

## THE CONTRIBUTION OF MORALIST LEADERSHIP AND ADHOCRACY ORGANIZATIONAL CULTURE TO THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN LUBUK BASUNG DISTRICT

Irawati<sup>1\*</sup>, Yahya<sup>2\*\*</sup>, Rifma<sup>3\*\*\*</sup>, Anisah<sup>4\*\*\*\*</sup>

<sup>1,2,3,4</sup> Universitas Negeri Padang

\* [Irawatisyamra482@gmail.com](mailto:Irawatisyamra482@gmail.com) \*\* [yahyatambunan@fip.unp.ac.id](mailto:yahyatambunan@fip.unp.ac.id)

\*\*\* [rifmar34@fip.unp.ac.id](mailto:rifmar34@fip.unp.ac.id) \*\*\*\* [anisah@fip.unp.ac.id](mailto:anisah@fip.unp.ac.id)

### ABSTRACT

The phenomenon found shows that the performance of public elementary school teachers in the Lubuk Basung sub-district is relatively low. It is suspected that the cause is moralist leadership and adhocracy organizational culture. This study aims to reveal whether the two factors of moralist leadership and adhocracy organizational culture contribute to the performance of public elementary school teachers in the Lubuk Basung sub-district. The hypotheses proposed in this study are: 1) Moralistic leadership contributes to teacher performance, 2) Adhocracy organizational culture contributes to teacher performance and 3) Moralist leadership and adhocracy organizational culture together contribute to teacher performance. The study population was 300 public elementary school teachers in Palembang District. The sample was drawn using a stratified proportional random sampling technique. The selected sample was 90 people. To test the hypothesis, correlation, and regression analysis techniques were used. Data collection using a questionnaire that has been tested for validity and reliability. The results of data analysis show that: 1) Moralist leadership contributes 22.1% to teacher performance, 2) Adhocracy organizational culture contributes 19.7% to teacher performance and 3) Moralist leadership and adhocracy organizational culture together contribute 31.9% to teacher performance. The level of score achievement for these three variables (teacher performance, moralist leadership, and adhocracy organizational culture) is in a good category. The results of this study indicate that moralist leadership and adhocracy organizational culture are two factors that need to be applied by principals to improve the performance of public elementary school teachers in Lubuk Basung District.

**Keywords:** *moralist leadership, adhocracy organizational culture, teacher performance*

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### INTRODUCTION

The education problem faced by the Indonesian people today is about the quality of education. The government has attempted to improve the quality of education, among others; improvement of facilities and infrastructure, refinement and improvement of the curriculum, and teacher training to improve teacher welfare. The implementation of workshops, workshops, and seminars also contributes to improving the quality of education (Sinambela & Darmawan, 2021).

As a formal educational institution, schools carry out educational functions based on the principles of responsibility which include: a) Formal institutional responsibilities in accordance with the functions and objectives determined according to the applicable provisions, in this case, the education law; UUSPN Number 20 of 2003 which has regulated it. b) Scientific responsibility based on the form, content, goals, and level of education entrusted to him by society and the nation. c) Functional responsibility, is the professional responsibility of education managers and implementers who receive this accuracy based on the provisions of their position (Sihotang, 2017). This responsibility is the delegation and trust of parents/community to the school. Teachers play a very important role in improving the quality

of education, carrying out socio-cultural tasks that function to prepare the younger generation, in accordance with the ideals of the nation (Jumirah, 2020).

In carrying out their duties teachers are required to have high performance. Performance can be interpreted as work performance or work implementation or performance results (Munawir et al., 2022). Performance is a result of work that is expected of a teacher. The teacher's work is a condition or process that allows better results to be obtained in achieving the goals of the educational institution itself (Ahmad, 2017).

(Harry & Sugiarti, 2022) states that teacher performance is closely related to the learning activities they carry out. In general, it can be said that teacher performance is influenced by internal factors and external factors. Internal factors that influence teacher performance include motivation, positive emotions, negative emotions, responsibility for tasks, discipline in completing assignments, concern for students, and job satisfaction (Setyanti, 2020). While external factors that affect teacher performance include leadership style, work environment, evaluation and supervision mechanisms, information and communication technology facilities, and facilities in the school environment such as clean water, sanitation, electricity, and the condition of school buildings (Angelina, 2021).

Optimal teacher performance is an expectation of all users of school services as educational servants for the wider community. Teacher performance is an indicator of school performance as an educational institution. This is in accordance with what was stated by (Lailatussaadah, 2015) that good teacher performance will make an optimal contribution to achieving national education goals, for that as a teacher the teacher is required to carry out his duties responsibly towards the learning process.

In this case, the teacher's performance is performance related to their duties in the student learning process. Learning performance can mean changes in the learning process, adding input to the learning process (using various kinds of learning sources), increasing the intensity of student interaction with learning resources, or a combination of the three in learning activities so as to produce better quality (Mulang, 2023). Optimal teacher work performance is not easy to obtain because it is believed that many factors influence it both internally and externally (Utami & Negara, 2021).

