

The Influence of Leadership Models, Organizational Culture, and Work Environment on Teacher Performance Moderated by Locus of Control in the New Habit Era

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ABSTRACT

This study aims to analyze the influence of leadership models, organizational culture, and work environment on teacher performance, as well as examine the role of locus of control moderation in these relationships in the era of new habits after the Covid-19 pandemic. The research was conducted at SMAN 1 Babat Lamongan by involving 96 teachers as respondents. The method used is a quantitative approach with Partial Least Square (PLS) analysis using SmartPLS. The results showed that the leadership model had a positive and significant effect on teacher performance (T-Statistic = 3.384; $p = 0.001$), as well as organizational culture (T-Statistic = 3.371; $p = 0.001$) and work environment (T-Statistic = 2.101; $p = 0.036$). The locus of control was also shown to have a significant effect directly on teacher performance (T-Statistic = 2.877; $p = 0.004$). However, the results of the moderation test showed that the locus of control did not moderate the relationship between leadership models, organizational culture, and work environment on teacher performance. The R-Square value of 0.926 indicates that independent variables explain 92.6% of the variation in teacher performance. These findings provide practical implications for school management to strengthen leadership, develop a positive organizational culture, and improve the quality of the work environment to encourage optimal teacher performance.

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INTRODUCTION

Education is one of the main indicators of a nation's progress. Without the implementation of quality education, the ideal of becoming a developed nation will never be realized. Luthfi (2013) emphatically states that without education there will be no economic and social development. Therefore, the quality of education is highly dependent on the performance of teachers as the spearhead of the learning process.

Rosyad explained that the success of an organization is greatly influenced by the ability of leaders to manage their resources, create an effective work system, and build good coordination between members of the organization. Effective leadership will encourage individuals to work more optimally so that organizational goals can be achieved efficiently

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The Covid-19 pandemic that has hit the world since early 2020 has prompted fundamental changes in the world of education. The learning process is shifting from face-to-face to online systems using various digital platforms such as Google Classroom, Zoom, and other learning applications. This condition poses a great challenge for teachers to maintain the quality of teaching in the midst of limited direct interaction with students (Ministry of Education and Culture, 2020).

Entering the post-pandemic era of new habits, educational institutions are required to adapt to changing work patterns. Teachers as professionals must be able to maintain and even improve their performance in this uncertain condition. Various organizational factors are considered to have an important role in determining teacher performance, including the leadership model applied by the principal, the organizational culture formed in the school environment, and the available work environment conditions.

Leadership models encompass a variety of leadership styles applied in the school environment, ranging from transformational that encourages innovation and motivation, transactional that focuses on reward and punishment systems, to participatory that involves teachers in decision-making. Previous research has shown that the principal's leadership style significantly affects teacher motivation and performance (Suryani et al., 2019; Ganyang et al., 2020).

In addition to leadership, organizational culture also plays a crucial role. A culture that is collaborative, transparent, and mutually supportive has been proven to be able to improve employee performance (Sutrisno, 2010; Pancasati et al., 2022). Conversely, an unhealthy organizational culture can hinder teacher productivity and dedication. On the other hand, the work environment—both physical and psychological—also determines the extent to which teachers can work optimally (Ikhsan, 2015; Rarasati, 2019).

Another factor that is interesting to study is the locus of control, which is an individual's belief about the extent to which he is able to control events in his life. Individuals with an internal locus of control believe that the outcome of a job is largely determined by their own efforts and abilities, while individuals with an external locus of control tend to assume that results are influenced by factors beyond their control (Ridhawati & Ibnu, 2014). This difference in orientation has the potential to moderate the relationship between organizational factors and teacher performance.

Based on this description, this study aims to examine the influence of leadership models, organizational culture, and work environment on teacher performance at SMAN 1 Babat Lamongan, as well as test whether the locus of control plays a role as a moderation variable in this relationship. This research contributes to the literature on human resource management in the education sector, particularly in the context of the era of new habits that demand comprehensive organizational adaptation.

RESEARCH METHODS

This study uses a quantitative approach with an associative research design. The research population is all teachers of SMAN 1 Babat Lamongan which totals 96 people, and

the entire population is used as a sample (census). The data collection technique used a questionnaire with a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The variables in this study consisted of three independent variables (leadership model/X1, organizational culture/X2, and work environment/X3), one bound variable (teacher performance/Y), and one moderation variable (locus of control/Z). The measurement instrument is developed based on indicators that have been validated from previous literature.

