

School Leadership, Culture, Strategy And Teacher's Working Performance

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Abstract

This study focuses on the correlation of leadership system, school culture, management strategy, and teacher's performance among primary and secondary school teachers at West Indonesia Union Mission (WIUM). As it is hypothesizes that teacher's performance (dependent variable) received and perceived by teacher is affected by leadership, leadership system, school planning, relationship of teachers with leaders, school culture, communication system, school and working environment, managerial strategy, salary and allowance, and teacher training and development (independent variables). There are 362 teachers responded to the researcher made questionnaire. The questionnaire was pilot tested for validation. Cronbach's alpha, test of reliability, shows the score value of 07878 (or 87.78% reliable). A descriptive analysis shows that teachers considered/perceived that: (1) their role in the school; (2) Culture and communication at school; (3) working environment; (4) Training and development; (5) relationship with school leader; and (6) leadership system and school planning as a strong contribution for their working performance. However the salary and allowances received have an interpretation score value of enough. The correlation analysis done on the data gathered shows that leadership system, school culture, and management strategy are correlating each other positively and significantly. Each and/or the three aspects mentioned give a positive and significant affect or contribution to the teacher's working performance, where the combination of the three aspects give the highest or very strong effect or contribution with the score value of 113.78 (or 113.78%). In conclusion of the study, the finding shows that leadership system, school culture, and management strategy of the primary and secondary Adventist school at West Indonesia Union Mission (WIUM) affect positively, significantly, and very strongly on the teachers in their working and teaching performance. However, the impact of salary and allowances need the attention of the school or the organization for improvement and a more positive and significant effect or contribution to teacher's working performance.

Keywords: Leadership System, School Culture, Management Strategy, Teacher's Performance.

I. INTRODUCTION

Organization is a collection of people who have the same goals. Organization is divided into two major groups based on the objectives to be achieved, namely: (1) Non-Profit Organization whose aim is to improve the welfare of its members; (2) Business Organization is an organization that has a goal to achieve/gain profit.

Leadership style have a positive and significant effect on job satisfaction and employee performance; organizational

commitment have a positive and significant effect on job satisfaction and employee performance; organizational commitment positively and significantly mediates the relationship between leadership style on employee job satisfaction; and organizational commitment also positively and significantly mediates the relationship between leadership style and employee performance (Baihaqi, 2010). The leader affect moral, job satisfaction, security, quality of work life and especially the level of achievement of an organization. Ability and leadership skills are important factors in directing leader's effectiveness (Wahyuddin and Djumino, 2010).

Performance appraisal is the process through which organizations evaluate or assess job achievement and performance. This activity can improve decision-making and provide feedback to the task on their work (Handoko, 1997). Teacher performance cannot be separated from the influence of leadership system in the school. National Ministry of Education or DEPDIKNAS (2000) explains that the elements of school leadership are:

1. Having a strong personality;
2. Understand very well the conditions of teachers, staff and students;
3. Having a vision and understand the school's mission;
4. Ability to take decisions; and
5. Ability to communicate.

No matter how great teachers' master their knowledge and technology, without the support of adequate infrastructure, the expected results could not be achieved to the maximum. Leaders need to manage the learning resources with an effective leadership, so that the existing learning resources can support the work of teachers in performing their duties. Besides the factor of leadership, motivational factors (rewards) can push for performance improvement and this is a potential to achieve optimal results. In this survey how teachers' perceptions of leadership systems and school infrastructure tied up with their working performance.

II. LITERATURE

Leadership

Leadership can be defined as the ability to encourage some people to work together on the activities of which focused on a common goal (Hill and Carroll, 1997); a process whereby an individual influences a group to achieve a goal (Northouse, 2003); and the ability to instill confidence and the support of members of the organization to achieve organizational goals (Dubrin, 2001).

Leadership is present inside the leader/manager. From the aspect of characteristics leadership and managerial differ in characteristics. Luthans (2002) asserts that

the characteristics of a leader in the 21st century are: (1) Innovates (creating something new); (2) An original (original from the leader); (3) Develops (developing); (4) Focuses on people (concentrated in humans); (5) Inspires trust (confidence turn); (6) Long range perspective (having a long-term perspective); (7) Ask what and why (he asks what and why); (8) Eye on the horizon (the same view on others); (9) Originates (authenticity); (10) Challenges the status quo (against the establishment); (11) Own Person (acknowledging responsibility of the leader); and (12) Does the right thing (doing it right).