Based on the above considerations, it is impossible to manage the teaching and learning process properly without the support of good teacher performance. So the performance of a teacher is very important in the process of student education because it relates to work performance or the results achieved in carrying out tasks. In implementing the teaching-learning process, teacher performance is certainly related to how to plan, implement, evaluate, and follow up on learning (Wahyuni et al., 2022).

The reality on the ground, based on an initial survey conducted at several public elementary schools in Lubuk Basung District, showed that the performance of some teachers was not satisfactory. From the resulting data, it can be seen that 40% found that the teacher's ability to plan lessons such as the annual program, semester, syllabus and lesson plans was not good. There is also the teacher's opinion that lesson planning is not important, but what is more important is teaching. In the event that it is known that without careful planning, the implementation of learning will certainly be disrupted (Salsabilla et al., 2022).

Learning that is not carried out properly by the teacher is indicated by 20% of teachers not being guided by existing plans. There are still teachers who lack discipline both when entering

and leaving. There are even teachers who leave the classroom during class hours. Classroom management has not been well organized to support learning. In addition, learning methods and media have not been used in a variety of ways, the use of learning media is very minimal (Mattayang, 2019).

Evaluation of learning has not been carried out properly. This is indicated by the preparation of questions that do not meet the standards due to poor planning. The trend of making questions precedes the question grid (Hasibuan, 2011). 60% of teachers do not do enough analysis of evaluation results, there is a tendency for some teachers to make analysis of evaluation results as material for promotion, even though this analysis is very necessary in carrying out follow-up programs (Jaliah et al., 2020).

In addition to the above, 80% of teachers are also less willing to carry out follow-up programs in the form of enrichment or remedial. Some teachers ignore students who are slow learners without trying to provide remedial programs. Likewise, students' self-development is given less attention on the grounds that the facilities are lacking, not enough time, and many other reasons (Iskandar, 2013).

If the above phenomena are left alone, then it will certainly affect the quality of education. The phenomenon of low teacher performance certainly will not occur by itself without the influence of various factors, both from within and from outside the teacher. It is on this basis that research on teacher performance is important.

Several studies on the Influence of Leadership and Organizational Culture on Teacher Performance that the authors have read, generally describe principal leadership and organizational culture in general. However, in the research that the authors conducted, the authors focused more on Moralistic leadership and Adhocracy organizational culture. Because in previous studies no one has discussed research similar to this. The novelty here is that this research will not examine the principal's leadership style in general but examine the leadership style of school principals in particular, namely Moralistic leadership. Apart from that, the novelty in this research is also located in variable X2, namely Adhocracy organizational culture. In previous research that the author has read, it generally examines the influence of organizational culture in general

## **METHOD**

### **Type of Research**

This research is quantitative research with a correlational approach to see the Contribution of Moralistic Leadership and Adhocracy Organizational Culture to the Performance of Public Elementary School Teachers in Lubuk Basung District. The variables studied consisted of independent variables, namely Moralistic Leadership (X1) and Adhocracy Organizational Culture (X2). While the dependent variable is Teacher Performance (Y) (Onsardi, 2020).

### **Population and Sample**

#### ***Study Population***

The study population was all public elementary school teachers with the status of Civil Servants (PNS) in the Lubuk Basung District. The total population is the number of people spread over 61 public elementary schools. The population is heterogeneous in terms of

educational background and years of service. Both educational background and years of service are assumed to influence teacher performance .

### ***Research Sample***

The research sample was taken using a stratified proportional random sampling technique. This technique is used because the population is heterogeneous and consists of several categories. Then a balance is carried out for each individual in the strata so that all members of the strata in the population are given equal opportunities to be selected as the research sample. The sample selection was carried out through four stages, namely: (1) identification and grouping of the population based on strata, (2) calculating the proportion of strata, (3) determining the size of the sample, and (4) determining the subjects to be respondents

## **Research Instruments**

### ***Measurement Scale***

The instrument used in this research is a questionnaire. Likert scale models. The alternative answers are always (SL), often (SR), sometimes (KD), rarely (JR), and never (TP). The nature of the data collected through questionnaires is qualitative, but for analysis purposes, it will be converted to a quantitative scale. The data modification is in accordance with the nature of the statement in the proposed statement. If the answer is always given a score of 5, often given a score of 4, sometimes given a score of 3, rarely given a score of 2, and never given a score of 1 (Mulia, 2021).

### ***Preparation of Instruments***

The preparation of the instrument was carried out through stages, namely determining indicators, drafting the concept of statement items, testing, analyzing items, and determining the items used.

## **Instrument Testing**

To get a valid and reliable instrument, it is necessary to do a trial run. The trial procedure is the determination of the trial respondents, the trial implementation, and the instrument analysis of the trial results.

### ***Trial respondents***

The trial respondents were carried out to the same population but did not include the research sample. The trial was conducted on 30 respondents, this number was considered eligible for the trial.

### ***Implementation of trials***

Instrument trials were conducted from 6 to 18 March 2023 for teachers of public elementary schools in Lubuk Basung District who were not included in the research sample, taking into account the population strata used in determining the sample. Questionnaires were distributed to respondents to be filled out. Then collected for analysis.

