

THE EFFECT OF ORGANIZATIONAL CULTURE, WORK ENVIRONMENT, AND LEADERSHIP STYLE ON TEACHER PERFORMANCE AT BINA BUDI MULIA FOUNDATION, MALANG

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ABSTRACT

This research aims to describe the organizational climate and work motivation of teachers' performance and work discipline, analyze the effect of organizational climate and work motivation on work discipline, analyze the influence of organizational culture, work environment, and leadership style on teacher performance, at the Bina Budi Mulia Foundation, Malang City. The population in this study were teachers at the Foundation, totaling 43 teachers. Samples were taken using a census so that 43 teachers became the object of research. The data collection technique in this research is a list of questions (questionnaire). While the data analysis technique used is multiple linear regression, classical assumption test, t-test, F test, and the determinant coefficient. The results showed that part there was a significant and positive influence of organizational culture on teacher performance, there was a positive and significant effect of the work environment on teacher performance, and leadership style had a positive and significant effect on teacher performance.

Keywords: Organizational Culture, Work Environment, Leadership Style, Teacher Performance

1. INTRODUCTION

In the development of high-caliber human resources, education is crucial. Quality human resources are not only essential for competing globally, but also for developing human resources with high moral standards and advancement in contemporary morality. The key to modifying and raising the standard of education is teachers. One of the elements thought to have the greatest impact on how well education is carried out is teachers. As a human resource, the teacher's influence is crucial, and numerous studies have uncovered crucial data regarding how well teachers perform in reaching educational objectives.

The ability of a teacher to carry out his responsibilities and define the behaviors demonstrated by the instructor during the learning process can be shown through teacher performance (Supardi 2013:54). Because teacher performance is a first step in raising the caliber of services provided to pupils, it is crucial to improve teacher performance. In the field of education, teacher performance is a concern since the teacher determines student learning attainment and has a significant impact on education quality. "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, primary education, and secondary education," states Law of the Republic of Indonesia Number 14 of 2005, Article 1 Paragraph 1 Concerning Teachers and Lecturers. Beginning with lesson design, classroom execution, and the process of evaluating or measuring student learning outcomes, a teacher's success is demonstrated not just by their work but also by their behavior while they are at work.

Each educational institution's organizational culture, work environment, and leadership style all have a significant impact on the attainment of high-caliber teacher performance. Organizational culture has a significant impact on how well teachers perform. An organization's culture is its common and obligatory philosophy, ideology, values, presumptions, beliefs, expectations, attitudes, and norms. Human attitudes and behavior in the workplace that are also based on the prevalent value system are referred to as organizational culture. (Suharnomo and Marta, 2011:23). Humans, therefore, play a major role in determining how an organization's

goals are achieved (Ekhsan, 2019: 2). The work environment is a crucial element when employees carry out their duties, and it also plays a significant part in the development of teacher performance. Teachers will be inspired to perform their duties more effectively if they work in a pleasant setting. The excitement or passion of people at work will be influenced by demonstrating a positive work environment or by establishing working conditions that can inspire employees to work (Sunyoto, 2015: 38). The success of the instructors' performance is also highly correlated with the leadership style. A person uses their leadership style, which is a behavioral norm when they want to influence the conduct of others (John Adair, 2008: 67).

The effectiveness of a leader in changing the behavior of his followers depends on his leadership style. For all activities to run smoothly and effectively, which will ultimately lead to the achievement of the goal of improving teacher performance and the educational goals that have been set, a leader in the field of education must possess the skills necessary to influence, encourage, guide, direct, and mobilize others who have to do with the implementation and development of education and teaching or training.

