East Luwu Regency. East Luwu Regency. (d) The leadership style of a school principal and the culture of the organization affect the performance of teachers in East Luwu. (e) Organizational culture and use of ICT affect the effectiveness of teachers at SD Al Bina Tomoni, East Luwu Regency. (f) principal's leadership style, organizational culture and use of ICT affect teacher performance at SDIT Al Bina Tomoni, East Luwu district.

III. Discussion

3.1 Results
a. Prerequisite Analysis
Test The validity, reliability, normality, linearity, and multicollinearity tests were carried out before analyzing the data.

Table 2. Validity and Reliability Test Results of Research Instruments

Variables	Number of samples	Validity	value
Principal Leadership Style	50	0.351 – 0.799	0.871
Organizational culture	50	0.380 – 0.549	0.767
Use of ICT	50	0.353 – 0.776	0.856
Teacher performance	50	0.430 – 0.686	0.861

Instrument validity test (Table 2) shows that the four variables have a correlation coefficient exceeding 0.30, then it is declared valid. Reliability is also indicated by Cronbach's alpha exceeding the value of 0.70, implying that all instrument variables are reliable.

After the data was collected, normality, linearity, and multicollinearity tests were used for analysis. The Kolmogorov-Smirnov test was used to determine normality. The linearity test determines whether the independent variable and dependent variable are linear. The multicollinearity test determines whether the regression model forms a relationship between the independent variables.

Table 3. Test for Linearity and Multicollinearity

| Variable | *sig. Deviation from linearity* | Description | Collinearity | | information |
			Tolerance	VIF	
Leadership style of a principal (X1)	0.452	Linear	0.627	1.595	Free multicollinearity
Culture of the organization (X2)	0.055	Linear	0.614	1.629	Free of multicollinearity
Use of ICT (X3)	0.193	Linear	0.865	1.156	Free of multicollinearity

To determine the regularity of data distribution can be done with the Normality Test using the *Kolmogorov Smirnov test*. The results show that the value of *Significance Asymptote 2 – tailed* has a value of 0.200, exceeding the value of 0.05. These results describe the four normally distributed variables. Based on the SPSS output shown in table 3, it shows that all independent variables are linear to the dependent variable, as well as related to the results of the collinearity test, the tolerance value of 3 variables exceeds the value of 0.1 and the VIF value of the three variables has a value less than 10, it is stated that the three variables is free from multicollinearity, which ensures that the three variables meet the requirements. for the purposes of further analysis.

b. Descriptive Analysis Descriptive

Aanalysis of variable data describes the tendency of research participants. The form of data presentation in descriptive analysis can be in the form of tables, graphs, pie charts, pictograms, and so on (Sugiyono, 2017). Table 4 explains the description analysis criteria

Table 4. Criteria Category Variables

| Category | Range of Scores | | | |
	Principal Leadership Style	Organizational Culture	Use of ICT	Teacher Performance
Very High	41 - 45	64-69	59-64	59 - 63
High	36 - 40	58-63	53-58	54 - 58
Moderate	31 - 35	52-57	47-52	49 - 53
Low	26 - 30	46-51	41-46	44 - 48
Very low	21 - 25	40-45	35-40	39 -43

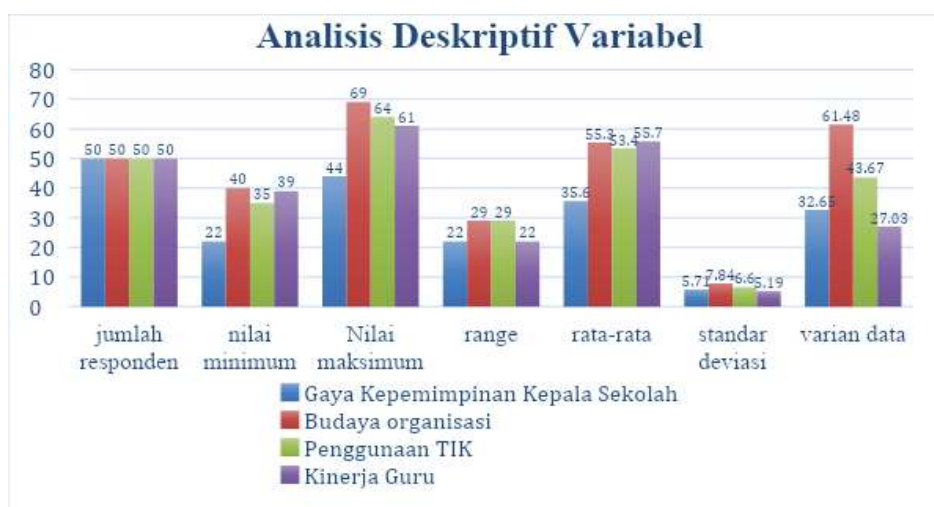The results of the descriptive analysis can be seen in Figure 1.