### ***Trial analysis***

The tested questionnaire was then analyzed using item analysis techniques, in order to see its validity and reliability. To see the validity used the product moment correlation formula and reliability using the Cronbach alpha formula. Experimental analysis was carried out using the computerized program SPSS Version 29.00. Dropped items were not used in the study. If the

declared items that fail do not affect the representativeness of the items for each indicator for each variable, then the dropped items are removed from the instrument.

### **Data collection**

Data collection was carried out by distributing questionnaires to predetermined respondents from 6 to 11 April 2023. This was done by visiting respondents at their respective workplaces, namely the Public Elementary School in Lubuk Basung District. The questionnaire is filled out directly at the workplace and not taken home with the aim of the validity and accuracy of the data.

### **Data Analysis**

Data that has been collected from respondents were analyzed using correlation and regression techniques. This analysis is used to test each hypothesis. Data analysis used the statistical analysis program SPSS Version 29.00. The steps of the analysis are as follows:

#### **Data description**

The data description aims to describe the distribution of data frequencies for each variable and determine the level of achievement. The formula used is:

$$\text{Achievement rate} = \frac{\text{Average score}}{\text{Maximum ideal score}} \times 100 \%$$

#### **Testing requirements analysis**

In this test there are several things that are done, namely:

1. Check for normality using the Kolmogorov-Smirnov test formula. The aim is to check whether the data comes from a normally distributed population or not.
2. Checking the homogeneity of the data uses the Levene Statistical test. the goal is to find out whether the variance of the population group or not.
3. Checking independence between independent variables using the Pearson Correlation formula. The goal is to find out whether each predictor is independent.
4. Linearity test with simple regression techniques.

#### **Hypothesis testing**

1. Testing the first and second hypotheses using simple correlation and regression analysis techniques.
2. The third hypothesis was analyzed using correlation and multiple regression techniques. To make predictions conditionally using partial correlation techniques.

## **RESULTS AND DISCUSSION**

### **Data Description**

In this study, data collection was carried out through questionnaires in the form of a Likert scale to respondents. The research data includes three variables, namely: Teacher Performance (Y), Moralistic Leadership (X1), and Adhocracy organizational culture (X2). From the results of the data analysis, it can be stated: the total score, highest score, lowest score, average score, standard deviation, mode, and median. The results of the three basic statistical calculations of the research variable data can be seen in Table 1. below:

Table 1. Calculation of the basic statistics of the variables Y, X1 and X2

	Y		X1	X2
N	Valid	90	90	90
	Missing	0	0	0
Mean		183.2778	156.0111	134.3000
Median		180.0000	157.0000	134.0000
Mode		180.00	146.00 <sup>a</sup>	130.00
Std. Deviation		13.07973	10.34950	8.55708
Variance		171.079	107.112	73.224
Range		62.00	46.00	36.00
Minimum		152.00	132.00	118.00
Maximum		214.00	178.00	154.00
Sum		16495.00	14041.00	12087.00

### Teacher Performance Variable (Y)

From the results of data processing, it can be seen that the distribution of the scores of the respondents' answers spread from the lowest score of 152.00 to the highest of 214.00 with an average score (mean) of 183.28, median of 180.00, mode of 180.00, and standard deviation of 13.08. The mean, median, and mode scores were not significantly different (less than 1. SD). The level of achievement of teacher performance variable scores of 83.18% is in the a good category. The histogram of teacher performance variable scores is shown in Figure 1 below:

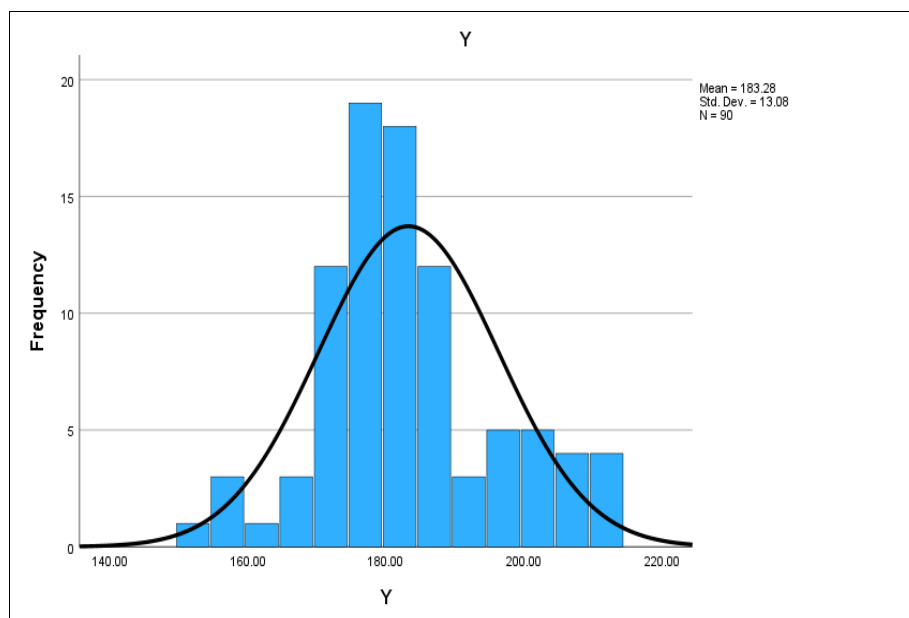


Figure 1. Teacher Performance Variable Score Histogram (Y)

From the results it can be seen that the score of the highest level of achievement indicators (87.90%) in the good category is planning learning. Furthermore, the score of the lowest achievement level indicator is to follow up on learning (78.20%) in the sufficient category. In general, the level of achievement of teacher performance is 81.79 in the good category. This

shows that the performance of public elementary school teachers in Lubuk Basung District seen from the aspects of planning lessons, implementing learning, conducting learning evaluations, and conducting follow-up learning according to the PNS public elementary school teachers in Lubuk Basung District is good.