To achieve results in educating children, not only teacher performance is needed but organizational culture is also very necessary in educating students who have high quality. Therefore, in schools, an organizational culture, work environment, and leadership style are needed to promote high-quality students. The Bina Budi Mulia Foundation is committed to teaching success. The success of this teaching is closely related to the teacher's performance. If the teacher's performance is good, then of course it is driven by cultural, environmental, and leadership factors that exist within the Bina Budi Mulia Foundation. Bina Budi Mulia Foundation Malang understands the duties and responsibilities that are very heavy but noble and is ready to help students who experience difficulties when carrying out activities or studying. With the organizational culture, work environment, and leadership style, teachers who work at the Bina Budi Mulia Foundation school can work well together to produce students who have high quality. Indirectly they have the desire to advance their students, although educating children is not easy but they have high spirits. Organizational culture, work environment, and a strong leadership style can produce good-quality teachers and achieve school goals.

2. LITERATURE REVIEW

2.1 Performance

The teacher's or teacher's performance refers to their actions when confronted with a task and refers to their actions or responses that produce outcomes. The effectiveness of the teaching staff or teachers is determined by all actions or conduct they engage in, as well as by the decisions they make to produce desired outcomes (Martinis Yamin & Maisah 2008:31). An indication of a teacher's competence is their ability to carry out their responsibilities as teachers professionally and responsibly. Consequently, a teacher is someone knowledgeable and competent who imparts that information to others to improve the quality of human resources. Teacher performance can be seen from the teacher's routine in the learning process, for example how the teacher is in planning to learn, implements learning, assesses and evaluates learning activities (Muhammad Isbat, Muh. Yunus2, and Husain AS 2021:3). As teachers who can make programs or design learning situations following the conditions in the field and the ability of students to follow. conduct evaluations or carry out assessments of student learning processes and outcomes regularly (Martinis Yamin & Maisah 2008:36). According to Burhanuddin (2007:1), Teacher performance is the quality of the description of the quality of work possessed by teachers and is manifested through mastery and application of teacher competencies. This view shows that performance is a description of mastery and application of teacher competence in actualizing their duties and roles as teachers.

2.2 Organizational Culture, Work Environment, and Leadership Style

An organization's culture is its common and obligatory philosophy, ideology, values, presumptions, beliefs, expectations, attitudes, and norms. Human attitudes and behavior in the workplace that are also based on the prevalent value system are referred to as organizational culture (Marta and Suharnomo, 2011:23). Humans, therefore, play a major role in determining how an organization's goals are achieved (Ekhsan, 2019: 2). The achievement of educational goals is also inseparable from the role of organizational culture because organizational culture has an important role as something that provides characteristics for a school. As a result, the teacher's understanding of the organizational culture that is ingrained in him gives him a strong incentive to uphold, develop, and maintain the organizational culture so that it serves as a powerful motivator to deliver the anticipated performance. Schools are an example of an educational organization that is a stakeholder in the education system and plays a significant role in developing students' abilities and personalities. The role of teachers in helping students learn cannot be separated from how schools carry out the learning process.

A significant aspect of raising teacher effectiveness is the workplace environment. Teachers will be inspired to perform their duties more effectively if they work in a pleasant setting. The excitement or passion of people at work will be influenced by demonstrating a positive work environment or by establishing working conditions that can inspire employees to work (Sunyoto, 2015: 38). "The work environment is everything that is surrounding the employees and that may have an impact on how well they do the duties allocated to them" (Nitisemito in Sunyoto, 2015). The working environment has a direct impact on a teacher's performance even though it does not carry out the instructional process. A poor work environment can hinder productivity and employee motivation. A conducive and pleasant work environment for every teacher through binding harmonious relationships with school principals, colleagues, and students, as well as being supported by adequate facilities and infrastructure will have a positive impact on teachers so that their work performance can be improved. Comfort in the work environment will affect the success of the work carried out by the teacher.

The effectiveness of instructors' performance is very highly correlated with their leadership style. A person uses their leadership style, which is a behavioral norm when they want to influence the conduct of others (John Adair, 2008: 67). The effectiveness of a leader in changing the behavior of his followers depends on his leadership style. For all activities to run smoothly and effectively, which will ultimately lead to the achievement of the goal of improving teacher performance and the educational goals that have been set, a leader in the field of education must possess the skills necessary to influence, encourage, guide, direct, and mobilize others who have to do with the implementation and development of education and teaching or training.

