

## Research Article

## Leadership and Organizational Culture with Teacher Professional Competence: Correlation Study on Elementary School Teachers in Jakarta - Indonesia

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**Abstract:** This study aims to determine the relationship of leadership and organizational culture with the professional competencies of state elementary school teachers in Cakung District, East Jakarta City. This study uses a quantitative approach with correlation techniques through hypothesis testing. The method used is the survey method. The population in this study were all public elementary school teachers in the East Jakarta region with a sample of research, namely 6 public elementary schools with a total of 90 teachers. The teacher used as the respondent for the trial was 30 people (5 state primary schools were taken by each teacher). A total of 72 teachers were selected as research respondents. The research instrument used was a questionnaire or questionnaire. The results of the research obtained are (1) Leadership is positively related to professional competence. This means that the right leadership of the principal and carrying out all procedures has a relationship with increasing the professional competence of State Elementary School Teachers in Cakung District, East Jakarta. (2) Organizational culture is positively related to professional competence. That is, the maximum application of organizational culture has a relationship with the professional competence of State Elementary School Teachers in Cakung District, East Jakarta. (3) Leadership and organizational culture together are positively related to professional competence. This means that the application of the right headmaster's leadership and the application of organizational culture in accordance with the applicable rules together have a great relationship to the professional competence of State Primary School Teachers in Cakung District, East Jakarta.

**Keywords:** leadership, organizational culture, teacher professional competence.

### INTRODUCTION

Education in schools is not just a process that is related to knowledge, but includes various things related to physical, emotional, and financial aspects. Therefore, education must reflect various real programs and serve the various needs of users of educational services. Education must be insightful of the future that provides assurance for the realization of human rights to develop all its potential and achievements optimally for future welfare.

School is one place in formal education that is able to develop the potential and achievements of students optimally in order to prepare generations to meet the future. For this reason, teachers are required to have professional competence in achieving specific objectives of educational institutions, especially schools (Bates, Phalen, & Moran, 2018; Sumantri et al, 2018).

The teacher is one of the human elements in the education process. In the process of education in

schools, teachers hold a dual task, namely as instructors and educators. Djamarah (2002) argues that both teaching and educating are the duties and responsibilities of teachers as professionals. Therefore, the heavy duty as a teacher can basically only be carried out by teachers who have high professional competence.

Competence is basically the process of increasing the ability of someone from a low ability to a better ability (Kim-Spoon, 2017). Whereas professionalism is the ability to show concern and competence in a way to be worthy and give rise to people's trust and confidence in their profession (Deangelis, 2014). Professional competency can be interpreted as mastery of learning material widely and deeply which enables it to guide students to meet the competency standards set out in national education standards. Professional teachers are people who have special abilities and expertise in the field of teacher training so that they are able to perform their duties and

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functions as teachers with maximum abilities. Teachers who have high professional competence according to the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, namely teachers who master the material, structure, concepts, and scientific mindset that supports the subjects taught.

Professional teachers are teachers who are able to educate their students to be a generation that is able to compete and have good morals, an educator should have good behavior that is able to be a model that should be followed by students, teacher professionalism is very for educators so that they are able to carry out their duties properly, professionalism a teacher is very important for students because the teacher has a very heavy duty in educating, directing and motivating students to become smart and moral students. To reach good educators, educators should be able to have good character too (Henderson & Loh, 2018).

One of the factors that have a role in improving teacher professional competence is the leadership of the principal, namely the ability of the school principal to manage each component of the school as well as maintaining the existing school climate and culture. The principal has a dominant role in various aspects of school life. The role is in the form of guidance to teachers, the application of leadership styles, delegation of authority, decision making, availability of educational facilities, provision of incentives, resolution of internal conflicts and problems related to the schools they lead. In carrying out this role the principal can influence the organizational culture of the school which ultimately influences the teacher as stated by Robins and Judge that leadership is the ability to influence a group towards achieving goals (2017). A similar opinion was expressed by McShane and Glinow (2010) Leadership is an activity that influences, motivates, and empowers other people to contribute towards a successful and effective organization where there are members.