### **Variable Moralism Leadership (X1)**

From the results of research data processing, it is known that the distribution of the scores of respondents' answers spreads from the lowest score of 132.00 to the highest score of 178.00. Based on the distribution of these scores, an average (mean) score of 156.01 was obtained, the median was 157.00 and the mode was 146.00 with a standard deviation (standard deviation) of 10.35. The mean (mean), median, and mode scores were not much different (less than 1 SD). The level of achievement of the moralism leadership score of 86.67% is in the good category. The histogram of the moralism leadership variable score can be seen in Figure 2.

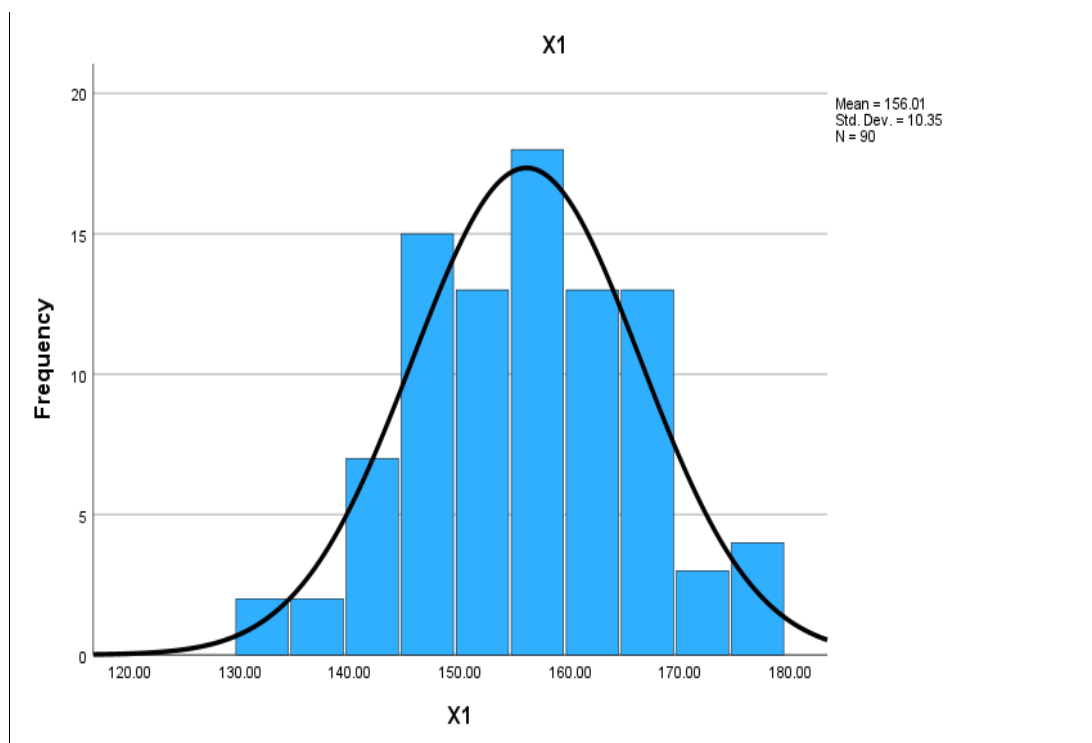


Figure 2. Histogram of Moralism Leadership Variable Scores (X1)

From the resulting data it can be seen that the score of the highest achievement level indicator (89.30%) in the good category is warm and polite to everyone. Furthermore, the score of the lowest achievement level indicator is to follow up learning (84.70%) in the good category. In general, the achievement level of Moralism Leadership is 86.84% in the good category. This shows that the Moralism Leadership of the principal of the public elementary school in Lubuk Basung District is seen from the aspect of being warm and polite to everyone, has the highest empathy for the problems of his subordinates, reducing misunderstandings between leaders and subordinates, all decisions are taken based on deliberation and is patient and generous, according to the public elementary school teacher in Lubuk Basung District, is in a good category.