A leader's behavior pattern when motivating and influencing workers is referred to as their leadership style (Nur Kholis, 2003: 32). Iman further describes leadership style as a pattern of actions and tactics that a leader frequently favors and employs. Using a leadership style, one can persuade others to perform organizational responsibilities on their initiative and to always be productive (Imam Wahyudi, 2013: 130). As a result, it is believed that a leader must exist in every organization to serve as the captain of his crew. A crucial requirement for an organization's existence and development is effective leadership. The same is true in the field of education, where education is a system in which its various parts interact to further a common objective. In this situation, teachers and principals are key players in attaining educational objectives. The principal's actions will have an impact on the teacher's actions. Consequently, a good leadership style will influence teacher conduct to be positive as well, such as being assured, devoted, and driven to complete tasks effectively.

Hypothesis

- H₁: It is suspected that organizational culture has a significant effect on teacher performance at the Bina Budi Mulia Foundation
- H₂: It is suspected that the work environment has a significant effect on the performance of teachers at the Bina Budi Mulia Foundation
- H₃: It is suspected that leadership style has a significant effect on teacher performance at the Bina Budi Mulia Foundation
- H₄: It is suspected that organizational culture has a dominant influence on teacher performance at the Bina Budi Mulia Foundation.

3. METHOD

A questionnaire is used in this study as a tool for gathering descriptive data, which will be used to evaluate hypotheses. 43 teachers from the Bina Budi Mulia Foundation in Malang City made up the study's population. Because the population of this study does not exceed 100 employees, the authors use 100% of the population of Malang City or 43 respondents. Therefore, using the entire population as a unit of observation without needing to select a study sample is a saturated sample (census technique). Descriptive analysis and structural equation model analysis were the methods used in this study's approach to data analysis. The frequency distribution of the respondent's responses to the results of the questionnaire collection will be determined in this study using descriptive analysis. To describe or describe the information gathered from the questionnaire, this analysis is required. The impact of organizational atmosphere and work motivation on teacher performance through work discipline is studied using structural equation modeling.

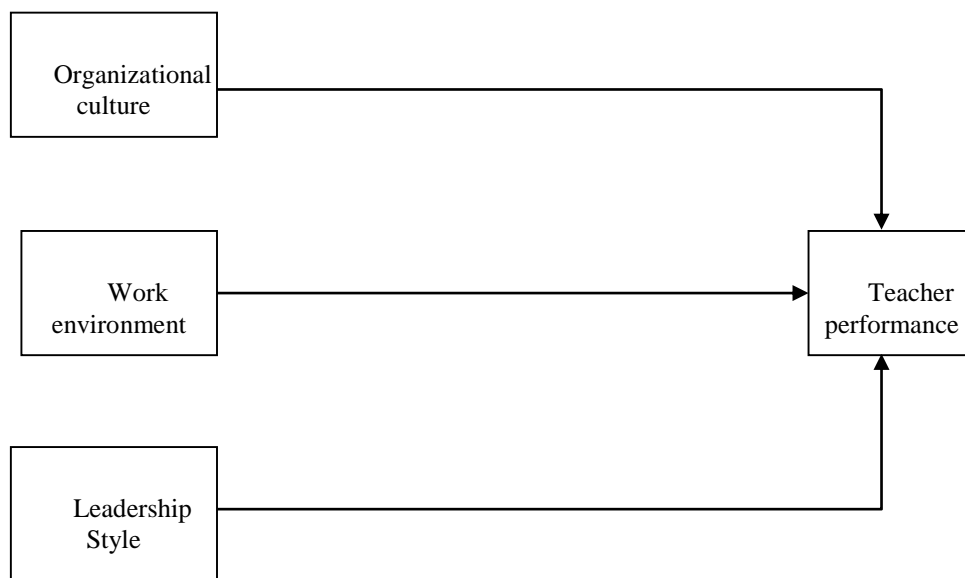


Figure Conceptual Framework

4. RESEARCH RESULT

4.1. Validity and Reliability Test

The results of the test of the validity of the teacher performance questionnaire items (Y) from a total of 10 items are all valid because of the value of Sig. < 0.05. The results of the

reliability test also stated that all the variables in this study had a good reliability status with a total Cronbach's Alpha (α) value > 0.8 .

