## International Journal of Advanced Multidisciplinary Research and Studies

# The Influence of Head of Kindergarten Leadership, Organizational Culture, and Motivation on the Performance of Kindergarten Teachers Aisyiyah Bustanul Athfal City Areas in Banten Province

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## Abstract

This study aims to determine the influence of the kindergarten principal's leadership, organizational culture, and motivation on performance as an intervening variableAisyiyah Bustanul Athfal KindergartenThe city areas in Banten Province are South Tangerang City, Tangerang City, Serang City, and Cilegon City. This research method uses a quantitative approach,. The number of samples is 121 people who teach at the Aisiyah Bustanul Athfal Kindergarten in the City Region of Banten Province. The research instrument consisted of kindergarten principal leadership instruments, organizational culture, and motivation on teacher performance. The research results obtained (1) there is an influence of leadership on motivation, (2) there is an influence of organizational culture on motivation (3), there is a direct effect of leadership on teacher performance, (4) there is an influence of organizational culture on teacher performance, (5) there is an effect of motivation on teacher performance in kindergarten and (6) there is an influence of leadership on organizational culture. This research implies that the role of the kindergarten principal is very important in improving teacher performance so that based on this research can be used as material for consideration for the Aisiyah Bustanul Athfal Kindergarten to further improve teacher performance in order to improve the quality of education in schools. The role of the Kindergarten Principal in improving teacher performance can be used as a source of theory or reference in improving teacher performance. Suggestions that the quality of teacher performance increases, all parties, namely the education office, the head of the kindergarten, and the administrators of Aisyiyah Bustanul Athfal.

## Introduction

In the process of effective education in kindergarten, high teacher performance is required, a fun learning process, high enthusiasm for doing the work, and abilities which include mastery of subject matter, mastery of professional teaching and education, mastery of ways of adapting oneself, and personality in adapting. In addition to this, the teacher must be a developing and dynamic person.

The leadership of the kindergarten head is something that influences the performance of kindergarten teachers, the supportive leadership of the kindergarten head will make teachers feel comfortable with their activities. Teacher comfort in carrying out their activities will certainly influence teacher performance. This research aims to determine the influence of the leadership of the kindergarten head, organizational culture, and motivation on the performance of the Asiyiyah Bustanul Athfal kindergarten in the city area of Banten. The success of a kindergarten is largely determined by the teachers and head of the kindergarten. To realize these national goals, education is a determining factor.

Leadership that is able to motivate and focus attention on interpersonal transactions between leaders and members involving exchange relationships based on agreements regarding target classification, work standards, work assignments, and rewards, is what really determines the achievement and progress of the organization. One leadership style that can advance members through growth, productivity and can increase motivation at work is the transactional leadership style (Prayoga, 2019) [15].

Based on this research, it is known that there are still teachers whose performance needs to be improved. This can be seen from the teacher's orderliness in preparing learning plans which is still not optimal, such as preparing learning plans after they have been implemented. The quality of learning is not yet optimal, such as learning that is still more teacher-centered, lack of

teacher creativity and innovation in implementing learning methods, and the lack of teachers in preparing a variety of learning media can be seen from the frequency with which children do assignments through children's worksheets. Apart from that, teacher performance is also greatly influenced by the leadership of the kindergarten principal and the existence of performance motivation, both internal motivation and external motivation.

The majority of teachers at Aisyiyah Kindergarten have a bachelor's degree in early childhood education, but there are still several teachers who do not have a bachelor's degree in early childhood education. One of the main factors that determines the quality of education is the teacher. Teachers are at the forefront of creating quality human resources. Teachers deal directly with students in class through the teaching and learning process. In the hands of teachers, quality students will be produced, both academically, skillfully, emotionally mature, and morally and spiritually. In this way, future generations will be produced who are ready to live with the challenges of their time. Therefore, teachers are needed who have high qualifications, competence, and dedication in carrying out their professional duties.

## Method
This research was carried out for 8 months at Aisyiyah Bustanul Athfal Kindergarten in the city area of Banten Province in April–November 2022. The method used in this research was a survey method. According to Sugiyono (2016), research that uses questionnaires is called a survey. The author distributes instruments in the form of questionnaires to respondents to obtain data. The instrument created was the Influence of Kindergarten Principal Leadership, Organizational Culture, and Performance Motivation of Kindergarten Teacher Aisyiyah Bustanul Atfahal in a city area in Banten Province. The approach used in this research is the path analysis approach, namely to determine the influence of the independent variable on the dependent variable.

