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## **THE PRINCIPAL'S LEADERSHIP STYLE AS ORGANIZATIONAL CULTURE IN IMPROVING TEACHER PERFORMANCE IN CHANGING STUDENT CHARACTER AT SDN KUTA RENTANG ACEH BESAR**

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### **ABSTRACT**

This research uses a qualitative descriptive method with a case study type of research which produces a picture of increasing optimal teacher performance and is influenced by the school principal's leadership style and positive organizational culture in terms of several phenomena that exist in the school. A positive organizational culture supports the creation of a good work environment so that it can optimize teacher performance. A positive organizational culture supports the creation of a good work environment so that it can optimize teacher performance. Openness and effective communication, collaboration and cooperation, self-development, discipline and responsibility as well as respect or appreciation can improve teacher performance and leaders' goals in organizing individuals into schools. This research was carried out at SDN Kuta Rentang Aceh Besar. This research aims to determine the increase in teacher performance based on the principal's leadership an organizational culture and optimizing teacher performance in changing student character. The leadership used by the school principal can provide an increase in teacher performance and the development of teacher organizational culture in the school. Because a leader's democratic leadership style is a benchmark for organizational culture and can involve teachers in participating in making decisions to improve teacher performance professionally and efforts to change student character.

**Keywords:** *Leadership Style, Organizational Culture, Teacher Performance, Character.*

## INTRODUCTION

The principal's leadership style at SDN Kuta Rentang mostly uses a democratic leadership style. Leadership that uses a democratic style encourages open communication, collaboration and cooperation between leaders and teachers, as well as between teachers themselves. Effective and open communication facilitates the exchange of ideas, problem solving, and professional growth in an effort to change student character, which is part of the teacher's task main. The democratic leadership style encourages active participation and involvement of teachers in decision making and planning (Sari et al. 2023). This creates a participatory organizational culture where teachers' opinions and contributions are valued and considered important in every effort to change student character. This participatory culture increases teacher motivation and satisfaction, which in turn contributes to better performance and impacts student development.

There are several studies that examine the leadership style of school principals on organizational culture and teacher performance, is: leadership guarantees teacher success or setbacks in their performance. (Syarfuni, Suraiya 2021), The form of teacher success is one of the principal's decisions in his leadership (Haq, Tholkah, and Primarni 2019), The organizational culture created in a harmonious environment at school is a change in the character of students in the future (Darmawan 2019), The paradigm view is a good thing in changing students' character through good habits (Romadhon and MS 2021), It is a goal in education that can be achieved. Part of the efforts to change the significant character of the teacher's habits (Firmawati, Yusrizal, and Usman 2017), This research clearly shows that the concepts and designs used are different from previous research, and this research provides a strong argument about the importance of this topic and its relevance in the world of education in the creation of new, guided characters in students.

This research includes several students with various contexts regarding character and changes related to the principal's leadership style, organizational culture and teacher performance whose involvement directly influences student change. This can provide more comprehensive insight into how democratic leadership styles influence organizational culture and teacher performance. Effective a leadership style is a style that can influence, encourage, direct and move the people they lead according to the situation and conditions so that they are willing to work with enthusiasm in achieving teacher goals and maximum achievement. The leadership function of the school principal is explained in three functions in carrying out the main tasks, namely as an activator, controlling the activities of the school community and providing solutions to every problem that arises. (Kadarsih et al. 2020). Organizational culture is a characteristic that has developed in organization so that it becomes a particular

characteristic that is able to differentiate it from others. This organizational culture arises from various habits of organizational culture actors which are continuously carried out. Without realizing it so, forming a culture indirectly has become an obligation to carry out significant changes. Oriented to the intended results. With this organizational culture, it is hoped that it can simplify the activity management process so that it is more focused on achieving maximum results. In this case, it is a benchmark for the school principal with the aim of changing the character of students through the organizational culture implemented in the school so that it will have an impact on improving teacher performance in changing the character of students.

## **METHODS**

This research uses a descriptive qualitative approach with a case study type of research. Sugiyono (2010), States that qualitative research involves events that are happening and is the main idea of the paradigm and is related to phenomena. This research explains the phenomena that occur in the leadership style of school principals and organizational culture in efforts to improve teacher performance. Phenomenally, the results of the research can be explained and presented descriptively.

## **RESULTS AND DISCUSSION**

### **Principal Leadership Style.**

Principal leadership is defined as the perception of teachers and all employees of a school regarding the patterns and behavior or forms of procedures of the principal in influencing his subordinates so that they have an interest in carrying out their duties happily to achieve the goals of the school. (Musdiani, Mardhatillah, and Khauser 2019). Leadership style includes how a person acts in the context of the organization, the leader carries out his leadership function and how he is seen by those he is trying to lead or those who may be observing from the outside.