**Adhocracy organizational culture variable (X2)**

From the results of research data processing, it can be seen that the distribution of answer scores spreads from the lowest score of 118.00 to the highest score of 154.00 with an average score (mean) of 134.30 and a midpoint (median) of 134.00, mode of 130.00 and standard deviation (standard deviation) 8,557. The mean (mean), median and mode scores were not much different (less than 1 SD). The level of achievement of the adhocracy organizational culture score of 86.45% is in the Good category. A histogram of adhocracy organizational culture variable scores can be seen in Figure 3 below:

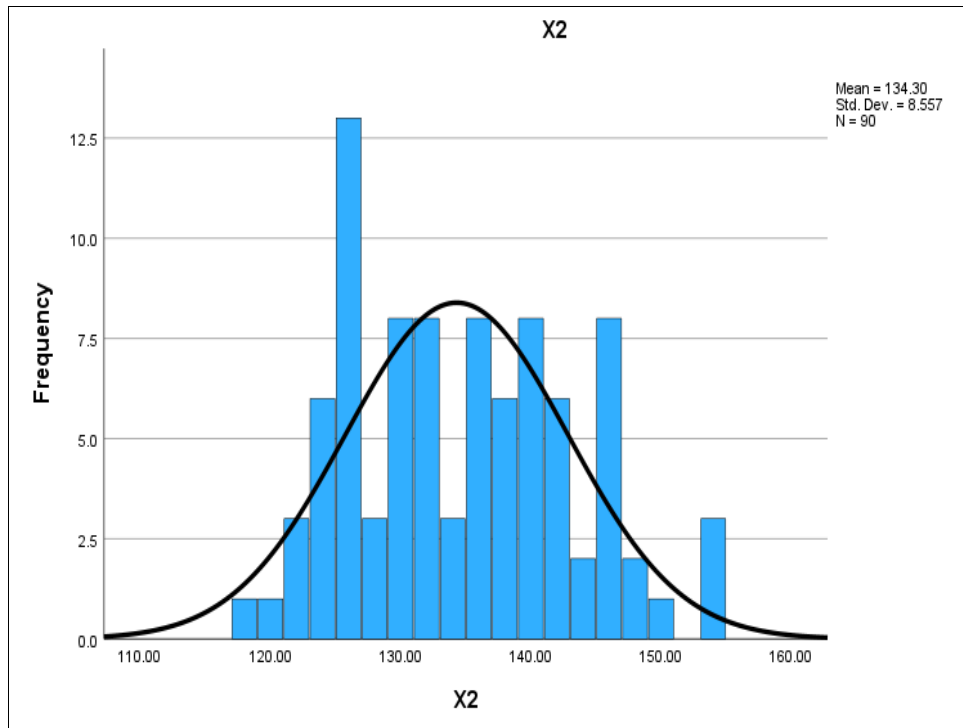


Figure 3. Adhocracy organizational culture variable score histogram (X2)

From the resulting data, it can be seen that the score of the highest level of achievement indicators (87.14%) in the good category is dynamic. Furthermore, the lowest indicator achievement level score is an adaptive mindset (77.53%) in the sufficient category. In general, the achievement level of adhocracy organizational culture is 83.91 in the good category. This shows that the organizational culture of adhocracy in the state foundation of Lubuk Basung District is seen from the aspect of adaptive mindset, flexible work situations, and following new and dynamic trends according to civil servants teachers of public elementary schools in Lubuk Basung District are in a good category.

**Test Requirements Analysis**

Analysis of the research data was carried out using descriptive and inferential statistical methods. The analysis technique used is correlation, simple regression, and multiple regression. Before using parametric statistical formulas and regression analysis, it is necessary to test the analysis requirements. According to Sudjana (1996), these requirements are: a)

sample data for each variable must be normally distributed, b) population variance between homogeneous groups, and c) test of independence between variables.

**Data Normality Check**

The purpose of checking data normality is to find out whether the distribution of research data follows or approaches a normal distribution or not. Good data is data that has a pattern like a normal distribution, that is, the distribution of the data is not skewed to the left or skewed to the right (Santoso, 2003). To find out whether the data is normally distributed using the Kolmogorov-Smirnov test at a significance level of.

From the results of the normality test analysis, it can be concluded that the three variables can be stated to be normally distributed. The summary of the analysis results can be seen in Table 2 below:

Table 2. Results of the Normality Test for Variables X1, X2, and Y

<b>One-Sample Kolmogorov-Smirnov Test</b>				
		X1	X2	Y
N		90	90	90
Normal Parameters <sup>a,b</sup>	Mean	156.0111	134.3000	183.2778
	Std. Deviation	10.34950	8.55708	13.07973
Most Extreme Differences	Absolute	.069	.101	.142
	Positive	.069	.101	.142
	Negative	-.056	-.053	-.105
Kolmogorov-Smirnov Z		.659	.955	1.345
Asymp. Sig. (2-tailed)		.778	.322	.056
a. Test distribution is Normal.				
b. Calculated from data.				

In Table 2 above it can be seen that the significance score (asyp. sig) for the teacher performance variable (Y) is 0.056, the moralistic leadership variable (X1) is 0.078 and the adhocracy organizational culture variable (X2) is 0.322. The three variables have a significance number > a designated significance value of 0.05. Based on this, it can be concluded that the variables of teacher performance (Y), moralistic leadership (X1), and adhocracy organizational culture variables (X2) are normally distributed.