The population in this study were teachers at the Aisyiyah Bustanul Athfal Kindergarten in the city area of Banten Province, totaling 121 teachers. For the sample in this research, the researcher used a purposive sampling technique. The number of samples in this study was 50 kindergarten teachers in 7 East Ciputat clusters. Determining the number of samples was carried out using a purposive sampling technique.

## Result and Discussion
Data management using descriptive statistics is used, among others, for: data centering measures such as average (mean), median and mode: measures of diversity such as range, variance and standard deviation, maximum, skewness, sharpness (kurtosis), minimum and maximum prices, as well as presenting data in the form of frequency distribution lists and histograms. Calculations use the Microsoft Office Excel 2016 program and SPSS version 24.0. Inferential Statistics is used to test research hypotheses, namely the influence of exogenous variables and endogenous variables by using statistical formulas.

1. **Sub-structure Path Analysis 1**

**Table 2:** Summary of Sub-structure Path Coefficient Results 1

| Influence Between Variables | Coefficient Path (Beta) | Sig. value | Test result | Coefficient of Determination | Coefficients of Other Variables |
|---|---|---|---|---|---|
| X1 Against Y | 0,217 | 0,007 | Contribution Significant | 0,071 = 7,1% | |
| X2 Against Y | 0,245 | 0,003 | Contribution Significant | | 0,929 |

Based on the results of these values, a path diagram for Sub-Structure 1 is obtained which can be described as follows:
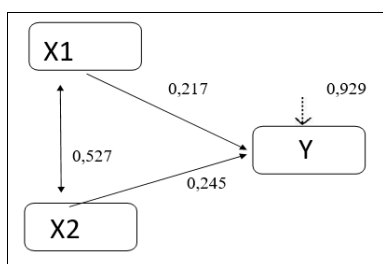


**Fig 2:** Sub-structure Path Diagram 1

Thus, the structural equation for sub-structure 1 can be obtained as follows:

$$Y = \rho yX1 + \rho yX2 + \varepsilon 1$$
$$Y = 0{,}267 + 0{,}187 + 0{,}929$$
$$R^2 = 0{,}071$$

Based on the structural equation of sub-structure 1, it can be interpreted that:
1. Work Motivation (Y) is influenced by Leadership (X1) and Culture (X2) simultaneously and significantly by 7.1% and the remaining 92.9% is influenced by other variables outside this research.
2. The better the leadership (X1) received and carried out by the teacher, the higher the work motivation (Y). Vice versa, the worse the leadership (X1) received and carried out by the teacher, the lower the work motivation (Y).
3. The better the culture (X2) that is accepted and implemented by the teacher, the higher the work motivation (Y). Vice versa, the worse the culture (X2) received and implemented by the teacher, the lower the work motivation (Y).

2. **Sub-structure Path Analysis 2**

**Table 3:** Summary of Sub-structure 2 Path Coefficient Results

| Influence Variables | Coefficient Path (Beta) | Sig. value | Test result | Coefficient of Determination | Coefficients of Other Variables |
|---|---|---|---|---|---|
| X1 Against Z | 0,328 | 0,000 | Contribution | | |
| X2 Against Z | 0,219 | 0,017 | Significant Contribution | 0,327 = 32.7% | 0,673 |
| Y Against Z | 0,200 | 0,013 | Significant | | |

Based on the results of these values, a path diagram is obtained for Sub-Structure 2 which can be described as follows:
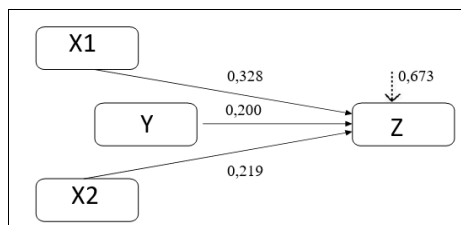


**Fig 3:** Sub-structure Path Diagram 2

Thus, the structural equation for sub-structure 2 can be obtained as follows:

$$Z = \rho z X1 + \rho z X2 + \rho ZY + \varepsilon 2$$
$$Z = 0,328 + 0,219 + 0,200 + 0,673 \, \varepsilon 2$$
$$R^2 = 0,327$$

Based on the structural equation of sub-structure 2, it can be interpreted that:

1. Performance (Z) is influenced by Leadership (X1), Culture (X2), and Work Motivation (Y) simultaneously and significantly by 32.7% and the remaining 67.3% is influenced by other variables outside this research.
2. The better the Leadership (X1) that the Teacher receives and carries out, the higher the level of Performance (Z). Vice versa, the worse the Leadership (X1) that the Teacher receives and carries out, the lower the level of Performance (Z).
3. The better the culture (X2) that the teacher accepts and works with, the higher the level of performance (Z). Vice versa, the worse the culture (X2) that the teacher accepts and works with, the lower the level of performance (Z).
4. The higher the level of Work Motivation (Y), this will be followed by the level of Performance (Z) felt while working. Vice versa, the lower the level of Work Motivation (Y), the level of Performance (Z) will also decrease. conversely, the lower the level of Work Motivation (Y), the level of Performance (Z) will also decrease.