The leader always attempt to create new things (always innovating) and seeks to develop what he is doing. He believes in the subordinate, and always uplift the confidence of the members. His idea has a long-term perspective. He asked his subordinates what and why question; opposed status quo; not satisfied with what is there; responsible for what is done by his subordinates; and doing it right.

Study conducted by "*The Ohio State Leadership Study*", at the end of World War 2, shows that leadership is aimed at the completion of the task or the orientation of the target (Initiating Structure), and recognition of the needs of individuals and relationships (Consideration). Further research by "*The Early Michigan Leadership Studies*" shows that leadership is attentive to employee (employee-centered) and to the production process (production-centered). The study of leadership theory continues to evolve on the Trait Theories, Group and Exchanges Theories, Contingency theory, Path-Goal Leadership Theory, Charismatic Leadership Theories, and Transformational Leadership theory (Luthans, 2002).

As leader, manager or leaders have a role, activities, and skill. Leaders have an Interpersonal Roles, Informational Roles, and Decisional Roles.

While their activities are: Routine Communication, Traditional Management, Networking, and Human Resource

Management. A successful leader must have skills in: (1) verbal communication, (2) managing time and stress, (3) managing decision making, (4) acknowledging, explaining, and solving problems, (5) motivating and influence others, (6) delegation of authority, (7) setting objectives and explain the vision, (8) self-awareness, (9) building teamwork, and (10) managing conflict (Luthans, 2002).

Organizational Culture

Organizational culture is based on a three levels concept of building, namely: Depth Assumption (Basic Assumption), Level Value (Value), and Depth of Artifact that is something that has been left out. Levels of basic assumptions is a man's relationship with what is in the environment, nature, plants, animals, humans, and the relationship itself. Basic assumption means a philosophy, a belief, something that cannot be seen by the eye but yet it is there; Value in its relation to any act or behavior, therefore, value can be measured (tested) with any changes or with through social consensus; and Artifact is something that can be seen but it is difficult to simulated, can be in the form of technology, art, or anything that can be heard (Schein, 1991).

Organizational culture is a form of beliefs, values, ways you can learn to cope and live within an organization, and tends to be realized by the members of the organization (Brown, 1998). Robbins (2003) explained that organizational culture is a system of values held and performed by members of the organization, therefore such a thing could differentiate one organization with other. The value system was built by 7 characteristics as an essence of the organizational culture, they are:

1. *Innovation and risk taking*. The degree to which employees are encouraged to innovate and take risks.
2. *Attention to detail*. The degree to which employees are expected to demonstrate the accuracy (precision), analysis and attention to details.
3. *Outcome orientation*. The degree to which management focuses on results

rather than on the techniques and processes used to achieve the results.

4. *People orientation*. The degree to which management decisions take into account the effect of the results of the members of the organization.
5. *Team orientation*. The degree to which work activities are organized around teams, rather than individuals.
6. *Aggressiveness*. A level where people (members of the organization) that has an aggressive and competitive nature rather than relaxing.
7. *Stability*. The degree to which organizational activities emphasize in defending its status quo rather than growth.

In adapting to the external environment and to survive, as well as in the conduct of internal integration culture perform a number of functions to overcome the problems of members of the organization to adapt to the external environment is to strengthen the understanding of members of the organization, the ability to realize, the mission and strategy, goals, means, measure, and evaluation. Culture also serves to overcome the problems of internal integration by improving the understanding and ability of member organizations to speak, communicate, internal consensus, authority and rules, employee relations, as well as the rewards and sanctions (Schein, 1991).

Relationship between Leadership and Organizational Culture

Culture is created by leaders; Leaders are created by culture. Based on perspective theory, a culture emerges through three processes, namely: (1) Socio Dynamic Theory; (2) Leadership theory; and (3) Organizational Learning (Schein, 1991).