4.2. Classic assumption test

The outcomes of the autocorrelation test were performed using SPSS 22 and the Durbin-Watson (DW) method. The Durbin-Watson (DW) value is known to be 1.736. In other words, the DW value is located at -2, 1.736, and +2. Thus, it can be said that there is no autocorrelation issue in this regression model. The findings of the multicollinearity test also show that all independent variables in this study's multiple linear regression analysis have Tolerance values > 0.1 and VIF 10. As a result, the multicollinearity issue is not dependent on the regression model in this investigation. The Heteroscedasticity Test revealed points to be distributed in an illogical fashion above and below the 0 on the Y axis. As a result, it can be said that this regression model has no issues with heteroscedasticity.

4.3. Multiple Linear Regression Analysis Results

Multiple linear regression analysis findings $Y = 0.717 + 0.308 + 0.068 + \varepsilon$. The constant value is 37.728 according to the equation for multiple linear regression given above. This indicates that the teacher's performance at Bina Budi Mulia Foundation Malang is 37.728 if the variable values of organizational culture, work environment, and leadership style are taken into consideration constant (equal to zero).

The regression coefficient for the organizational culture variable ($1X_1$) is 0.717. This demonstrates that the organizational culture variable (X_1) has a direct and favorable impact on teacher performance (Y). According to the coefficient value of $1X_1$, which is 0.717, the performance of instructors at the Bina Budi Mulia Malang Foundation increases by 0.717 for every one percent rise in organizational culture, provided other factors remain constant. As a result, it can be said that the organizational culture at the Bina Budi Mulia Foundation Malang, which is made up of people orientation, team orientation, innovation, and aggression, can positively affect the quality of education there. The work environment variable's ($2X_2$) regression coefficient is 0.308. This demonstrates that the work environment variable (X_2) has an immediate and favorable impact on teachers' performance (Y). Assuming that all other factors remain constant, the coefficient value of $2X_2$ is 0.308, which indicates that for every 1% improvement in the working environment, teacher performance at the Bina Budi Mulia Foundation Malang will also improve by 0.308. The working environment at the Bina Budi Mulia Foundation in Malang, which is influenced by the surroundings, resources, and connections with coworkers, can therefore be said to have a favorable impact on the standard of instruction at the Bina Budi Mulia Foundation, Malang.

The leadership style variable ($\beta_3 X_3$) has a regression coefficient of 0.068. This demonstrates that the leadership style variable (X_3) has a direct and favorable impact on teachers' performance (Y). With the assumption that other factors remain constant, the coefficient value of ($\beta_3 X_3$) is 0.068, which means that for every 1% increase in leadership style, the performance of instructors at the Bina Budi Mulia Foundation Malang is raised by 0.068. Thus, it can be concluded that the leadership style at the Bina Budi Mulia Foundation Malang, which is comprised of decision-making, responsibility, subordinate control, and communication, has the potential to positively impact the standard of education there.

The value of Adjusted R Square, which represents the findings of the coefficient of determination test, is 0.619, indicating a relationship between leadership style, workplace culture, and teacher performance at the Bina Budi Mulia Foundation Malang, which is 61.9%.

Approximately 61.9% of the dependent variable can be described by the three independent factors, and the remaining 38.1% can be explained or explained by other variables not included in this study.