**3. Simultaneous Overall Analysis Results**
The overall causal influence of the Leadership (X1) and Culture (X2) variables on Work Motivation (Y) and their

impact on Performance (Z) simultaneously with the blue line can be depicted in the structural model as follows:
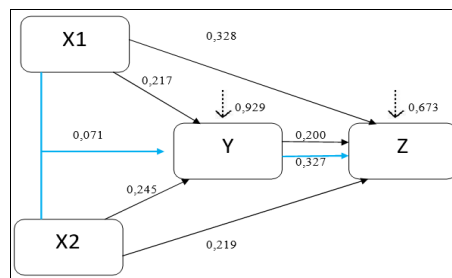


**Fig 4:** Path diagram of the overall research structure

Based on all the path coefficients of the existing causal relationships, the Direct Causal Influence (PKL) and Indirect Causal Influence (PKTL) of each variable studied can be seen. Based on Table 4, it can be concluded that the path analysis results are as follows:

1. Sub-structure hypothesis 1, namely "Leadership (X1) and Culture (X2) contribute significantly to Performance (Y)". The results obtained were that, simultaneously (as a whole) variables XI and Y).
2. Sub-structure hypothesis 2, namely "Leadership (X1), Culture (X2), and Work Motivation (Y) contribute significantly to Performance (Z)". The results obtained were that, simultaneously (as a whole) the variables X1, Y) is declared significant for Performance (Z).
3. Direct and indirect causal influences can be described as follows:
a. The direct influence of variable X1 on Y is 0.217 (total influence)
b. The direct effect of variable X1 on Z is 0.328. The indirect effect of variable X1 on Z is 0.030
c. The total influence of variable X1 on Z is 0.358
d. The direct influence of variable X2 on Y is 0.245 (total influence)
e. The direct effect of variable X2 on Z is 0.219
f. The indirect effect of variable X2 on Z is 0.037
g. The total influence of variable X2 on Z is 0.256
h. The direct effect of variable Y on Z is 0.200
i. $\varepsilon 1$ of 0.929 shows the coefficient of influence of other variables outside this research which can influence variable Y.
j. $\varepsilon 2$ of 0.673 shows the coefficient of influence of other variables.

**Table 4:** Summary of Influence Results Based on Path Coefficient

| Influence Variables | Path Coefficient | Causal Influence | | |
|---|---|---|---|---|
| | | Direct | Indirect | Shared Influence |
| X1 Against Y | 0,217 | 0,217 | - | - |
| X2 Against Y | 0,245 | 0,245 | - | - |
| X1 Against Z | 0,328 | 0,328 | 0,152 x 0,200 = 0,030 | - |
| X2 Against Z | 0,219 | 0,219 | 0,187 x 0,200 = 0,037 | - |
| Y Against Z | 0,200 | 0,200 | - | - |
| X1 and X2 Against Y | - | - | - | 0,071 |
| X1, X2 and Y Against Z | - | - | - | 0,327 |
| ε 1 | 0,929 | 0,929 | - | - |
| ε 2 | 0,673 | 0,673 | - | - |

1. Individual Analysis Results

Culture (X2) contributes Based on the path analysis carried out simultaneously above, it is known that Leadership (X1) and Culture (X2) can influence the level of Work Motivation (Y) positively and significantly. As well as Leadership (X1) and Culture (X2) through Work Motivation (Y) proven to influence the level of Performance (Z) by 37.8% positively and significantly. After carrying out the simultaneous influence test, the influence test was carried out individually and the following results were obtained:

a. Leadership (X1) contributes positively and significantly to Work Motivation (Y).