A leader has roles of determining the program of activities based on the basic assumptions of the organization, or the concept of management. If the subordinate's behavior is in accordance to the program outlined by the leaders then the value obtained is high, and vice versa when the behavior of individuals in organizations is far

from the principles stated in the work program of the leader, then the value is lower. Culture thus created or form on the basis of instructions (direction) of the leader after being agreed (Schein, 1991). However, the concept of management can also be reversed, meaning that it could be created by the culture when the leader was born as successor (succession) where the organizational culture has taken root and has become part of the life of the organization.

Leadership Determines Strategy

Leader with his/her leadership style determines the company's strategy both long and short term. Corporate or business strategy is a strategy to achieve long-term goals, therefore the top leader and the owner determine this strategy. While the functional strategy is a strategy reviewed annually by units, said as a short-term strategy is determine by the middle level of leaders (Pearce and Robinson, 2000; David, 2003).

Strategic formulation is a process in establishing long-term goals and the corporate/total/business strategy and establishes long-term goals with the functional strategy. Strategic implementation done only by the management and employees of the company who has the authority to carry it out. In the implementation of this strategy leaders role is very large, and this is where the McKinsey 7-S framework also reminded that style (leadership style) determine strategy. (Pearce and Robinson, 2000).

Leadership, Culture, Strategy Relationship

The phenomenon that is visible in the organization, calmness, coolness, beauty, confidence, harmony, all of which describe leadership and the culture within the organization. It is said to see the leadership of an organization is like to see the culture in the organization, like two sides of a coin that has the same values (Schein, 1991). Members (employees of a company) work based on the job description that has been assigned to them and that is towards achieving organizational goals and the creation of the organization's mission. The mission of the organization has been set by the top management or the owner based on the basic assumption that they already have built the organization/ company, this is where the culture is created by the

leader (Schein, 1991).

McKinsey 7-S Framework (Pearce and Robinson, 2000) suggests a model that describes the relationship between leadership, organizational culture, and strategy. McKinsey explains that the *Strategy* that has been agreed upon by the leaders should be supported by organizational *Structure* and *System* which is applied in the organization. Structure and the system is determined by the leader (*Style*). The leader determines who the person who helped him (*Staff*), and *Skill* possessed by the staff. Structure, systems, style, staff and skills have contributed to the success of the strategy. Contributions from of the 5s (structure, systems, style, staff, and skills) together in a single variable called *Shared* value, known as Culture (cultural organization).

Performance

Performance is often referred to as result (Cash and Fischer, 1987) which means what has been produced by the individual employee. Another term that is human output that can be measured by productivity, absence, turnover, citizenship, and satisfaction (Robbins, 2003). Performance on the individual is also referred to as job performance, work outcomes, task performance (Baron and Greenberg, 1990). Result is influenced by the organizational performance with the components consist of Organizational Development, Compensation Plan, Communication System, Managerial Style, Organization Structure, Policies and Procedures (Cash and Fischer, 1987).

Relationship Leadership, Culture, Strategy, and Performance

Organizational performance is a strategy (program) of each organization and human resources (Galpin and Murray, 1997). This shows that performance is affected by the organization's strategy. In connection with the strategy determined by the leader of the organization (McKinsey 7-S) and the strategy is influenced by the organizational culture, thus organizational performance is also influenced by the leader and the organization's culture. Kotter and Heskett (1992) in their study found that there are four

(4) factors that determine the behavior of management work, namely (1) organizational culture; (2) structures, systems, and plans a formal policy; (3) leadership (leadership); and (4) regular and competitive environment. Organizational excellence is determined whether or not by the culture of the organization (Moelyono, 1999).