The dimensions of school principal leadership are personality, managerial, entrepreneurial, supervisory and social (Hidayat, Dyah M, and Ulya 2019). According to Hoy & Miskel in the dimensions of effective school principals, namely personal, organizational and individual (Usman 2017). Leadership is a leader's characteristic which can be interpreted as the elements contained in a leader in carrying out his duties and obligations, and realizing his vision and mission in leading his subordinates and society in the environment, society, organization or country. A leader is a person who has skills and strengths so that he is able to influence other people or group to carry out certain activities for a common goal (Akmaluddin, Basri, and Mardhatillah 2021).

Democratic and transformative leadership styles tend to influence organizational culture and teacher performance positively, while authoritarian leadership styles tend to influence organizational culture and teacher performance negatively. (Komarudin 2018). Important for school principals to choose the right and supportive leadership style in order to create a positive organizational culture and improve teacher performance in the school (Darmawan 2019).

#### Organizational culture.

Basically, organizational culture is the values, symbols that are mutually understood and adhered to, which are owned by an organization so that members feel like they are one family and create conditions for organizational members to feel different from the organization. (Amirah Binti Abdol Rahaman, Shahlan Bin Surat, Kartini Binti Zainal Abidin 2019). Culture greatly influences the leadership style applied by leaders to understand the condition of the organization as a whole and be able to take appropriate action to achieve effective leadership (Fahri, Lubis, and Darwin 2022), The role of culture in an organization is very important in influencing the behavior of its members to be able to work and act in accordance with organizational rules (Lubis 2018). Culture in life can be a social bond that helps unite an organization by providing appropriate standards for what its members should do and to do individual (Supardan 2016). Culture also functions as a boundary or creates a distinction between one organization and another and determines the identity of its members, there by facilitating the emergence of commitment to the organization which can lead to mutual progress (Romadhon and MS 2021).

#### Teacher Performance

Performance is the work result that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities, in order to achieve the objectives of the organization concerned legally, without violating the law and in accordance with morals and ethics (Anwar 2020). Performance is a set of results achieved and refers to the act of achieving and carrying out the work requested, is: "*Performance is define as the record of outcomes produced on a specified job function or activty during time periode*" Achievement or performance is a record of the results obtained from activities over a certain period of time (Hasan 2019).

Performance is the appearance of the work of personnel and within an organization. The appearance of work results or work is not limited to position holders in the organization (Harmendi at el 2021). Teacher performance reflects how well and how accurately the teacher meets job demands (Kadarsih et al. 2020). The success or failure of performance achieved by teachers is influenced by the level of individual

and group performance (Sudarma, Tanjung, and Junaidi 2023), performance where is measured with instruments developed in studies that rely on general performance measures, then translated into assessments of fundamental behaviors that influence the quantity of work (Jalaluddin and Azwir 2016), quality of work, opinions or statements expressed, decisions taken in carrying out work and job descriptions. Teacher performance has certain professional specifications (Mayang, 2020)

## DISCUSSION

In this discussion is the researcher explains several cases that occurred in accordance with the phenomena that occurred at SDN Kuta Rentang Aceh Besar.

Case	Solution
The government, through presidential decree number 87 of 2017, issued regulations regarding strengthening character education.	This regulation was made with the consideration that Indonesia as a cultured nation is a country that upholds noble morals, noble values, wisdom and character.
The formation of a context for the nation's children who have noble values and character.	The issuance of this presidential decree certainly brings about the creation of nuances of national and state life in changing the character of the nation's children.
The process of character formation begins with habituation. This habituation process is what we know as culture or civilisation. The desired character, it is necessary to build a positive culture in the school environment.	The changing character of students is based on, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, enthusiasm and nationality, love of the country, respect for achievement, friendly/communicative, love of peace, like to read, care for the environment, social care and responsibility. These eighteen character values will later be crystallized into five main values, namely religious, nationalist, independent, mutual cooperation and integrity.
The teacher as the person responsible for this activity plays an important role in maintaining the implementation of the learning process in a complete and measurable manner.	Sifting activities that teachers can carry out include, taking part in flag ceremonies, roll call, singing the Indonesia Raya song, the National Song, and praying together. At the end of the lesson, similar activities also need to be

	<p>carried out. These include reflection, singing regional songs and praying together. Of course, not only in class, other activities outside of class can also be done. Like welcoming a child at the school gate while shaking his hand.</p>
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Changing student of character:



Figure: 1: Friendly Character of Changes



Figure: 2: Change in Nationalist and Independent Character

## CONCLUSION

The principal's leadership style and positive organizational culture are reviewed from several phenomena in the school. The perception of teachers and all employees of a school regarding the patterns and behavior or forms of procedures of the principal in influencing his subordinates so that they have an interest in carrying out their duties happily to achieve the goals of the school. The leadership style applied by the leader is to understand the condition of the organization as a whole and be able to take appropriate action to achieve effective leadership. Culture in life can be a social bond that helps unite an organization by providing appropriate standards for what teachers must do. Teacher performance reflects how well and how accurately the teacher proves changes in student character. Performance of teacher is measured with instruments developed in the study that rely on general performance measures, then translated into fundamental behavioral assessments that influence the measurable quantity of work and obtain the principal's assessment.

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