



IMPROVING TEACHER PERFORMANCE: THE ROLE OF RELATIONAL SOLIDARITY AND ORGANIZATION CULTURE

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-----ABSTRACT-----

This study aims to elaborate on the influence of variables related to transformational leadership, authentic leadership, organizational commitment, relational solidarity, organizational culture and teacher performance. Teacher performance has an important role in providing subject matter to students so that it can improve the quality of education. Improving the quality of the educational process. The study was carried out by involving 176 samples of teachers in Central Java. The point of the sampling process was carried out by giving questionnaires to teachers so that the data was used as an analytical tool that could conclude the results of the research. The results showed that there was an influence of transformational leadership on relational solidarity. This research also shows that authentic leadership has no effect on relational solidarity. The research shows that organizational culture is influenced by transformational leadership and affects teacher performance

KEYWORDS: *Transformational Leadership, Authentic Leadership, Organizational Commitment, Relational Solidarity, Organizational Culture, Teacher Performance*-----

INTRODUCTION

Teacher performance appraisal has benefits both for the teacher concerned and for the school. For teachers who have high performance, the quality of the teaching and learning process will be high. The high performance of teachers will also affect the magnitude of school performance which is reflected in internal quality assurance and external quality assurance. Internal quality will be seen in the fulfillment of Content standards, Process Standards, and Assessment standards (Rita et al., 2018), while external quality assurance can be shown in the quality of school accreditation. Teacher performance is heavily influenced by other components that are part of the school's education ecosystem, such as the leadership of the principal, the physical environment, the social capital owned by the school, and other components such as the physical capital of school infrastructure. Improving the quality of teachers is influenced by many things such as principal leadership, organizational commitment, developing organizational culture and other components (Levačić, 2009). Improving teacher performance cannot be done partially but must be done comprehensively and sustainably, including the holding of professional teacher education. On the other hand, to improve teacher performance, a leader is needed who can improve the quality of teacher work. The leadership factor plays a central role because, through good leadership, a school principal can motivate, direct, guide, and move teachers in working to achieve school goals. Among the leadership that school principals have widely applied and deemed effective in school, management are transformational leadership and authentic leadership. Transformational leadership and motivation affect employee performance (Wiyono, 2018). The principal's leadership, work ethic, and organizational culture positively affect teacher performance (Ho et al., 2011). Similarly, transformational leadership has an effect on employee performance (Barrick et al., 2015). There is need to research authentic leadership concerning organizational outcomes (Buil et al., 2019).



Transformational leadership is a process of influencing individuals to achieve organizational goals by prioritizing the organization's interests and putting aside personal interests (Hilman & Abubakar, 2019). Similarly, transformational leadership style is the most appropriate leadership style used by managers to improve the performance of their employees beyond the set standards (Supermane et al., 2018). Transformational leaders affect the emotions of their followers and share emotions, inspire positive emotions in their followers, and impact better performance (McCleskey, 2014).

Teacher performance is influenced by various factors, this is as stated by experts and the conclusions of research that has been done previously. There are three factors influence performance (Wahab et al., 2020); the first is individual factors: abilities, skills, family background, work experience, social level and demographics of a person. The second is psychological factors: perception, role, attitude, personality, motivation, and job satisfaction. While the three organizational factors: organizational structure, job design, leadership, and reward system. Teacher performance is influenced by several factors, including the principal's leadership, work facilities, expectations, personal beliefs and motivation (Phytanza & Burhaein, 2020). The quality of education is influenced by several factors, including input factors and process component factors in the implementation of education (Murtedjo & Suharningsih, 2016). These two factors, if not managed properly, can impact the low quality of graduates (output) produced. Teacher performance is influenced by many factors, namely appreciation, sense of security, interpersonal relationships, working conditions and opportunities for development and self-improvement (Tabak, 2020). Commitment has an effect on teacher performance (Herman et al., 2021). Performance factors are also influenced by motivation, job satisfaction (Amtu et al., 2020). Based on the results of research and theoretical opinions from several experts who have described the background above, that teacher performance can be influenced by several factors, such as transformational leadership, organizational culture, achievement motivation, supervision, organizational commitment, level of job satisfaction, achievement motivation, and organizational culture.