III. CONCEPTUAL FRAMEWORK

From the study of the theoretical basis and empirical studies it can be noted a relationship/ linkage between the variables of Leadership, Culture, Strategy, and Performance. A conceptual framework of this study is:

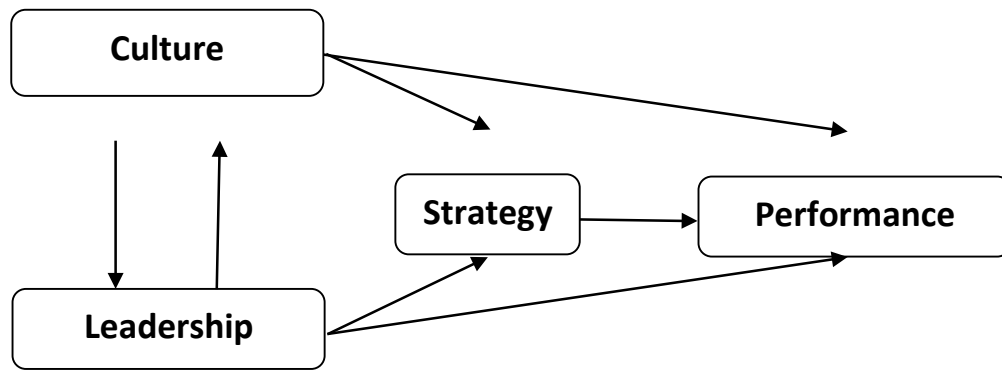


Figure 1. Conceptual framework Leadership, Culture, Strategy, and Performance variables linkages

Leadership and organizational culture are interconnected and affecting each other (Schein, 1991; Pearce and Robinson, 2000). Leadership adopted by leaders affect the determination of the strategy and

performance of employees. Similarly, organizational culture created by the leader will affect the implementation of the strategy and its success.

Descriptive analysis

Descriptive analysis is used to describe the leadership, school's infrastructure, strategy, and teacher's performance of Adventist schools at West Indonesia Union Mission, based on the frequency distribution of respondents' answers and responses to the statements in the questionnaire. To provide an overview of the research results of each variable under study, the categories are determined based on the assessment scores obtained from the questionnaire. As for how to determine the purpose of the assessment categories are as follows:

1. Determine the weight rating for each value, in this case is determined based on the Likert scale.
2. Calculating the scores for each item statement, by multiplying the weight value by the number and the employee performance (Kotter and Heskett, 1992; Moelyono, 1999; Yaqin, 2003).

IV. RESULTS, ANALYSIS, AND DISCUSSION

In this study the researcher uses population of implementation of the strategy and its success 362 teachers in primary and secondary

Adventist schools at West Indonesia Union Mission (WIUM). of frequency (number of respondents for each alternative answer to each item statement).

3. In calculating the values, the lowest value = number of respondents (362 respondents, the lowest value is 362). While for the highest value, lowest value is multiplied by the weight of the highest value, $362 \times 5 = 1810$. Thus, the lowest value is 326 and the highest is 1810.

4. Since there is a choice of five alternative answers (according to the Likert scale), then the category of assessment should also be there five. The next step is to determine intervals of distance from the lowest to highest value to obtain the five categories of assessment. The distance intervals can be done by calculating $Jl = (1810 - 362) : 5 = 290$

Thus, the assessment category for each item statement and assessment of the variables studied based on the category scores table are as follows:

Table 2. Categorical Score and Interpretation

No:	Interval	Percentage	Category	Interpretation
1.	362 – 651	0 – 20%	Strongly Disagree (SD)	Very Weak
2.	652 – 941	21 – 40%	Disagree (D)	Weak
3.	942 – 1231	41 – 60%	Neutral (N)	Enough
4.	1232 – 1521	61 – 80%	Agree (A)	Strong
5.	1522 – 1810	81 – 100%	Strongly Agree (SA)	Very Strong

Results and Analysis

The questioner constructed and used in this study was first pilot tested for validity. Data gathered were then used for reliability test. Using Cronbach's Alpha the reliability test result of this questionnaire is 0.7878 (87.78%).