Figure 1. *Variable Descriptive Analysis Diagram*

Based on Figure 1. The leadership style variable of a school principal obtained a minimum score of 22, a maximum score of 44, an average of 35.6, a standard deviation of 5.71. So, the leadership style of the principal figure can be classified in the high category. Then it can be simplified that the principal's leadership style at SDIT Al Bina Tomoni according to the teacher's perception is high.

Furthermore, the organizational culture variable obtained a minimum score of 40, a maximum score of 69, an average of 55.3, a standard deviation of 7.84. So, organizational culture is included in the medium category. Then it can be simplified the teacher's perception related to organizational culture at SDIT Al Bina being.

Then the ICT use variable obtained a minimum score of 35, a maximum score of 64, an average of 53.4, a standard deviation of 6.6. So, the use of ICT is included in the high category. If it is simplified, the teacher's perception of the use of ICT in SDIT Al Bina is high.

Furthermore, the teacher performance variable obtained a minimum score of 39, a maximum score of 61, an average of 55.7, a standard deviation of 5.19. So that the teacher's performance can be categorized as moderate. If it is simplified the teacher's perception of teacher performance at SDIT Al Bina is moderate.

c. Hypothesis Test

The first step in testing the research hypothesis is to be able to understand the effect of each variable (X) on (Y). Then proceed with looking for the simultaneous effect of 2 variables X and Y, then all X variables on Y variables.

Table 5. Summary of Partial Regression Test Results

relationship between variables		R	R^2	t	Sig.
Principal's leadership style (X1)	Teachers' performance (Y)	0.614	0.377	5,389	0.033
culture (X2)	Teachers' performance (Y)	0.050	0.446	6.217	0.050
Use of ICT (X3)	Teacher performance (Y)	0.535	0.286	4,389	0.010

Based on test results partial in table 6, the significance value of the principal's leadership style variable is 0.033, with a value of t - count that is 5.389, exceeding t - table 2.013, R value of 0.614 and R2 value of 0.377 showing that the leadership style variable of the principal has a positive influence and significant with a positive and significant n-value of 61.4% on the performance of SDIT Al Bina Tomoni teachers. So, it can be concluded that the first hypothesis that the principal's leadership style affects the performance of SDIT Al Bina Tomoni teachers is proven or acceptable.

The organizational culture variable shows a significance value of 0.050, with a t-count value of 6.217 more than t-table 2.013, an R-value of 0.668 and an R2 value of 0.446. It can be seen that the cultural variable of the organization has a positive and significant influence on the performance of teachers at SDIT Al Bina. Tomoni by 44.6%. Furthermore, it can be concluded that the second hypothesis that organizational culture has a significant effect on teacher performance at SDIT Al Bina Tomoni is acceptable.

The variable of ICT use shows a significance value and is 0.010, with a t-count value of 4.389 exceeding the t-table value of 2.013, an R-value of 0.535 and an R2 value of 0.286, illustrating that the variable use of ICT has a positive and significant influence of 28.6% on the performance of teachers. So, it can be concluded that the third hypothesis that the use of ICT has a significant effect on the performance of SDIT Al Bina Tomoni teachers is acceptable.

Simultaneous effect of the independent variable on the dependent variable using the F test. if F count is greater than F table then the hypothesis is accepted.

Table 7. Summary of Simultaneous Regression Test Results

Relationship between variables		R	R^2	F	Sig
X1,X2	Teacher Performance(Y)	0,820	0,672	48,187	0,000
X2, X3	Teacher Performance(Y)	0,786	0,618	39,988	0,000
X1, X2, X3	Teacher Performance(Y)	0.740	0.547	18,542	0.002

The variables of organizational culture and the use of ICT together have an influence on the work of teachers with a significance value of 0.000, with an F value of 39.988 exceeding the value of more than F table 2.8, R score 0.786 and R2 score 0.618, describing that organizational culture and use of ICT together affect teacher performance by 61.8%. So it can be concluded that the fourth hypothesis that the leadership style of a principal and organizational culture simultaneously has a positive and significant influence on the performance of SDIT Al Bina Tomoni teachers is acceptable.