In this study, the variables of transformational leadership, authentic leadership, organizational commitment, organizational culture were chosen because researchers wanted to get further scientific evidence and similar research had never been done in Pati Regency, especially in relation to improving the performance of high school teachers. Besides that, the variables in the research results are still inconsistent and the results are not sufficient, so that further scientific evidence is needed as well as looking for and offering a model of the form of the relationship with the relational solidarity variable as a mediating variable. This research is developing an empirical model to improve teacher performance. Model development as an alternative that is thought to be able to improve the relationship of transformational leadership, Authentic leadership, organizational commitment, organizational culture through Relational Solidarity.

LITERATURE REVIEW

The definition of leadership has been defined by many experts. Leadership is defined as a process of providing objective information to collective efforts, and from it will cause efforts to be expended to achieve the desired goals (Al Mehrzi & Singh, 2016). Figure of a leader as a person who has advantages and abilities, especially skills and strengths in a field, so that with strengths and able to influence others to achieve the desired goals jointly (Akbar & Imaniyati, 2019). The strengths and skills possessed by a leader become energy to influence and move the people being led in their efforts to achieve the goals that have been set with the people they lead. Leader has advantages and from these advantages he has the skills even though with or without an official appointment with a decree can affect the group leads (Barrick et al., 2015). The ability to influence that is owned makes him able to direct joint efforts towards achieving certain goals. From the above understanding, it can be interpreted that a leader must have the skills so that he is able to direct, move, guide the people he leads to achieve common goals (Cramm et al., 2013). Leadership is a process to direct and influence others to want to carry out their duties to achieve organizational goals. Leadership is a social process involving colleagues, individually and in teams, to face challenges and work together to achieve goals aligned with the mission (Schneider et al., 2013). Leadership is an activity to influence the behavior of people to work together towards a certain goal that they want together.

Leadership is a process of directing activities, influencing task activities of people who are in groups. Furthermore, an effective leader is a leader who not only influences the people leads, but is able to guarantee his subordinates in an effort to achieve the desired goals. Effective leaders express their transformational behavior in the context of personal and dynamic relational exchanges in achieving goals (Bedarkar & Pandita, 2014). Transformational leadership has effectiveness in increasing employee performance, this is due to the existence of social exchanges between leaders and followers. An effective leader is determined by his ability to provide direction that is able to theoretically and practically support policies that will be developed in his organization (Kuo et al., 2011). A leader who occupies the role of human executor is expected to be able to convince his followers and invite or force his followers to follow directions controlled by the leader to achieve goals.



HYPOTHESIS DEVELOPMENT

Transformational Leadership relationship framework with performance

The success of an organization is marked by the ability of a leader to lead, develop his leadership and direct the people he leads in achieving organizational goals. To achieve the success of an organization requires a leader who is able to inspire, be able to motivate, have a strong influence and have a far-sighted vision for organizational excellence (Barrick et al., 2015). Likewise in educational organizations, in this case schools, teacher performance will be optimal if they have principal leadership who is able to motivate teachers and teachers have trust, loyalty, respect and are able to direct and move teachers in their work. Transformational leaders are able to motivate their followers to work towards a goal, not for short-term personal interests, and to achieve achievement and self-actualization, not for the sake of feeling safe (Cramm et al., 2013).

Transformational leadership followers feel trust, admiration, loyalty and respect for the leader and they are motivated to do more than initially expected of them. Transformational leadership the leader has concern for improving follower performance and motivates followers to act greater than their own interests because of individual friendliness, intellectual stimulation, inspirational motivation, and the ideal influence they have (Hilman & Abubakar, 2019).