Apart from being influenced by the leadership of the principal, teachers as professionals are also influenced by the school's organizational culture. Organizational culture is the values and general behavior of someone who is considered a tool for the success of achieving organizational goals (Shahzad, 2014). School organizational culture is the spirit of a school that gives meaning to the school's educational activities, if the school culture is weak, then it is not conducive to the formation of effective schools. On the contrary, a strong school culture will be a facilitator for the improvement of effective schools. Organizational culture is the basic philosophy of an organization that contains shared beliefs, norms, and values that are the core characteristics of how to do something in an organization. Beliefs, norms, and values are the handle

of human resources in the organization in carrying out its performance (Wibowo, 2011). This is part of life in school, forming the attitudes and behavior of school personnel or what is called school culture.

In accordance with the Circular of the DKI Jakarta Education Agency Number 56 / SE / 2015 dated July 9, 2015, the Education Office of the DKI Jakarta Province since August 2015 has carried out a teacher redistribution program. The program is intended to provide a refresher place to teach teachers and school principals as well as a solution to overcome the quality distribution of education for schools in DKI Jakarta. But the change of headmaster and teacher due to mutation and demotion also has an impact on working conditions, the new work culture brought by the leadership creates a behavior attitude that is different from before.

Facts found in the field that some teachers are included in the category of mastering professional competence, but there are still teachers who have not optimized their professional competencies. Teachers who are already included in the professional category are usually characterized by teacher certification either through portfolios or through the PLPG pathway but this method also cannot guarantee optimal mastery of professional competence by certification teachers.

One of the teacher problems that arises is that there are still few teachers who carry out classroom action research to improve their teaching abilities and solve problems in the teaching and learning process in the classroom. Learning tools and methods are also still not fully developed. This can be seen from the lecture method which is still a favorite of the teachers, while the learning devices made still use copies from previous years. There are some of them who have not yet inserted character education in learning as well as the inactivity of teacher working groups and subject teacher deliberations in several existing regional clusters. This indicates that the teacher redistribution program has not been able to improve the professional competence of elementary school teachers and the distribution of quality education.

Based on the description above, it can be obtained an illustration that teacher professional competence will not arise without being accompanied by improvement and consistency of all aspects of the principal's leadership and organizational culture, the researcher is interested in conducting research with the title "leadership relations and organizational culture with teacher professional competence Public Elementary School in Cakung District, East Jakarta City ". The purpose of this study is to look at leadership relations and organizational culture with teacher professional competence.

**METHOD**

This study uses a quantitative approach with correlation techniques through hypothesis testing. The method used is the survey method. Data were analyzed by correlational analysis to determine the relationship between variables according to the model formed.

The population in this study were all public elementary school teachers in the East Jakarta area. The sample in this study was determined by multistage random sampling technique. There are 6 public elementary schools with 90 teachers. The teacher used as the respondent for the trial was 30 people (5 state

primary schools were taken by each teacher). A total of 72 teachers were selected as research respondents.

To obtain data, the research uses a research instrument in the form of a questionnaire or questionnaire from: (1) leadership which is designated as independent variable (X1), (2) organizational culture defined as independent variable (X2), and (3) professional competency determined as dependent variable (Y).

**RESULTS AND DISCUSSION**

As for the analyzed data, the result can be disclosed as follows:

**Table 1. Results of ANOVA Analysis for Simple Regression Equations  $\hat{Y} = 49.72 + 0.55X1$**

Sumber Varians	dk	JK	RJK	F <sub>hitung</sub>	F <sub>tabel</sub>	
					α = 0,05	α = 0,01
Total	72	989534				
Regressi a	1	987480,89				
Regressi b/a	1	876,64	876,64	52,16 **	3,98	7,01
Residu	70	1176,47	16,81			
Tuna Cocok	22	295,92	13,45	0,73 <sup>ns</sup>	1,77	2,24
Galat	48	880,55	18,34			