**Data Homogeneity Check**

Homogeneity checks are carried out to find out whether a data group has the same variance among group members. To test the homogeneity is done by Levene test analysis. A good regression model is if it fulfills the assumption that there is a similar variance from the residuals of one observation to another. If the residual from one observation to another observation remains, then it is said to be homogeneous. The summary of the results of the analysis of the homogeneity check for the variables of moralistic leadership (X1) and adhocracy organizational culture (X2) can be seen in Table 3 below:

Table 3. Homogeneity Check of Variables X1 and X2 Test of Homogeneity of Variances X1, Y

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	6604.791	39	169.354	2.892	<,001
Within Groups	2928.198	50	58.564		
Total	9532.989	89			

Test of Homogeneity of Variances X2, Y

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	3819.260	39	97.930	1.815	.024
Within Groups	2697.640	50	53.953		
Total	6516.900	89			

From the summary of the results of the analysis in Table 15 above, it can be seen that the variables X1 and X2 have a significance (probability) score for each variable which is 0.01 and 0.24, which is actually greater than the probability number set, which is 0.05. Based on the Statistical Levene test, it can be concluded that the population variance is identical or the data comes from a homogeneous population.

***Inspection of Independence between independent variables (X1 with X2)***

The regression model is declared good if there is no collinearity between variables X1 and X2. Examination of independence between variables aims to determine whether there is collinearity in the resulting regression model. Table 16 below shows a summary of the regression model analysis as follows:

Table 4. Correlation Coefficient Between Independent Variables X1, X2, and Y Independence X1. X2

<b>Control Variables</b>		<b>X1</b>	<b>X2</b>	<b>Y</b>
X1	Correlation	1.000	.312	.470
	Significance (2-tailed)	.	.093	<,001
	Df	0	88	88
X2	Correlation	.312	1.000	.444
	Significance (2-tailed)	.093	.	<,001
	Df	88	0	88

In Table 4 above it can be seen that the correlation coefficient  $r_{1.2} = 0.312$  with a significance level of  $\alpha = 0.093$ . Because the significance level of 0.093 is greater than  $\alpha = 0.05$ , it can be stated that there is no significant contribution between the variables of moralistic leadership (X1) and Adhocracy organizational culture (X2). This means that the variable X1 is not collinear with X2.

## Hypothesis Testing

### *First Hypothesis Testing*

The first hypothesis put forward in this study is that moralistic leadership contributes to teacher performance. Testing the hypothesis was carried out by correlation and regression analysis using SPSS version 29.00. The summary of the results of the moralistic leadership correlation analysis (X1) on teacher performance can be seen in Table 5 below.

Table 5. Correlation of Moralistic Leadership (X1) to Teacher Performance (Y) Summary model

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.470 <sup>a</sup>	.221	.212	11.60856

a. Predictors: (Constant), X1

b. Dependent Variable: Y

In Table 5 above it can be seen that there is a significant contribution between moral leadership on teacher performance with a correlation coefficient of  $r_{x1.y} = 0.470$  and the coefficient of determination ( $r^2$ ) is 0.221 and the contribution is  $0.221 \times 100\% = 22.1\%$

To see the form of the contribution of the moralistic leadership variable (X1) to teacher performance (Y) a simple regression analysis was carried out. The summary of the analysis results can be seen in Table 6 below.

Table 6. Significance Test of the X1 Regression equation against Y ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	3367.297	1	3367.297	24.988	<.001 <sup>b</sup>
	Residual	11858.758	88	134.759		
	Total	15226.056	89			

a. Dependent Variable: Y

b. Predictors: (Constant), X1

In Table 6 above it can be seen that the calculated F is 24.988 with a significance =  $0.001 < \alpha = 0.05$ . Based on the results of the analysis it can be concluded that the regression equation can be stated to be significant. To see the significance of the coefficient of the regression line equation between teacher performance (Y) and moralistic leadership (X1) is done using the t-test. The summary of the analysis results can be seen in Table 7 below.

Table 7. Regression Equation Coefficient Test X1 against Y Coefficients

<i>Model</i>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		<b>Collinearity Statistics</b>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>	<i>Tolerance</i>
1	(Constant 90.556)	18.589		4.871	<,001	
	X1 .594	.119	.470	4.999	<,001	1.000

In Table 7 above it can be seen that the constant value is 90.556 with t count = 4.871, sig = 0.001 and the regression direction coefficient is 0.954, t count = 4.999, sig. = 0.001. It turns out that the direction coefficient of the X1 regression equation is very significant <0.05. It can be stated that there is a very significant contribution between the Moralistic Leadership variable (X1) and the Teacher Performance variable (Y).

The simple linear regression equation is  $\hat{Y} = 90.556 + 0.954 X1$  which can be stated to be very significant. This means that the constant starts from 90.556 then every time moral leadership increases by one unit, performance will increase by 0.594. It can be concluded that the hypothesis put forward "moralistic leadership contributes to teacher performance is acceptable and very significant.

**Second Hypothesis Testing**

The second hypothesis put forward in the study is that adhocracy organizational culture contributes to teacher performance. Testing the hypothesis was carried out through a t-test with correlation analysis and a simple linear regression equation model. The summary of the analysis results can be seen in Table 8 below.