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Recapitulation of the frequency distribution of teachers' response taken as data in this study on teacher's perception on the leadership system, school's infrastructures, and strategy on teacher's performance are through the variables in the questionnaire and data gathered

A. Teacher's Role in the School

Table 3. Teachers' Perception on Their Role in School

No	Items	Teachers' Responses										N	Total Score	Interpretation
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 1.1	202	55.8	121	33.4	18	5.0	18	5.0	3	0.8	362	1578	Very Strong
2	item 1.2	113	31.2	166	45.9	55	15.2	23	6.4	5	1.4	362	1445	Strong
3	item 1.3	83	22.9	203	56.1	62	17.1	11	3.0	5	1.4	362	1440	Strong
4	item 1.4	141	39.0	181	50.0	33	9.1	4	1.1	3	0.8	362	1539	Very Strong
5	item 1.5	127	35.1	198	54.7	29	8.0	4	1.1	4	1.1	362	1526	Very Strong
6	item 1.6	126	34.8	197	54.4	27	7.5	7	1.9	5	1.4	362	1518	Strong
7	item 1.7	126	34.8	190	52.5	34	9.4	9	2.5	3	0.8	362	1513	Strong
8	item 1.8	97	26.8	176	48.6	73	20.2	14	3.9	2	0.6	362	1438	Strong
9	item 1.9	127	35.1	188	51.9	33	9.1	12	3.3	2	0.6	362	1512	Strong
10	item 1.10	79	21.8	209	57.7	55	15.2	15	4.1	4	1.1	362	1430	Strong
Total score on "Teacher's Role in the School" variable												14948		
Mean score on "Teacher's Role in the School" variable												1495	Strong	

The responses of the teachers regarding their role in the school on each of the statement/item in the questionnaire are as follow:

- (item 1.1) "I love my work" shows highest percentage (55.8%) strongly agree with total score of 1578, showing a very strong perception.
- (item 1.2) "I believe my job is guaranteed" shows highest percentage (45.9%) agree with total score of 1445, showing a strong perception.
- (item 1.3) "I feel appreciated at this school" shows highest percentage (56.1%) agree with total score of 1440, showing a strong perception.
- (item 1.4) "I feel part of this school" shows highest percentage (50.0%) agree with total score of 1539, showing a very strong perception.
- (item 1.5) "My job supports my skills and abilities" shows highest percentage (54.7%) agree with total score of 1526, showing a very strong perception.
- Responses of the respondents to the statement (item 2.6) "The school recognizes every good work that I do" shows highest

percentage (58.8%) agree with total score of 1389, showing a strong perception.

- (item 2.7) "Employment status at this school supports quality of service" shows highest percentage (52.2%) agree with total score of 1381, showing a strong perception.
- (item 2.8) "Quality is a priority of this school" shows highest percentage (50.0%) agree with total score of 1460, showing a strong perception.
- (item 2.9) "Safety is a priority of this school" shows highest percentage (52.8%) agree with total score of 1471, showing a strong perception.
- (item 2.10) "I am pleased with my co-workers" shows highest percentage (55.5%) agree with total score of 1463, showing a strong perception.
- (item 2.11) "I am pleased with the performance of my superior" shows highest percentage (51.7%) agree with total score of 1419, showing a strong perception.
- (item 2.12) "The teachers are treated fairly" shows highest percentage (51.9%) agree with total score of 1388, showing a strong perception.

Conclusion:

The mean score of 1404 shows that teachers received and perceived school's

culture and communication system build of the school strongly.

B. Culture and Communication at School**Table 4. Teachers' Perception on School's Culture and Communication**

No	Items	Teachers' Responses										N	Total Score	Interpretation
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 2.1	65	18.0	182	50.3	81	22.4	33	9.1	1	0.3	362	1363	Strong
2	item 2.2	67	18.5	196	54.1	67	18.5	29	8.0	3	0.8	362	1381	Strong
3	item 2.3	42	11.6	171	47.2	114	31.5	29	8.0	6	1.7	362	1300	Strong
4	item 2.4	70	19.3	182	50.3	92	25.4	14	3.9	4	1.1	362	1386	Strong
5	item 2.5	87	24.0	202	55.8	58	16.0	10	2.8	5	1.4	362	1442	Strong
6	item 2.6	61	16.9	213	58.8	62	17.1	20	5.5	6	1.7	362	1389	Strong
7	item 2.7	69	19.1	189	52.2	78	21.5	20	5.5	6	1.7	362	1381	Strong
8	item 2.8	108	29.8	181	50.0	54	14.9	15	4.1	4	1.1	362	1460	Strong
9	item 2.9	104	28.7	191	52.8	51	14.9	15	4.1	4	1.1	362	1471	Strong
10	item 2.10	97	26.8	201	55.0	50	13.8	10	2.8	4	1.1	362	1463	Strong
11	item 2.11	86	23.8	187	51.7	66	18.2	20	5.5	3	0.8	362	1419	Strong
12	item 2.12	74	20.4	188	51.9	72	19.9	22	6.1	6	1.7	362	1388	Strong
Total score on "School's Culture and Communication" variable													16843	
Mean score on "School's Culture and Communication" variable													1404	Strong