Principal's leadership is the ability of a school principal to mobilize, mobilize, guide, protect, set an example, provide encouragement, and provide assistance to human resources in a school so that they can be utilized optimally. to achieve the goals that have been set. Furthermore, the relationship between transformational leadership and teacher-related outcomes generally has a positive effect. Transformational leadership leads to high performance in organizations that face demands. renewal and change. With the transformational leadership applied by the principal, it will bring the teacher's performance to increase.

Authentic Leadership Relationship Framework with Performance

Basically, every human being wants the attention of a leader in working in an organization. Likewise, in carrying out their main duties and functions as educators and learners, teachers need attention from their leaders, in this case, the principal. Authentic leaders exhibit hope, trust, positive emotions, optimism, relational transparency, and a moral and ethical orientation toward the future. Therefore, in improving its performance, a principal's leadership style is needed to give hope and teacher optimism to work with high performance. Four components of an authentic leader: self-awareness, balanced processing, relational transparency, and internalized moral perspective (Luc, 2018). With self-awareness that there is an authentic principal, he must influence the teachers he leads to work optimally. With balanced processing, authentic principals will take wiser actions by processing all incoming information and will select which ones are relevant and taken objectively as a basis before making a decision (Tomkins & Nicholds, 2017). Likewise, the relational transparency possessed by an authentic principal is able to share openly about his true identity, feelings and thoughts with followers which makes followers closer to the leader (Xu & Yang, 2018). While the internalized moral perspective possessed by an authentic leader can be a reference for self-regulation and control based on the values and moral standards that exist in him to act. Regarding the relationship between flexibility-oriented culture and authentic leadership, through honest and transparent relationships with employees, the internal characteristics of authentic leaders that are expected to stimulate employee creativity and innovation can be felt by others. Thus, we suggest that in highly innovative organizational cultures, we tend to see authentic leaders who encourage innovative behavior in followers. In addition, support-oriented cultures value and respect participation, collaboration, egalitarianism, and interpersonal relationships (McCleskey, 2014). These values can be shared among employees through authentic leadership and the relational transparency of authentic leaders can catalyze to encourage positive employee support and development.

Research Framework for organizational commitment and performance

In general, people define organizational commitment as a combination of attitudes and feelings of loyalty or loyalty to the organization. Organizations really need support and a strong commitment from employees. This is because employees who have a strong commitment to the organization where they work have a sense of loyalty and even a high sense of belonging to the organization. While the growth of a sense of belonging will have an impact on a high sense of responsibility towards his work and high dedication. Thus the level of loyalty, sense of belonging, responsibility, belonging to the organization will reflect the extent of an employee's commitment to the organization (Yahaya & Ebrahim, 2016). Organizations supported by employees with loyalty and high dedication will encourage involvement and passionate performance and support for the organization. The degree to which an employee favors an organization and its goals and desires to maintain membership in the organization (Giraldo & Passino, 2016). Organizational commitment is a behavioral dimension that has an important degree so that it can be used to assess the tendency of employees to survive as members of the



organization. There is a strong relationship between organizational commitment and employee performance (Robbins and Judge, 2013:543). This means that employees who have a high commitment to the organization and are supported by high self-confidence can do well or not on their abilities and competencies towards the performance of the tasks they carry out will have high performance and loyalty to the company. Vice versa, that employees who tend to have low commitment, then their performance is low and loyalty to the company is also low.

Research Framework of relationship between organizational culture and performance

Organizational culture is generally defined as a value system that members of the organization share, and tends to shape group behavior into a strength and social glue for members of the organization, its existence grows and develops and becomes a guide in attitude and direction in achieving organizational goals (Azyabi, 2018). Organizational culture is a set of values, principles, traditions, and ways of working that are shared by members of the organization and affect the way they act. The existence of organizational culture becomes a social glue that remembers members of the organization. Various characteristics or personalities that differ from one person to another can be united into an organizational strength, it is necessary to have social glue. In organizations, including in this case a school, if the organizational culture is good, it can color and influence a positive work climate for the implementation of quality education, this is because teachers or employees will feel happy, feel satisfied with the organization so that it will encourage people to work better or perform better (Ma'ruf et al., 2019).