Data analysis was carried out using Structural Equation Modeling based on Partial Least Square (SEM-PLS) with the help of SmartPLS 3.0 software. The analysis stages include: (1) measurement model test (outer model) which includes convergent validity test using outer loading and Average Variance Extracted (AVE), discriminant validity test using cross loading, and reliability test using Composite Reliability and Cronbach's Alpha; and (2) structural model test (inner model) which includes R-Square analysis and hypothesis testing using T-statistic with the bootstrapping method.

The criteria for hypothesis acceptance were determined based on the T-statistical value of > 1.96 and the P-value < 0.05 at a significance level of 5%. The moderation effect was tested by incorporating the interaction between independent variables and moderation variables ($X1*Z$, $X2*Z$, and $X3*Z$) into the model.

RESULTS AND DISCUSSION

Respondent Characteristics

Of the 96 respondents who participated, 58 people (60.4%) were female and 38 people (39.6%) were male. In terms of age, most of the respondents were in the range of 35–45 years. Based on employment status, the majority are permanent teachers (Civil Servants). This data indicates that the respondents are experienced educators who have a deep understanding of the dynamics of the school organization.

Test Measurement Model (Outer Model)

The results of the convergent validity test showed that all indicators of all variables had an outer loading value above 0.70, with the AVE value of all variables being above 0.50. The highest outer loading value was found in the X1.1 indicator of 0.955 (leadership model) and Y1.7 of 0.948 (teacher performance). Table 1 summarizes the results of the reliability and validity test of all variables.

Table 1 Results of the Validity and Reliability Test of Research Variables

Variable	Cronbach's Alpha	Composite Reliability	AVE
Leadership Model (X1)	0,967	0,973	0,857
Organizational Culture (X2)	0,960	0,969	0,862
Work Environment (X3)	0,958	0,968	0,857
Teacher Performance (Y)	0,971	0,976	0,852
Locus of Control (Z)	0,958	0,967	0,855

Source: Primary data processed, 2024

Based on Table 1, all variables have Cronbach's Alpha and Composite Reliability values above 0.70, so the research instrument is declared reliable. The AVE value of the entire variable is above 0.50 (ranging from 0.852 to 0.862), confirming the fulfillment of the convergent validity. The results of the cross loading test also showed that each indicator had the highest loading value on its own construct compared to other constructs, so that the discriminant validity was met.

Structural Model Test (Inner Model)

The R-Square value of teacher performance (Y) of 0.926 (R-Square Adjusted = 0.921) shows that the leadership model, organizational culture, work environment, and locus of control together are able to explain 92.6% of the variation in teacher performance. This value is classified as very strong according to the criteria of Ghozali (2014), who states that R-Square above 0.67 is categorized as a model with strong predictive ability.

Hypothesis Testing

The results of hypothesis testing using the bootstrapping method with a significance level of 5% (T-table = 1.986) are presented in the following Table 2.

Table 2 Hypothesis Testing Results

Variable Relationships	Orig. Sample	T-Statistic	P-Values	Remarks
Leadership Model (X1) → Teacher Performance (Y)	0,372	3,384	0,001	Significant
Organizational Culture (X2) → Teacher Performance (Y)	0,199	3,371	0,001	Significant
Work Environment (X3) → Teacher Performance (Y)	0,226	2,101	0,036	Significant
Locus of Control (Z) → Teacher Performance (Y)	0,240	2,877	0,004	Significant
X1*Z → Teacher Performance (Y)	-0,047	0,620	0,536	Insignificant
X2*Z → Teacher Performance (Y)	0,034	0,516	0,606	Insignificant
X3*Z → Teacher Performance (Y)	0,004	0,058	0,954	Insignificant

Source: Primary data processed, 2024

The Influence of Leadership Models on Teacher Performance

The results of the analysis showed that the leadership model had a positive and significant effect on teacher performance with an Original Sample value of 0.372, T-Statistic of 3.384 > 1.986, and P-value of 0.001 < 0.05. These findings are in line with research by Suryani et al. (2019) which found that transformational leadership styles have a positive effect on employee performance. The principal of SMAN 1 Babat who actively encourages the development of the abilities of his subordinates and gives appreciation for good performance has proven to be able to increase teacher motivation and performance.