The responses of the teachers regarding the school's culture and communication environment on each of the statement/item in the questionnaire are as follow:

- (item 2.1) "*Changes related to me always communicated*" shows highest percentage (50.3%) agree with total score of 1363, showing a strong perception.
- (item 2.2) "*Communication in this school quite often*" shows highest percentage (54.1%) agree with total score of 1381, showing a strong perception.
- (item 2.3) "*Communication in this school is quite deep*" shows highest percentage (47.2%) agree with total score of 1300, showing a strong perception.
- (item 2.4) "*I trust what the school says*" shows highest percentage (50.3%) agree with total score of 1386, showing a strong perception.
- (item 2.5) "*This school treated me humanely*" shows highest percentage (55.8%) strongly agree with total score of 1442, showing a strong perception.
- (item 2.6) "*The school recognizes every good work that I do*" shows highest percentage (58.8%) agree with total score of 1389, showing a strong perception.
- (item 2.7) "*Employment status at this school supports quality of service*" shows highest percentage (52.2%) agree with total score of 1381, showing a strong perception.
- (item 2.8) "*Quality is a priority of this school*" shows highest percentage (50.0%) agree with total score of 1460, showing a strong perception.

9. (item 2.9) "*Safety is a priority of this school*" shows highest percentage (52.8%) agree with total score of 1471, showing a strong perception.
10. (item 2.10) "*I am pleased with my co-workers*" shows highest percentage (55.5%) agree with total score of 1463, showing a strong perception.
11. (item 2.11) "*I am pleased with the performance of my superior*" shows highest percentage (51.7%) agree with total score of 1419, showing a strong perception.
12. (item 2.12) "*The teachers are treated fairly*" shows highest percentage (51.9%) agree with total score of 1388, showing a strong perception.

Conclusion:

The mean score of 1404 shows that teachers received and perceived school’s culture and communication system build of the school strongly.

C. Working Environment of the School

Table 5. Teachers’ Perception on School’s Working Environme

No	Items	Teachers’ Responses										N	Total Score	Category
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 3.1	60	16.6	204	56.4	57	15.7	34	9.4	7	1.9	362	1362	Strong
2	item 3.2	54	14.9	214	59.1	70	19.3	18	5.0	6	1.7	362	1378	Strong
3	item 3.3	70	19.3	185	51.1	73	20.2	24	6.6	10	2.8	362	1367	Strong
4	item 3.4	70	19.3	207	57.2	51	14.1	20	5.5	14	3.9	362	1385	Strong
5	item 3.5	82	22.7	200	55.2	53	14.6	16	4.4	11	3.0	362	1412	Strong
Total Score on “School’s Working Environment” variable													6904	
Mean score on “School’s Working Environment” variable													1381	Strong

The responses of the teachers regarding the working environment of the school on each of the statement/item in the questionnaire are as follow:

- (item 3.1) "The physical state of my working environment is good" shows highest percentage (56.4%) agree with total score of 1362, showing a strong perception.
- (item 3.2) "The classroom where I teach is clean" shows highest percentage (59.1%) agree with total score of 1378, showing a strong perception.
- (item 3.3) "The classroom where I teach is conducive" shows highest percentage (51.1%) agree with total score of 1367,

showing a strong perception.

- (item 3.4) "I can concentrate in the classroom where I teach" shows highest percentage (57.2%) agree with total score of 1385, showing a strong perception.
- (item 3.5) "I feel safe teaching in the classroom" shows highest percentage (55.2%) agree with total score of 1412, showing a strong perception.

Conclusion:

The mean score of 1381 indicates strongly of teachers’ positive perception on their working environment (school and classrooms).