Based on the findings of this research, Leadership contributes $0.217^2$ x 100% = 7.1% and is significant to Work Motivation. This shows that the presence of Leadership can influence the increase in Work Motivation significantly, even though Leadership and Work Motivation show good results, it means that Teachers are still carrying out their responsibilities for the Leadership provided. Based on the results of the influence of Leadership which has the smallest average result of 3.058 in item 7 in the dimension "doing vertical work" namely the indicator "increasing vertical workload" which was answered by Kindergarten Teacher Aisyiyah Bustanul Athfal in the City Area in Banten. Meanwhile, the Teacher assessment of Leadership given to Teachers has the smallest average result of 3.110 in item 8 in the dimension "opening feedback channels" namely the indicator "concerning performance". The answer results that had the highest average result were 3.757 in item 1 in the dimension "combining tasks" namely the indicator "more challenging nature of work".

b. Positively and significantly towards Work Motivation (Y).

Based on the findings of this research, the direct influence of Culture is $0.245^2$ x 100% = 3.4% and is significant on Work Motivation. This shows that the existence of culture can significantly influence the level of work motivation. Based on the influence of Work Motivation which has the smallest average result of 3.109 in item 2 in the "individual ability" dimension, namely the "interest" indicator. Meanwhile, the assessment of Work Motivation given had the smallest average result of 3.156 in item 8 in the "organizational support" dimension, namely the "training and development" indicator. The answer that has the highest average result is 3,554 in item 5 in the "effort expended" dimension, namely the "presence" indicator.

c. Leadership (X1) contributes positively and significantly to Performance (Z).

Based on the findings of this research, the direct influence of leadership is $0.328^2$ x 100% = 10.7% and is significant on performance. This shows that Leadership influences

Performance significantly, which means that Teachers get satisfaction even though there is Leadership for their duties.

d. Culture (X2) contributes positively and significantly to Performance (Z).

Based on the findings of this research, the direct influence of Culture is $0.219^2$ x 100% = 4.8% and is significant on Performance. This shows that Culture has a direct contribution to Performance, meaning that with Culture Teachers feel that there is satisfaction because the work they do is the work they do every day and it is necessary to expand the new work they have to do.

e. Work Motivation (Y) contributes positively and significantly to Performance (Z).

Based on the findings in this research, the direct influence of Work Motivation is $0.200^2$ x 100% = 4% and is significant on Performance. This shows that work motivation can influence performance significantly.

**Conclusion**

Based on the results of data analysis carried out using multiple linear regression analysis and path analysis in the previous chapter as an answer rather than a problem formulation, the conclusion is obtained:

1. From the research that has been carried out, it can be seen that the results of calculations using SPSS state that the path coefficient after triming is H1 = 0.267; with to = 3.022 and p-value = 0.003 < 0.05, thus, leadership has a significant relationship and influence on work motivation in the Aisyiyah Bustanul Athfal Kindergarten in the city area of Banten Province. Thus, hypothesis one (H1) which states that leadership has a significant effect on work motivation is accepted.

2. From the research that has been carried out, it can be seen that the results of calculations using SPSS state that H3 Sig = 0.000 or < 0.05, so Ho is rejected and Ha is accepted. Thus, leadership has a significant relationship and influence on teacher performance at the Aisyiyah Bustanul Athfal Kindergarten in the city area of Banten Province. Thus, hypothesis three (H3) which states that leadership has a significant effect on teacher performance is accepted.

3. From the research that has been carried out, it can be seen that the results of calculations using SPSS state that H2 = 0.187; to = 1.808, p-value = 0.073/2 = 0.036 < 0.05, then Ho is rejected and Ha is accepted. Thus, culture has a significant relationship and influence on. Motivation in Aisyiyah Bustanul Athfal Kindergarten in a city area in Banten Province. Thus, hypothesis two (H2) which states that leadership has a significant effect on teacher motivation is accepted.

4. From the research that has been carried out, it can be

seen that the results of calculations using SPSS state that H4 = Sig = 0.017 or < 0.05, so Ho is rejected and Ha is accepted. Thus, culture has a significant relationship and influence on teacher performance at the Aisyiyah Bustanul Athfal Kindergarten in the city area of Banten Province. Thus, hypothesis two (H4) which states that leadership has a significant effect on teacher motivation is accepted.

5. From the research that has been carried out, it can be seen that the results of calculations using SPSS state that H5 Sig = 0.013 or < 0.05, then Ho is rejected and Ha is accepted, meaning that motivation has a significant relationship and influence on teacher performance in the Aisyiyah Bustanul Athfal Kindergarten area. city in Banten Province. Thus, hypothesis two (H5) which states that teacher motivation has a significant effect on teacher performance is accepted.

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