Information:  
 dk = degree of freedom  
 JK = Number of Squares  
 RJK = Average Number of Squares  
 \*\* = Very significant regression (52.16 > 7.01 at α = 0.01)  
 ns = Non Significant, means Linear (0.73 < 1.77 at α = 0.05)

**Table 2. Significant Test Results of the Simple Correlation Coefficient**

Variable	dk	Simple Correlation Coefficient	t <sub>hitung</sub>	t <sub>tabel</sub>	
				α = 0,05	α = 0,01
X1 - Y	70	r <sub>1y</sub> = 0,653	7,22 **	1,99	2,65
X2 - Y	70	r <sub>2y</sub> = 0,630	6,79 **	1,99	2,65

**Table 3. Results of ANOVA Analysis for Multiple Regression Equations  $\hat{Y} = 15.46 + 0.37X1 + 0.48X2$**

Source of Variance	Dk	Number of Squares (JK)	Average Number of Squares (RJK)	F <sub>hitung</sub>	F <sub>tabel</sub>	
					α = 0,05	α = 0,01
Total	2	1111,12	555,56			
Residue	69	941,99	13,65	40,69 **	3,13	4,93

**Table 4. Significant Test Results for Partial Correlation Coefficients**

Variable	dk	Partial Correlation Coefficient	t <sub>hitung</sub>	t <sub>tabel</sub>	
				α = 0,05	α = 0,01
X1 with Y, if X2 is controlled	69	r <sub>y1.2</sub> = 0,488	4,64 **	1,99	2,65
X2 and Y, if X1 is controlled	69	r <sub>y2.1</sub> = 0,446	4,14 **	1,99	2,65

**Relationship between Leadership and Professional Competence**

The results of testing the first hypothesis can be concluded that there is a positive relationship between leadership and professional competence, where the correlation coefficient of 0.653 produces tcount = 7.22 greater than t table = 2.65 at α = 0.01. The conclusion shows that the higher the leadership, the higher professional competence will be.

The correlation between leadership and professional competence shows its meaning, both through product moment correlation and partial correlation. The results of this analysis provide clues that leadership is one of the main factors contributing to professional competence. From these results it can also be interpreted that leadership enhancement will contribute meaningfully to professional competence.

The principal serves to influence the teachers with the aim of being able to carry out all the directives he gives while at school. The principal has the authority and responsibility for the organization he leads. Principal is a leader and manager who must arrange, give orders and protect his subordinates, namely the teachers and resolve problems that arise. The principal is a functional teacher who is given the task of leading a school where there is a teaching and learning process or a place where there is interaction between the teacher who gives lessons and students who receive the lesson. Yulk (2010: 26) explains leadership as follows;

The leadership of the process of influencing other to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

Principal leadership provides motivation for improving teacher performance and student learning outcomes. Principal leadership must be truly accountable, because the responsibility of the principal is very important and determines the level of student learning outcomes, also the productivity and morale of the teacher depends on the principal in the sense to what extent the principal is able to create work enthusiasm and the extent of the head schools are able to encourage subordinates to work in accordance with the policies and programs outlined so that the work productivity of teachers is high and student learning outcomes increase. The success of organizational processing is largely determined by the activities of the utilization of human resources, in this case a leader must have techniques to be able to maintain performance and job satisfaction, among others by providing opportunities for teachers to develop their professional competencies.

#### **Relationship between Organizational Culture and Professional Competence**

The results of testing the second hypothesis can be concluded that there is a positive relationship between organizational culture and professional competence, where the correlation coefficient of 0.630 produces  $t_{hitung} = 6.79$  greater than  $t_{table} = 2.65$  at  $\alpha = 0.01$ . The conclusion shows that the higher the organizational culture, the higher professional competence will be.

Correlation between organizational culture and professional competence shows its meaning, both through product moment correlation and partial correlation. The results of this analysis provide an indication that organizational culture is one of the main factors contributing to professional competence. From these results it can also be interpreted that improving organizational culture will contribute meaningfully to professional competence.