The combination of the variables of a principal's leadership style, organizational culture, and the use of ICT that are carried out simultaneously have an influence on the work done by teachers with a significant value of 0.002, the calculated F value of 18.542 exceeds F table 2.8, with an R value of 0.740 and an R2 value. 0,547, showing that the leadership style of a school principal, organizational culture, and the use of ICT simultaneously have an effect on the work done by teachers with a score of 54.7%. The remainder can be determined by the presence of factors not discussed here. Based on this, it can be concluded that the sixth hypothesis which states that the style of the leader, the culture of the organization and the simultaneous use of ICT affect the work of teachers is acceptable.

3.2 Discussion
a. The Principal's Leadership Style and Teacher's Performance

Performance can be influenced by various factors, both internal factors and environmental factors directly or indirectly. According to Ivancevich, Konopaske and Matteson (Busro in Edward, 2020) that performance shows the ability and skills of workers. Performance is a person's success in carrying out tasks, work results that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities (Wulandari, 2021). Performance According to the Regression Analysis, the gay principal figure in leading SDIT Al Bina Tomoni can affect teacher performance by 37.7 percent. as the results of research on public high school teachers in Solok Regency (Rafli, 2021), which found that the principal's leadership model had an effect of 25.8 percent. Likewise, research on teachers at SMA Negeri 3 Palopo (Marhadi, 2020) shows that teacher work is caused by how the principal leads the style of the principal which has an influence on teacher performance by 67.5 percent. Experts' ideas about how principals run schools affect how well teachers do their jobs have been corroborated by facts. (Kholid et al., 2018) said that in order for education programs to run well, school principals should have the ability to manage, lead, and cooperate with teachers (Chandra, 2017).

The principal's ability to move his teacher is related to how well the principal interacts so that the teacher does his job professionally and enthusiastically. As a leader, the principal is a motivator who guides, motivates, supervises, communicates and interacts so that teachers carry out their duties well. Teachers and principals get along better if they respect each other, respect each other and are considerate. This will help teachers see principals as good and helpful leaders, and they will be more likely to do their jobs professionally.

b. The Organizational Culture and Teacher Performance

Results of the regression test illustrate that the performance of SDIT Al Bina teachers is significantly influenced by organizational culture by 44.6 percent. These results are in accordance with research on teachers at SD Negeri 06 Ciputat (Komarudin, 2018) which concluded that organizational culture had an impact of 40.2% on teacher performance. Likewise, a study on Paciran Junior High School educators concluded that organizational culture affected the performance of educators up to 29.7% (Arifin, 2018).

A good organizational culture will have an impact on the teacher's sense of responsibility for his work. It increases motivation, morale, and organizational goals. Teacher performance and organizational culture are needed to produce high quality graduates. Organizational culture will encourage better teacher performance, when teacher performance is good, it will have an impact on the quality of graduates and of course also affect the quality of education in general. Teacher cooperation shows the culture and performance of the organization.

c. Use of ICT and Teacher Performance

According to the research findings, the use of ICT significantly affects teacher performance at SDIT Al Bina Tomoni East Luwu, by 28.6%. Previous research on teachers at SMA Negeri 2 Bangkinang, Kampar Regency found that teacher performance was influenced by the use of information technology by 15.8% (Rizki, 2022). In addition, research conducted on SMK teachers in Gunung Kidul Regency showed that the use of ICT made a 26.8 percent difference in how well teachers did their jobs (Destiana & Soenarto, 2014).