Table 8. Correlation of adhocracy organizational culture (X2) to performance (Y)  
Summary models

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.444 <sup>a</sup>	.197	.188	11.78507

- a. Predictors: (Constant), X2
- b. Dependent Variable: Y

From Table 8 above it can be seen that there is a very significant contribution between adhocracy organizational culture and teacher performance. The correlation coefficient is  $r_{x2.y} = 0.444$  and the coefficient of determination ( $r^2$ ) is 0.197 and the contribution is  $0.197 \times 100\% = 19.7\%$ .

To see the form of the adhocracy organizational culture variable contribution (X2) to teacher performance (Y) a simple regression analysis was carried out. The summary of the analysis results can be seen in Table 9 below.

Table 9. Test of Significance of the X2 Regression Equation against Y ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3003.913	1	3003.913	21.628	<,001 <sup>b</sup>
	Residual	12222.143	88	138.888		
	Total	15226.056	89			

a. Dependent Variable: Y

b. Predictors: (Constant), X2

From Table 9 above it can be seen that the calculated F value = 21.628 with a sig number of 0.001 is smaller than  $\alpha = 0.05$ . It can be concluded that the adhocracy organizational culture regression equation on teacher performance is very significant. Then tested the coefficient of the regression equation between adhocracy organizational culture (X2) and teacher performance (Y). The summary of the analysis results can be seen in Table 10 below.

Table 10. Regression Equation Coefficient Test X2 against Y Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance
1	(Constant) 92.098	19.645		4.688	<,001	
	X2 .679	.146	.444	4.651	<,001	1.000

From Table 10 above it can be seen that the calculated t-value for the X2 coefficient is 4.688 with a sig = 0.001 smaller than an alpha of 0.05. The equation of the regression line of adhocracy organizational culture variable (X2) with teacher performance (Y), namely  $\hat{Y} = 92.098 + 0.679 X2$  can be stated to be very significant. This means that the constant starts at 92.098 then every time the adhocracy organizational culture increases by one unit, the performance will increase by 0.679. Based on the results of the analysis it can be concluded that the hypothesis proposed "Adhocracy organizational culture contributes to teacher performance" has been tested empirically and can be stated to be very significant.

### **Test the Third Hypothesis**

The third hypothesis put forward in this study is that moralistic leadership and adhocracy organizational culture jointly contribute to teacher performance. Hypothesis testing was carried out with the F-test through correlation analysis and multiple regression models (multivariate) between the dependent variable teacher performance (Y) with the variable moralistic leadership (X1) and the adhocracy organizational culture variable (X2). The summary of the analysis results can be seen in Table 11 below:

Table 11. Correlation Between Variables X1 and X2 with Y Summary models

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.565 <sup>a</sup>	.319	.303	10.91637

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

In Table 11 above it can be seen that the magnitude of the multiple correlation coefficient  $R = 0.565$  and the magnitude of the coefficient of determination  $R^2 = 0.319$  and the contribution of  $0.319 \times 100\% = 31.9\%$ .

To see the contribution of moralistic leadership (X1) and adhocracy organizational culture together to teacher performance (Y), multiple regression analysis was carried out. The summary of the analysis results can be seen in Table 24 and Table 25 below:

Table 12. Checking the Significance of the Regression Equations Y, X1, and X2 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	4858.510	2	2429.255	20.385	<.001 b
	Residual	10367.546	87	119.167		
	Total	15226.056	89			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

From Table 12 above it can be seen that the calculated F value = 20.385 with a sig number of 0.001 is smaller than  $\alpha = 0.05$ . It can be concluded that the regression equation of moralistic leadership and adhocracy organizational culture on teacher performance is very significant. Then tested the coefficient of the regression equation between moralistic leadership (X1) and adhocracy organizational culture (X2) with teacher performance (Y). The summary of the analysis results can be seen in Table 13 below.

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	T	Sig.	Tolerance	
1	(Constant)	43.216	22.015		1.963	.053	
	X1	.464	.118	.367	3.945	<.001	.902
	X2	.504	.142	.329	3.537	<.001	.902

Table 13. Testing the Regression Equation Coefficients Y, X1, and X2 Coefficients

From Table 13 above it can be seen that the regression equation for the variable scores of moralistic leadership and adhocracy organizational culture together on teacher performance is  $\hat{Y} = 43.216 + 0.464 X1 + 0.504 X2$ . This means that the constant starts at 43.216, then for each moralistic leadership increases by one unit, performance will increase by 0.464 and for each

adhocracy organizational culture increases by one unit, performance will increase by 0.504. From the summary of the results of the multiple regression analysis, it can be concluded that the multiple regression equation is very meaningful and can be used to predict the contribution that occurs to the performance of public elementary school teachers in Lubuk Basung District through the variables of moralistic leadership and adhocracy organizational culture.

Based on the test results above, the third hypothesis which states that moralistic leadership and adhocracy organizational culture jointly contribute to teacher performance has been tested empirically and is very significant. The amount of contribution is 22.015%. This means that the variables of moralistic leadership and adhocracy organizational culture jointly contribute to the performance of public elementary school teachers in Lubuk Basung District by 22.015%, the remaining 77.985% is estimated to come from variables not examined.