School as a system has three main aspects, which are closely related to school quality, namely the

teaching and learning process, leadership, school management, and school culture. The success of an educational institution is not only supported by the complete facilities and infrastructure, qualified teachers or good student input, but the school culture is very instrumental in improving school effectiveness. School culture is the spirit of a school that gives meaning to the school's educational activities, if the school culture is weak, then it is not conducive to the formation of effective schools. On the contrary, a strong school culture will be a facilitator for the improvement of effective schools. K. Shadur and M. A. Kienzle cited by Robbins and Coulter (2016) define organizational culture:

The organizational culture has been described as the shared values, principles, traditions and ways of organizational member act. These are the most important things that are done around here.

School culture has a role in increasing and reducing the motivation of teachers in work. If the teacher feels a conducive working atmosphere in his school, a safe environment, a comfortable work situation, a relationship between teachers and the headmaster are warmly interwoven, as well as openness in all forms of financial reporting, it is expected that professional competence in work will increase, and if professional competence increases so students will achieve satisfactory academic achievement. So that the quality of education in the school becomes good. The conduciveness of the work environment of a school influences the attitudes and actions of the entire community, especially in achieving student academic achievement. Besides that the academic achievement of students is influenced very strongly by the psychological atmosphere or work culture of the school

Quality and quality education will certainly produce human resources that can optimize the potential of other existing resources. The quality of education and graduates is often seen as dependent on the teacher's role in managing the teaching components used in the teaching and learning process, which is the responsibility of the school. Therefore, the heavy duty of a teacher can basically only be carried out by teachers who have high professional competence.

#### **The Relationship between Leadership and Organizational Culture Together with Professional Competence**

The results of testing the third hypothesis can be concluded that leadership and organizational culture together have a positive relationship with professional competence. The multiple correlation coefficient between the two independent variables with the dependent variable  $R_{y.12}$  of 0.735 produces  $F_{count} = 40.69$  greater than  $F_{table} = 4.93$  at  $\alpha = 0.01$ . From the correlation coefficient, it can be calculated the coefficient of determination ( $R_{y.12}^2$ ) of 0.5406 means

that 54.06% the proportion of the variance of professional competence can be explained together by leadership and organizational culture.

There are various factors that influence professional competence, namely school culture, leadership style, work facilities and so on. However, in the practice of policy making in an effort to improve the quality of education, it rarely takes into account professional competence. Motivation to improve professional competence will arise in the teacher if there is attention, conformity, trust and satisfaction given by the principal, and smooth communication between the teacher and the principal and the teacher with the teacher. Newstrom (2015) explains

Leadership process of influencing and supporting others to work enthusiastically toward achieving objectives. It is the critical factor that helps individuals or groups identify their goals and motivates and assists in achieving the stated goals.

Leadership is the process of influencing and supporting other people to work seriously in order to achieve a predetermined goal. Leadership is an important factor that can help individuals or groups in identifying goals and motivating and directing to predetermined goals. Hofstede (2014) defines organizational culture as follows: The organizational culture of the mindset of people who distinguish them from each other, within the organization or outside the organization. These include values, beliefs, and employees of different organizations.

Teacher professional competence in particular is one of the factors that greatly influences the quality of school quality. It can be concluded that leadership and school culture influence teacher professional competence.

## CONCLUSION

Based on the results of the calculation of research data and the results of data analysis, some conclusions can be obtained as follows: (1) Leadership is positively related to professional competence. This means that the right leadership of the principal and carrying out all procedures has a relationship with increasing the professional competence of State Elementary School Teachers in Cakung District, East Jakarta. (2) Organizational culture is positively related to professional competence. That is, the maximum application of organizational culture has a relationship with the professional competence of State Elementary School Teachers in Cakung District, East Jakarta. (3) Leadership and organizational culture together are positively related to professional competence. This means that the application of the right headmaster's leadership and the application of organizational culture in accordance with the applicable rules together have a great relationship to the professional competence of

State Primary School Teachers in Cakung District, East Jakarta.

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