The descriptive results showed that indicators X1.5 (principals encourage teachers to improve their abilities) and X1.6 (principals praise good performance) were the most

dominant indicators, with 62.5% of respondents agreeing. This indicates that a supportive and appreciative leadership approach is very relevant in the context of the new habit era.

The Influence of Organizational Culture on Teacher Performance

Organizational culture has been proven to have a positive and significant effect on teacher performance with an Original Sample value of 0.199, T-Statistic of $3.371 > 1.986$, and P-value of $0.001 < 0.05$. These findings support Sutrisno's (2010) theory that a well-managed organizational culture will encourage employees to behave positively, be highly dedicated, and productive. Cultural values embedded in the organization are an invisible force that drives performance effectiveness.

Indicator X2.2, which measures teachers' participation in community activities as a reflection of school cultural values, was the most dominant indicator with 60.4% of respondents agreeing. This indicates that the strong culture of social involvement at SMAN 1 Babat contributes to the enthusiasm and commitment of teachers in carrying out their duties. These findings are consistent with the results of research by Gultom (2014) and Jufrizen et al. (2017, 2018) which also found a significant positive influence of organizational culture on performance.

The Influence of the Work Environment on Teacher Performance

The work environment has a positive and significant effect on teacher performance with an Original Sample value of 0.226, T-Statistic of $2.101 > 1.986$, and P-value of $0.036 < 0.05$. The X3.5 indicator, which measures the availability of teaching aids, was the most dominant indicator with 65.6% of respondents agreeing. The availability of adequate learning support facilities has been proven to make it easier for teachers to deliver material and help students understand lessons more effectively.

These findings are consistent with the research of Ikhsan (2015), Rarasati (2019), and Hanafi (2017) which states that a conducive work environment has a positive effect on employee performance. A good work environment, both physically and psychologically, increases teachers' motivation and concentration at work. However, it should be noted that these results are different from the findings of Rismawati (2019) who did not find a significant influence of the work environment on performance.

The Influence of Locus of Control on Teacher Performance

The locus of control was proven to have a positive and significant effect on the teacher's performance directly, with an Original Sample value of 0.240, T-Statistic of $2.877 > 1.986$, and a P-value of $0.004 < 0.05$. Teachers who have an internal locus of control, which is the belief that the results of work are determined by their own efforts and abilities, tend to show better performance. This finding is in line with the view of Ridhawati and Ibnu (2014) that internal beliefs encourage individuals to be more proactive and responsible for their work.

Locus of Control as a Moderation Variable

The results of the moderation test showed that the locus of control did not moderate the relationship between the leadership model and teacher performance (T-Statistic = 0.620 < 1.986 ; $p = 0.536$), did not moderate the relationship between organizational culture and teacher performance (T-Statistic = 0.516 < 1.986 ; $p = 0.606$), and did not moderate the

relationship between the work environment and teacher performance (T-Statistic = 0.058 < 1.986; p = 0.954).

These findings indicate that the influence of locus of control on teacher performance is direct, not through its interaction with other organizational factors. This means that the presence or absence of a strong locus of control does not change the strength of the relationship between leadership, organizational culture, or the work environment and teacher performance. Factors of leadership, culture, and work environment still have a strong influence on teacher performance regardless of the orientation of the teacher's locus of control. This is understandable given that the influence of organizational context tends to be universal, transcending differences in perceptions of individual control in school contexts.

CONCLUSION

This study concludes that: (1) the leadership model has a positive and significant effect on teacher performance in the new habit era; (2) organizational culture has a positive and significant effect on teacher performance; (3) the work environment has a positive and significant effect on teacher performance; and (4) the locus of control has a positive and significant effect on the teacher's performance directly. However, (5) the locus of control has not been proven to moderate the relationship between leadership models, organizational culture, and the work environment and teacher performance.

Overall, the independent variables in this study were able to explain 92.6% of the variation in teacher performance, which indicates that organizational factors have a very dominant role in determining teacher performance in the new habit era. The practical implication of this study is the need for the management of SMAN 1 Babat to continue to optimize a supportive and appreciative leadership style, strengthen positive and collaborative organizational cultural values, and improve the quality of the work environment, especially the availability of learning support facilities. Further research is suggested to expand the scope of the sample to several schools, add mediating variables such as motivation or job satisfaction, as well as consider the use of longitudinal data to see changes in respondents' behavior over time.

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