4.4. Test Results (H1,H2, H3)

Table 1. t-test results

Coefficients					
Model	Unstandardized Coef.		Standar dized Coef.	t	Sig.
	B	Std. Error	Beta		
(Constant)	37.728	14.152		4.666	0.011
Organizational culture	1.178	0.208	0.717	2.079	0.000
Work environment	0.339	0.302	0.308	1970	0.023
Leadership style	0.092	0.134	0.068	1.218	0.038

a. Dependent Variable: Teacher performance

Source: Primary data processed (2022)

Testing hypothesis 1, it has been established that organizational culture has a substantial impact on teacher performance at the level of 0.05, with a Sig t value of 0.000 and a beta coefficient of 0.717. This demonstrates that the organizational culture at the Bina Budi Mulia Foundation in Malang significantly enhances teacher performance. H₁ is therefore statistically tested. Testing H₂, it is known that there is a significant relationship between the work environment and teacher performance at the level of 0.05, with a Sig t value of 0.023 and a beta coefficient of 0.308. This demonstrates that at the Bina Budi Mulia Foundation in Malang, the workplace has a considerable positive impact on teacher performance. H₂ is therefore statistically tested. According to the results of the H₃ test, the relationship between leadership style and teacher performance is significant at the 0.05 level, with a Sig t value of 0.038 and a beta coefficient of 0.068. This demonstrates that the leadership style at the Bina Budi Mulia Foundation in Malang significantly improves teacher performance. H₃ is therefore statistically tested.

4.5. The most dominant independent variable test (H₄)

Table 2. Regression Coefficient Rating (Beta) All Independent Variables

Rating	Variable	Beta Coefficient	Influence
1.	Organizational culture (X ₁)	0.717	Significant
2.	Work environment (X ₂)	0.308	Significant
3.	Leadership style (x₃)	0.068	Significant

Source: Primary data processed (2022)

It can be seen that the organizational culture variable (X₁) is the independent variable that has the largest regression coefficient (beta) (0.717) compared to other independent variables.

That is, the teacher performance variable at the Bina Budi Mulia Foundation Malang is more influenced by organizational culture variables (X_1) than the variables of the work environment (X_2) and leadership style (X_3). The organizational culture variable (X_1 regression)'s coefficient (beta) has a positive value, indicating that the Bina Budi Mulia Foundation's teachers perform better when the organizational culture is better.

The explanation given above reveals that organizational culture, which has the biggest rank of regression coefficient value, has a dominant impact on teacher performance at the Bina Budi Mulia Foundation Malang. It is followed by work environment and style variables leadership. Thus, H_4 is statistically tested.

5. DISCUSSION

5.1. Description of organizational culture, work environment, leadership style, and teacher performance

Organizational culture is shaped by people orientation, team orientation, innovation, and aggressiveness. The majority of respondents concurred that the organizational culture at the Bina Budi Mulia Foundation Malang is shaped by people orientation, team orientation, creativity, and aggression, demonstrating the organization's strong organizational culture. Team orientation is the primary factor in this study's development of organizational culture at Bina Budi Mulia Foundation Malang. The majority of respondents in this study were able to cooperate with their co-workers to realize organizational goals (Bina Budi Mulia Foundation Malang). An organization's culture is a common set of values that its members uphold and that serve to set it apart from other organizations with a similar mission. A system of fundamental values that the organization upholds is this common-meaning system. According to Robbins and Judge (2017) opinion, "organizational culture is a set of rules developed by a group of individuals and collectively agreed upon by all members in the organization and becomes a differentiator with other organizations." One of the important aspects of the organizational culture at Bina Budi Mulia Foundation Malang is team orientation which shows the extent to which the activities carried out by the teachers there emphasize the interests of the organization rather than the needs of individuals. This means that the leader (Principal) prioritizes work activities in the organization based on teamwork, not on individuals. In other words, team orientation is a work activity organized around organizational members, not just individuals to support collaboration.