Organizational culture has a strong role in shaping organizational life and provides a relationship with extraordinary levels of organizational performance. Organizational culture wants to contribute to improving performance, it must be "strong" and have characteristics distinct characteristics: certain values, beliefs, and patterns of shared behavior. Some scholars have claimed that positive cultural traits enhance performance in proportion to the strength of their manifestation. Organizational success largely comes from the leader's performance. Reciprocally, the success of leaders is largely due to the culture and design of the organization (Murtedjo & Suharningsih, 2016).

Based on the background of the problem and theoretical studies, the hypotheses in this study are as follows:

1. The better the principal's transformational leadership, the better the teacher's relational solidarity
2. The better the Authentic Leadership of a principal, the better the teacher's relational solidarity
3. The higher the organizational commitment that develops in the school, the better the teacher's relational solidarity
4. The better the organizational culture that develops in the school, the better the teacher relational solidarity
5. The better the transformational leadership of a principal, the more the teacher's performance will increase
6. The better the application of Authentic leadership applied by a school principal, the better the teacher's performance
7. The higher the organizational commitment that develops in the school, the higher the teacher's performance
8. The better the organizational culture that develops in the school, the better it will affect the performance of the teacher
9. The better the transformational leadership of a school principal and supported by high relational solidarity, the better the teacher's performance will be
10. The better the Authentic leadership of a principal and supported by high relational solidarity, the better the teacher's performance will be
11. The higher the organizational commitment in the school and supported by high relational solidarity, the better the teacher's performance will be
12. The better the organizational culture that develops in schools and is supported by high relational solidarity, the better the teacher's performance will be

METHOD

Data and information from reliable data sources are needed in every research activity. The data is used to answer the problem under study or to realize the goals to be achieved. All of these data sources are called populations. The population is several individuals or subjects contained in certain groups that are intended and used as data sources, which are in areas with clear boundaries and have unique quality patterns and uniform characteristics (Sekaran & Bougie, 2016). Which can be measured qualitatively to obtain a research result.

The population in this study were teachers in Pati Regency. The population of the study included Senior High School (SHS) 1 Pati, SHS 2 Pati, SHS 3 Pati, SHS 1 Juwana, SHS 1 Jakenan, SHS 1 Batangan, SHS 1

Kayen and SMN 1 Tayu. The study used a sample of 176 teachers as respondents. This study uses statistical analysis to answer research questions and test hypotheses by analyzing and testing empirical models, testing the research hypothesis using Structural Equation Model (SEM) analysis. The consideration of using the structural analysis model is to explain the relationship and interdependence of research variables (Hair et al., 2014). This analytical model is depicted in a path diagram to analyze the relationship and logical sequence of events between the research variables. In addition, the use of a structural analysis model can determine the variables that act as antecedents and variables that act as consequences

RESULT

This study uses Structural Equation Modeling (SEM) analysis. The theoretical model that has been described in the previous path diagram will be analyzed based on the data that has been obtained. The SEM analysis method will use the covariance matrix input and use the maximum likelihood estimation method. The choice of input with a covariance matrix is because the covariance matrix has the advantage of providing valid comparisons between different populations or samples, which is sometimes not possible when using a correlation matrix model.