ICT in education helps students learn and apply 21st century skills. As creators of learning environments, instructors must use ICT to improve the teaching and learning process. ICT helps teachers present lessons visually. The use of ICT as a learning support media that meets the needs of students can improve their attitudes towards the learning

process. Media can convey learning content with examples or visuals that support the knowledge being studied. However, it is undeniable that some areas of use of ICT experience obstacles, including teacher competence, network signal strength and also the economic capabilities of students' parents. So that the learning process is not constrained, it can use 2 modes, namely a combination of online and offline.

d. Principal's Leadership Style, and Organizational Culture and Teacher Performance

Based on what has been researched, the performance of SDIT Al Bina Tomoni teachers is influenced jointly by the style or type of principal's leadership and the culture of the organization. The magnitude of this influence is 67.2 percent. This finding is in line with research on teachers of SD Negeri Cluster 1 Baskara Sumirat Semarang. The research came to the conclusion that the principal's leadership style or type and the culture of the organization have a significant influence on teacher work (Vernando & Kaharudin, 2020). In line with research conducted on teachers at SMP Negeri Paciran concluded that the way principals lead and organizational culture affect teacher performance (Arifin, 2018). Research conducted on teachers at the PT Tinggi Sultan Agung Pematang Siantar foundation resulted in a slightly different conclusion, namely that the culture of the organization did not have a significant impact on teacher work (Indajang et al., 2020).

The main focus of this institution is on improving the quality of education for its students through improving the capabilities of its teachers. SDIT Al Bina Tomoni, East Luwu Regency has made efforts to better manage school resources in order to boost output, graduation rates, and final exam results. Many factors play a role in the success of a school, including the quality of students, the quality of teachers and staff, the state of the buildings and infrastructure of the school, the organizational culture in the school, the leadership style of the school, and a number of others. Taken together, these elements (Indajang et al., 2020) form a system that helps the institution fulfill its objectives. School excellence is difficult to achieve if these components do not work together effectively.

e. Organizational Culture, Use of ICT and Teacher Performance

According to what has been researched, the existence of organizational culture and use of ICT has a positive and significant influence on teacher performance at SDIT Al Bina Tomoni East Luwu. The magnitude of this effect is 61.8 percent. These findings are in line with research in the District of Tengaran, Semarang Regency. Based on this research, ICT skills and work ethic affect teachers' Tpack, with a contribution of 56.9 percent (Ambaryanti et al., 2020). The results are in line with current research.

The results of this study further strengthen the perception that the ability to use technology has a role in improving teacher performance because currently technology has touched all aspects of life, especially if it is supported by the culture of the organization when it was built and developed by the institution, it will further encourage improving its performance. The positive culture that is developed will not only make the teachers work better, but will also have an impact in shaping the culture and character of students to be better as well.

f. The Principal Leadership Style, Organizational Culture, ICT Use and Teacher Performance

The results of what has been researched explain the existence of a principal's leadership style, organizational culture, and simultaneous use of ICT have a positive and significant influence on teacher performance at SDIT Al Bina Tomoni East Luwu with the amount of 54.7%.

The element that has an influence on one's work is the aspect of leadership. Comfort is something that is needed for a teacher. The pattern of the principal in leading is one aspect that gives a sense of comfort at work. A strong leadership style will be seen in the formation of schools that are well organized, comfortable, and conducive to learning, as well as in line with the mission and vision as well as the goals to be achieved. Leaders take an active part in listening and encouraging as part of their responsibilities. Because the principal's attitude will make the teacher feel welcome and involved in the situation, performance can improve as a result of participation. In addition, a friendly organizational culture indicates a safe, orderly, and positive school atmosphere, as well as high expectations from school residents.

IV. Conclusion

4.1 Conclusion

From the discussion and the results described, it can be concluded that (1) the principal's leadership style has an influence on the work of SDIT Al Bina Tomoni teachers, East Luwu district (Partial); (2) partially organizational culture variables affect the performance of SDIT Al Bina Tomoni teachers in East Luwu district; (3) partially the use of ICT affects teacher performance at SDIT Al Bina Tomoni, East Luwu district; (4) there is a positive impact between the variables of a principal's leadership style and the culture of the organization related to the work of SDIT Al Bina Tomoni teachers, East Luwu district (simultaneous); (5) there is a positive impact between the cultural variables of the organization and the use of ICT related to the work of SDIT Al Bina Tomoni teachers, East Luwu district (simultaneously); (6) there is a simultaneous influence of the principal's leadership style, organizational culture and the use of ICT on the teacher's performance at SDIT Al Bina Tomoni, East Luwu district.

4.2 Suggestions

Based on the results of the research that has been done, the suggestions for future authors are to be more specific in choosing variables and the number of samples is multiplied by the location of several schools in one district, so that the results of the research can be used as evaluation material for the quality of education in one area. For stakeholders, in this case the government, so that they can pay more attention to the quality of teacher performance so that the goal of educating the nation's children can be achieved.

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