The work environment is shaped by the atmosphere, facilities, and relationships with colleagues. The work environment at the Bina Budi Mulia Foundation in Malang is good, as evidenced by the majority of respondents agreeing that the work environment there is shaped by the atmosphere, facilities, and relationships with colleagues. The main thing that shapes the work environment at the Bina Budi Mulia Foundation, Malang. Employees are surrounded by conditions at work that may have an impact on how well they perform the tasks assigned to them by the business. According to Sedarmayanti (2013:26), the work environment includes all of the tools and materials used, the setting in which people operate, as well as their working arrangements both alone and with others. The problem of the work environment in an organization is very important, In this case, it is necessary to regulate and arrange work environment factors in the organization of organizational activities. Every employee with a conducive environment can thus achieve good work results. One of the important aspects of the work environment at the Bina Budi Mulia Foundation Malang is the atmosphere, which indicates a situation that is felt by the teachers when they are working at the Bina Budi Mulia Foundation Malang. A comfortable working atmosphere indicates a condition where the teacher feels he is valued as an employee, feels safe when he is at work, is happy, and has no burden on

his mind. Comfort needs to be obtained by every employee in every work activity, because if it is not comfortable then everything he does will not be maximal.

Leadership style is formed by the existence of decision-making, responsibility, control of subordinates, and communication. The leadership style at Bina Budi Mulia Foundation Malang is already good, this is evidenced by the majority of respondents agreeing that the leadership style there is shaped by decision-making, responsibility, control of subordinates, and communication. The main thing that forms (effectively) the leadership style (Principal) in the Bina Budi Mulia Foundation of Malang in this study is communication. The description of the communication can be seen from the majority of respondents in this study who think that the leader (Principal) at his place of work can establish good (familiar) communication with his employees there. Leadership style is an effort made by someone who becomes an organizational leader to influence other people (employees) to want to do a task or job to achieve organizational goals. The principal's leadership style is all management actions taken by the principal of the resources in the school environment so that all these resources are motivated to work together to advance the quality of the school. The success of the principal in managing school resources is very important because it can bridge the achievement of educational goals to the fullest. According to Kartono (2017:13) that a school principal must be able to become a leader for all school members, both for teachers, staff, or school employees, as well as for students. As Kristanti and Harahap (2012:18) argue that leadership style is a way used by leaders to influence, direct, encourage, and control others in achieving the goals of the organization they lead.

Teacher performance is shaped by the teacher's ability to plan to learn, be able to carry out learning, be able to evaluate learning outcomes and be able to develop the profession. Teacher performance at Bina Budi Mulia Foundation Malang is already good, this is evidenced by the majority of respondents agreeing that teacher performance there is shaped by lesson planning, implementation of learning, evaluation of learning outcomes, and professional development. The main thing or aspect that improves the performance of teachers at the Bina Budi Mulia Foundation Malang in this study is the ability to develop the profession.

The majority of respondents in this study tried to find and read books or other relevant resources to improve their ability to teach. Performance is a work achievement that has been achieved by someone. Performance is the outcome of an action that has been taken by a person to accomplish a goal. The accomplishment of this work also serves as a means of assessing one's work against the established standards. The ability of a teacher to accomplish his or her tasks and obligations as an educator, including being able to plan and implement instructional programs, be able to conduct evaluations, and be able to follow through on evaluation results, is strongly tied to that teacher's performance.

5.2. The effect of organizational culture on teacher performance

Organizational culture has a significant positive effect on teacher performance at the Bina Budi Mulia Foundation, Malang. The main thing or aspect that can develop an organizational culture at the Bina Budi Mulia Foundation Malang is team orientation, which is reflected in the ability of teachers to work together with colleagues to complete tasks and achieve organizational goals. This means that the better the organizational culture, the better the teacher's performance. Vice versa, the worse the organizational culture, the lower the performance of teachers at the Bina Budi Mulia Foundation, Malang.