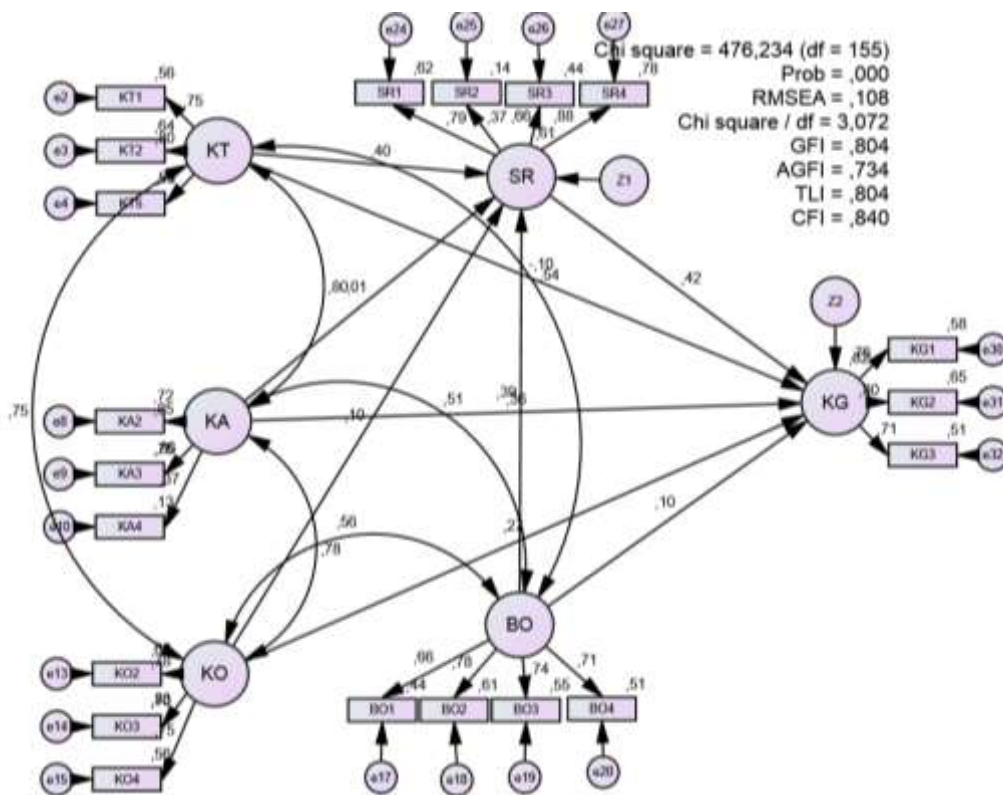


Figure 1. Research Framework

Note: KT: Transformational Leadership; KA: Authentic Leadership; KO: Organizational Commitment; SR: Relational Solidarity; BO: Organizational Culture; KG: Teacher Performance

Table 1. Regression Result

	Estimate	S.E.	C.R.	P
SR <--- KT	,203	,092	2,196	,026
SR <--- KA	,006	,174	,032	,974
SR <--- KO	,305	,203	1,503	,133
SR <--- BO	,236	,078	3,011	,003
KG <--- KT	,425	,150	2,836	,005
KG <--- KA	,720	,313	2,311	,020
KG <--- KO	,268	,122	2,134	,025
KG <--- BO	,108	,109	,993	,321
KG <--- SR	,780	,261	2,987	,003



Table 2. Mediation Test Result

Jalur	Direct Effect		Indirect Effect	
	Koefisien	p-value	Koefisien	p-value
KT →SR	-	-	0,396	<0,001
SR →KG	-	-	0,486	<0,001
KT →KG	0,360	<0,001	0,139	<0,028

DISCUSSION

Coordination is a major step in forming solidarity between organizational members and leaders. This study proves that there is an effect of transformational leadership on relational solidarity. The results of this study indicate that a leader who uses a transformational leadership style can bring about changes in the relationship between leaders and other organizational members so that they can encourage a bond that creates a harmonious relationship in relational solidarity (Treviño et al., 2006). Relational solidarity is an important element in the organization because with this solidarity will build closeness between members of the organization. The closeness that is built is not only between the leader and members of the organization but a leader by using a transformative style is able to make the atmosphere and organizational atmosphere closer among its members (Quan-McGimpsey et al., 2015). Relational solidarity is able to form a solid bond between members of the organization.