D. Salary and Allowances of the School

Table 6. Teachers' Perception on Salary and Allowances

No	Items	Teachers' Responses										N	Total Score	Category
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 4.1	40	11.0	111	30.7	94	26.0	97	26.8	20	5.5	362	1140	Enough
2	item 4.2	27	7.5	86	23.8	112	30.9	68	18.8	69	19.1	362	1020	Enough
3	item 4.3	21	5.8	80	22.1	126	34.8	84	23.2	51	14.1	362	1022	Enough
4	item 4.4	30	9.4	116	32.0	118	32.6	57	15.7	37	10.2	362	1119	Enough
5	item 4.5	26	7.2	100	27.6	112	30.9	86	23.8	38	10.5	362	1076	Enough
Total score on "Salary and Allowances" variable												5377		
Mean score on "Salary and allowances" variable												1075	Enough	

The responses of the teachers regarding the salary and allowances they received on each of the statement/item in the questionnaire are as follow:

- (item 4.1) "Salary received is in accordance with my job" shows highest percentages (30.7%) agree with total score of 1140, showing an enough perception.
- (item 4.2) "I am satisfied with the medical allowance granted" shows highest percentage (30.9%) neutral with total score of 1020, showing an enough perception.
- (item 4.3) "I am satisfied with the educational allowance granted" shows highest percentage (34.8%) neutral with total score of 1022, showing an enough

perception.

- (item 4.4) "I am satisfied with the leaves policy of the school" shows highest percentage (32.6%) neutral with total score of 1119, showing an enough perception.
- (item 4.5) "In general I am satisfied with the Allowances given" shows highest percentage (30.9%) neutral with total score of 1076, showing an enough perception.

Conclusion:

The mean score of 1075 indicates that teachers received and perceived salary and allowances as something that is moderate or just enough. (Note: need attention of leaders for improvement)

E. Teacher's Training and Development in the School

Table 7. Teachers' Perception on Teacher Training and Development

No	Items	Teachers' Responses										N	Total Score	Interpretation
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 5.1	35	9.7	151	41.7	116	32.0	48	13.3	12	3.3	362	1235	Strong
2	item 5.2	26	7.2	148	40.9	111	30.7	61	16.9	16	4.4	362	1193	Enough
3	item 5.3	40	11.0	183	50.6	94	26.0	33	9.1	12	3.3	362	1292	Strong
4	item 5.4	48	13.3	171	47.2	105	29.0	29	8.0	9	2.5	362	1306	Strong
5	item 5.5	35	9.7	160	44.2	123	34.0	34	9.4	10	2.8	362	1262	Strong
6	item 5.6	35	9.7	110	30.4	128	35.4	70	19.3	19	5.2	362	1158	Enough
7	item 5.7	33	9.1	128	35.4	138	38.1	49	13.5	14	3.9	362	1203	Enough
Total score on "Teacher's Training and Development" variable												8649		

Mean score on “Teacher’s Training and Development” variable	1236	Strong
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The responses of the teachers regarding the training and development as teacher on each statement/item in the questionnaire are as follow:

1. (item 5.1) "This school provides training that I need as a teacher" shows highest percentage (41.7%) agree with total score of 1235, showing a strong perception.
2. (item 5.2) "The school is providing enough equipment for my job" shows highest percentage (40.9%) agree with total score of 1193, showing an enough perception.
3. (item 5.3) "This school tells the achievement that is expected of me" shows highest percentage (50.6%) agree with total score of 1292, showing a strong perception.
4. (item 5.4) "I believe this school will develop my career" shows highest percentage (47.2%) agree with total score of 1306,

showing a strong perception.

5. (item 5.5) "There's space of development opportunity for me at this school" shows

highest percentage (44.2%) agree with total score of 1262, showing a strong perception.

6. (item 5.6) "If I do my work well, I will get extra pay" shows highest percentage (35.4%) neutral with total score of 1158, showing an enough perception.

7. (item 5.7) "If I do my work well, I will be promoted" shows highest percentage (38.1%) neutral with total score of 1203, showing an enough perception.

Conclusion:

The mean score of 1236 shows a strong perception perceived by the teachers in regarding the training and development program of the school.