## **Discussion**

From the results of testing through statistical analysis, it can be stated that the two independent variables of moralistic leadership and adhocracy organizational culture contribute significantly to teacher performance variables, both separately (separately) and together. Furthermore, from the results of the analysis, information is also obtained that moral leadership (X1) contributes to performance by 22.1%.

The simple linear regression equation between moralistic leadership and teacher performance is very significant. The regression model is a good model for predicting teacher performance because it has been tested empirically and statistically (Abdillah et al., 2022).

To improve the performance of public elementary school teachers in Lubuk Basung District, one of the variables that must receive special attention from school principals is the improvement of moralistic leadership in a more appropriate direction. It can be stated that if moral leadership can be carried out properly, then the performance of teachers is also expected to increase (Hoki & Sofyan, 2019). This is based on the results of the analysis which proved to have a positive and linear relationship between the two moralistic leadership (X1) and teacher performance (Y).

From the results of the analysis, it can also be seen that the level of achievement score for the moralistic leadership variable is in a good category (86.67%). For this reason, it is necessary to make improvements more optimally by creating and maintaining moralistic leadership so that it remains consistent. Theoretically, it can be seen that moralistic leadership contributes to the level of teacher performance in carrying out their duties (Manalu, 2023).

The second hypothesis put forward in this study is proven, that the adhocracy organizational culture variable has an impact of 19.7% and is very significant on the performance of public elementary school teachers in Lubuk Basung District. It can be concluded that 19.7% of changes that occur in teacher performance variables can be explained through adhocracy organizational culture variables and can be accepted statistically.

The simple linear regression equation between the variable teacher performance (Y) and adhocracy organizational culture (X2) and the teacher performance variable (Y) can be used as one of the factors to predict teacher performance levels. From the results, it can also be seen that the regression equation of adhocracy organizational culture variables with teacher performance is stated to be linear and meaningful. It can be argued that the more cultured the adhocracy organizational culture the higher the performance of public elementary school

teachers in Lubuk Basung District. Whenever there is an increase or decrease in the adhocracy organizational culture variable, there will also be an increase or decrease in teacher performance (Florianus Geong, 2021). From the results of this study, it was found that the level of achievement of respondents for the adhocracy organizational culture score was in a good category (86.45%). By increasing the adhocracy organizational culture factor, it is hoped that teacher performance will also increase.

Furthermore, the third hypothesis proposed "moralistic leadership and adhocracy organizational culture jointly contribute to teacher performance" from the results of the analysis turns out to be acceptable. It can be concluded that moralistic leadership and adhocracy organizational culture together contribute very significantly to the performance of public elementary school teachers in Lubuk Basung District. By using correlation and multiple regression analysis between the independent variable moralistic leadership (X1) and adhocracy organizational culture (X2) with the dependent variable teacher performance (Y) it can be seen that the magnitude of the correlation coefficient  $R_{y.12} = 0.565$  and the coefficient of determination is  $R^2_{y.12} = 0.319$ . It can be concluded that 22.015% of the contribution that occurs in the performance variable of public elementary school teachers in Lubuk Basung District is caused by the two independent variables of moralistic leadership and adhocracy organizational culture, while the remaining 77.985% is caused by other factors outside the variables studied. After statistical testing, it turns out that the regression equation is very significant and is a good model for estimating the level of performance of public elementary school teachers in the Lubuk Basung District. Thus there is a linear contribution of each variable used in the study.

From the results of the analysis, it is also known that the respondent's power to the three variables is in a good category. In this case, a planned effort is needed from the principal and supervisor of SD Lubuk Basung District by creating and maintaining moralistic leadership and an adhocracy organizational culture in carrying out their duties as leaders.

## **CONCLUSION**

Based on the results of the analysis of research data and hypothesis testing, several conclusions can be put forward as follows: The level of achievement of respondents to the moralistic leadership score is 86.67% of the ideal score and is in a Good category. Moralistic leadership contributes very significantly to teacher performance. The contribution of moralistic leadership to teacher performance is 22.1%. The regression equation tested was also stated to be linear and very significant. This means that if the principal carries out leadership with a moralistic leadership style, the performance of public elementary school teachers in Lubuk Basung District will be better.

The level of achievement of respondents to the adhocracy organizational culture variable score is 86.45% and is in a good category. adhocracy organizational culture contributes very significantly to teacher performance. The contribution of adhocracy organizational culture to teacher performance is 19.7%. The regression equation tested was also stated to be linear and very significant. This means that if an organization or school applies an adhocracy organizational culture in its work environment, the performance of public elementary school teachers in Lubuk Basung District will be higher.

The level of achievement of respondents to the score of the teacher performance variable is 83.18% and is in a good category. Moralistic leadership and adhocracy organizational culture together contribute very significantly to teacher performance. The magnitude of the contribution of moralistic leadership and adhocracy organizational culture to teacher performance together is 22.015% while the remaining 77.985% is thought to come from other variables not examined. The results of testing the significance of the regression equation are also very significant. This shows that if the principal carries out leadership with a moralistic leadership style and applies an adhocracy organizational culture in his work environment, the performance of public elementary school teachers in Lubuk Basung District will be better.

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