An organization's culture is a common set of values that its members uphold and that serve to set it apart from other organizations with a similar mission. A system of a common meaning

that the organization adheres to accomplish its objectives. This is consistent with the viewpoint. According to Rivai and Mulyadi (2012:374), organizational culture is a framework that controls daily behavior, influences employee decision-making, and motivates workers to carry out corporate objectives. Organizational culture also functions as a control mechanism, which can control and direct employees in the same direction to achieve the vision, mission, and goals of the organization. All activities in the organization will run well if the organization can control and manage its employees effectively and efficiently. As stated by Robbins (2011: 512) that organizational culture serves as a clear differentiator from one organization to another, thereby bringing a sense of identity to organizational members, and facilitating commitment to something broader than one's interests, which ultimately determines the performance of organizational members to work to realize the ideals of the organization.

The findings of this study corroborate those of Virginia's research (2020:87), according to which corporate culture significantly enhances employee performance. The findings of this study concur with those of Mulyani, et al. (2019:147), who conclude that an organization's culture has a favorable and significant impact on employee performance. The findings of this study concur with those of Hasibuan (2022:41), who concluded that organizational culture significantly enhances teacher performance. Teacher performance can be enhanced by a collaborative attitude, the development of harmonious connections, and the greeting of colleagues. If this is done frequently, the organizational culture at the Bina Budi Mulia Foundation will unquestionably improve. Vice versa, the worse the organizational culture, the lower the performance of teachers at the Bina Budi Mulia Foundation, Malang.

5.3. The influence of the work environment on teacher performance

The work environment has a significant positive effect on teacher performance at the Bina Budi Mulia Foundation, Malang. The main thing that can shape the work environment at the Bina Budi Mulia Foundation Malang is the atmosphere, which is reflected in the comfortable feeling of the teachers with the atmosphere there. This implies that a teacher will perform better the better their working conditions are. On the other side, teachers at the Bina Budi Mulia Foundation in Malang perform poorly the poorer the working environment.

Everything that surrounds workers who have the power to decide for themselves how to carry out and finish the duties given to them in a work area inside an organization is referred to as the work environment. This is in line with the assertion made by Hanafi and Yohana (2017: 78), who claim that the workplace setting determines how well an employee performs his duties and obligations and influences how well they complete the tasks given to them by their superiors. Consequently, one of the factors that can influence an employee's success in a company is their working environment. Employees who feel satisfied, comfortable, and safe, and have a good perception of the conditions of the work environment in the organization, have a higher performance to help achieve the targets or ideals of the organization, which of course the more productive the employee will be for the organization. As stated by Render and Heizer (2005:239) that an employee who works in an organization supported by a complete and adequate physical work environment, and supported by the comfort of a non-physical work environment, feelings of pleasure will arise in him so that he will working with all might realize the goals of his organization (performing well).

The results of this study support the research results of Hanafi and Yohana (2017:73) stating that the work environment has a significant positive effect on teacher performance. The results of this study also support the research results of Rasmuji and Putranti (2017:178) concluding that the comfort of the work environment has a significant positive effect on employee performance. The results of this study also support the results of Virginia's research (2020:87)

which concludes that the work environment has a significant positive effect on teacher performance. This positive influence can be seen in teachers who are related, have many colleagues at work, and are open to others. These attitudes are basic attitudes from within the teachers who can develop a better work environment. That is, the better the working environment conditions, the better the teacher's performance. On the other hand, the worse the working environment, the lower the teacher's performance.

5.4. The effect of leadership style on teacher performance

Leadership style has a significant positive effect on teacher performance at the Bina Budi Mulia Foundation, Malang. The main thing that can trigger the effectiveness of the principal's leadership style at the Bina Budi Mulia Foundation Malang is communication, which is reflected in the teachers' perception that the principal can establish good (familiar) communication with all school members, including teachers. This means that the better or more effective the leadership style applied by the principal, the better the teacher's performance. On the other hand, the worse or more ineffective the leadership style applied by the principal, the lower the performance of teachers at the Bina Budi Mulia Foundation, Malang.

A leader's ability to persuade followers to cooperate and work effectively toward reaching corporate goals is referred to as their leadership style. An organization's management is greatly impacted by the presence of a leader. According to Goetsch and Davis in Rivai (2014: 5), a leadership style is a capacity to mobilize people to contribute fully and willingly to efforts to meet or surpass organizational objectives. The leader seeks to have his followers move in a certain way, engage in directed activity, be alert and cooperative, and take full responsibility for the work by exerting influence over them.