This study reinforces that the existence of a leadership principle that has values in the organization is able to encourage the creation of a relational solidarity for members of the organization. One indicator of transformational leadership is having a sense of trust in others so that solidarity arises with the delegation of authority and responsibility to other members of the organization. A person given authority and responsibility will make maximum efforts to complete the responsibility and report it to the leader. The existence of trust by giving the responsibility is a form of trust given by the leader to its members so that a feeling arises that a member has a big task from the leader (Kurtessis et al., 2017). Trust arises from the perception of competence possessed by a member of the organization. This study strengthens that there is a significant influence between transformational leadership on relational solidarity. The ability of a leader to manage the organization so that members have a good relationship with the leader encourages a solid relationship between the leader and its members (Kurtessis et al., 2017). The form of this relationship symbolizes the existence of a closeness in the organization that supports the achievement of the plans in the school that have been outlined in the plans to be carried out.

Authentic leadership seeks to open up honesty in organizational management so that transparency is essential in organizational management (Mushtaq et al., 2019). In the current era of openness, transparency is an essential element in the organization. The principal, as a leader, will manage and be an influence in every policy that the school decides. The efforts made by a leader sometimes have obstacles that do not necessarily affect relational solidarity. Previous research has shown that there are still inconsistencies in analyzing the effect of authentic leadership on relational solidarity (Vanhala et al., 2016), so this study provides evidence that authentic leadership does not affect relational solidarity. The ability of a principal to support the occurrence of relational solidarity, but sometimes some dynamics are included in an organization, so managing a school has many factors, including authentic leadership.

The existence of organizational commitment is formed due to the bond between the individual and the organization so that it does not involve members of the organization. This study confirms that the emotional bond between the individual, namely the teacher and the organization, does not affect commitment to other organization members. This study clarifies that there is an emotional relationship between teachers to their organization and members of the organization. Organizational commitment shows the existence of a strong emotional bond to the organization so that the bond does not form between members of the organization. This study strengthens There is no significant effect between organizational commitment and relational solidarity. As members of the organization, teachers become a team within the school to provide learning to students so that their duties are related to delivering material to students without adequate interaction with other teachers. The



relationship between teachers is independent, so they do not influence each other, and teachers are not required to work in groups (San & Tok, 2017).

The process for implementing education is determined not only by individual competence but also by the relational solidarity between teachers to form a solid performance to provide good quality learning for students. The process to achieve quality teacher performance requires support from various parties. Relational solidarity is an important aspect in determining the success of educational attainment that has been planned. Organizational culture is an essential aspect to determine comfort in work (Lewis, 2018). In addition, organizational culture can change the character of teachers to support the achievement of educational planning to improve the performance of each individual.

Transformational leadership also discusses the communication made by the principal to all members of the organization. The teacher is one of the dominant elements so that the school's success is determined by the teacher's success in carrying out his duties properly. Transformational leadership provides opportunities for teachers to communicate with leaders, namely principals, in better ways (Girniene, 2013). Transformational leadership reduces rigidity in previous communication, if communication is done formally, then with transformational leadership, teachers can convey ideas and suggestions for school improvement. Communication in transformational leadership also discusses the weaknesses and strengths of teachers so that school principals can recommend a training or development that teachers can follow in improving competence. A teacher's competence will encourage a better performance so that good communication in the context of transformational leadership will form a competence that has implications for teacher performance (Velazco et al., 2021).

CONCLUSION

This research has proven that there is an effect of transformational leadership on relational solidarity. Authentic leadership does not affect relational solidarity. Organizational commitment does not affect relational solidarity and organizational culture has no effect on relational solidarity. The principal's role in transformational leadership is exemplary behavior in managing schools. Organizational culture provides an opportunity given by the principal to the school community to innovate. This research is taken into consideration in managing the school and carrying out its main duties and functions as well as in developing school community resources to improve their performance. The ability of the principal in implementing the transformational leadership model to develop and communicate organizational culture to school members increases, it will also have an impact on increasing relational solidarity and will ultimately improve the performance of the organization's members.

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