The findings of this study corroborate those of Hasibuan (2022:43), who found that leadership style significantly improves teacher performance. The findings of this study concur with those of Rivaldo (2021:25), who concludes that a leader's effectiveness has a considerable favorable impact on employee performance. The findings of this study concur with those of Tambingon's study (2018:357), which finds that the principal's management style significantly enhances teacher performance. This positive influence can be seen in the leader who can communicate with co-workers. Of course, good communication is one of the keys to building trust in leaders. Not only that, but it also makes the presence of leaders have an effective impact on teachers. It means, the more effective the principal's leadership style, the more teacher performance will improve. On the other hand, the more ineffective the principal's leadership style, the lower the teacher's performance.

6. CONCLUSIONS AND SUGGESTION

Conclusion

Based on the results of the research and discussion as described in the previous chapter, the conclusions of this study can be stated as follows:

- The organizational culture at Bina Budi Mulia Foundation Malang is already good, which is formed by people orientation, team orientation, innovation, and aggressiveness. The main thing that can develop an organizational culture at the Bina Budi Mulia Foundation Malang is team orientation, which is reflected in the ability of teachers to work together with colleagues to complete tasks and achieve organizational goals. The work environment at the Bina Budi Mulia Foundation Malang is also good, which is shaped by the atmosphere, facilities, and relationships with colleagues. The main thing that can

shape the work environment at the Bina Budi Mulia Foundation Malang is the atmosphere, which is reflected in the comfortable feeling of the teachers with the atmosphere there. The leadership style of the Principal at the Bina Budi Mulia Foundation Malang is also good, which is formed by decision-making, responsibility, control of subordinates, and communication. The main thing that makes the leadership style effective at Bina Budi Mulia Foundation Malang is communication, which is reflected in the teachers' perception that the principal there can establish good (familiar) communication with them. The performance of teachers at Bina Budi Mulia Foundation Malang is also good, which is formed by the ability to plan lessons, implement lessons, evaluate learning outcomes, and develop the profession. The main aspect that improves the performance of teachers at Bina Budi Mulia Foundation Malang is the ability to develop the profession, which is reflected in the efforts of the teachers to find and read books or other relevant sources to improve their ability to teach.

- Organizational culture has a significant positive effect on teacher performance at the Bina Budi Mulia Foundation, Malang. That is, the better the organizational culture, the better the teacher's performance.
- The work environment has a significant positive effect on teacher performance at the Bina Budi Mulia Foundation, Malang. That is, the better the work environment, the better the teacher's performance.
- Leadership style has a significant positive effect on teacher performance at the Bina Budi Mulia Foundation, Malang. That is, the more effective the leadership style, the more it will improve teacher performance.
- Organizational culture has a dominant influence on teacher performance at the Bina Budi Mulia Foundation, Malang, because it has the largest rank of regression coefficient value, followed by work environment and leadership style variables.

Suggestion

In connection with the results and conclusions of this study, the following suggestions can be described:

Theoretically. This research enriches the concept of understanding human resource management and education management in general, so it is still necessary to develop models and conceptions of teacher performance with approaches other than organizational culture, work environment, and leadership style approach.

Practically. From the results of the study, it can be seen that most of the teacher's performance at the Bina Budi Mulia Foundation is good, but there needs to be further developed in terms of facilities so that teacher performance can increase, such as a place for students to play, a place to exercise, and an adequate teaching place. For future researchers, wider development is needed by examining variables that not only include organizational culture, work environment, and leadership style which are analyzed on teacher performance but can also be analyzed by other predictors including promotion opportunities, cooperation, job satisfaction, compliance with regulations, discipline, compensation, adjustment, potential ability, reality ability, work motivation, work facilities, leadership role, employee commitment, loyalty, and others.

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