F. Teacher’s Relationship with Leaders of the School

Table 8. Teachers’ Perception on Their Relationship with the School Leaders

No	Items	Teachers’ Responses										N	Total Score	Interpretation
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 6.1	72	19.9	188	51.9	70	19.3	28	7.7	4	1.1	362	1382	Strong
2	item 6.2	82	22.7	191	52.8	64	17.7	20	5.5	5	1.4	362	1411	Strong
3	item 6.3	60	16.6	175	48.5	106	29.3	14	3.9	7	1.9	362	1353	Strong
4	item 6.4	48	13.3	161	44.5	116	32.0	26	7.2	11	3.0	362	1295	Strong
5	item 6.5	63	17.4	176	48.6	100	27.6	14	3.9	9	2.5	362	1356	Strong
6	item 6.6	75	20.7	189	52.2	76	21.0	12	3.3	10	2.8	362	1393	Strong
7	item 6.7	73	20.9	186	51.4	77	21.3	17	4.7	9	2.5	362	1383	Strong
8	item 6.8	75	20.7	173	47.8	90	24.9	17	4.7	7	1.9	362	1378	Strong
9	item 6.9	83	22.9	179	49.4	79	21.8	17	4.7	4	1.1	362	1406	Strong
Total score on “Teacher’s Relationship with School Leader” variable												12357		
Mean score on “Teacher’s Relationship with School Leader” variable												1373	Strong	

The responses of the teachers regarding their relationship with the school leaders on each statement/item in the questionnaire are as follow:

1. (item 6.1) "My leaders treat me fairly" shows highest percentage (51.9%) agree with total score of 1382, showing a strong

perception.

2. (item 6.2) "My leaders treat me with respect" shows highest percentage (52.8%) agree with total score of 1411, showing a strong perception.

3. (item 6.3) "My leaders treat my performance satisfactorily" shows highest

percentage (48.3%) agree with total score of 1353, showing a strong perception.

4. (item 6.4) "My leaders treat my personal issues satisfactorily" shows highest percentage (44.5%) agree with total score of 1295, showing a strong perception.

5. (item 6.5) "My leaders appreciate my good performance" shows highest percentage (48.6%) agree with total score of 1356, showing a strong perception.

6. (item 6.6) "My leaders inform me if my performance needs to be improved" shows highest percentage (52.2%) agree with total score of 1393, showing a strong perception.

7. (item 6.7) "My leader likes to listen to my

opinion or feedback" shows highest percentage (51.4%) agree with total score of 1383, showing a strong perception.

8. (item 6.8) "My leader fully helps me in improving of my potentials" shows highest percentage (47.8%) agree with total score of 1378, showing a strong perception.

9. (item 6.9) "I trust what my leader says" shows highest percentage (49.4%) agree with total score of 1406, showing a strong perception.

Conclusion:

The mean score of 1373 strongly indicates how teachers perceived their good and positive relationship with the leader of the school.

G. Leadership System and Planning of the School

Table 9. Teachers' Perception on Leadership System and School Plans

No	Items	Teachers' Responses										N	Total Score	Interpretation
		SA (5)		A (4)		N (3)		D (2)		SD (1)				
		F	%	F	%	F	%	F	%	F	%			
1	item 7.1	47	13.0	181	50.0	91	25.1	39	10.8	4	1.1	362	1314	Strong
2	item 7.2	58	16.0	181	50.0	97	26.8	21	5.8	5	1.4	362	1352	Strong
3	item 7.3	61	16.9	188	51.9	89	24.6	16	4.4	8	2.2	362	1364	Strong
4	item 7.4	62	17.1	191	52.8	87	24.0	13	3.6	9	2.5	362	1370	Strong
5	item 7.5	57	15.7	177	48.9	100	27.6	18	5.0	10	2.8	362	1339	Strong
6	item 7.6	54	14.9	189	52.2	97	26.8	17	4.7	5	1.4	362	1356	Strong
7	item 7.7	50	13.8	183	50.6	103	28.5	21	5.8	5	1.4	362	1338	Strong
8	item 7.8	67	24.0	175	48.3	72	19.9	24	6.6	4	1.1	362	1303	Strong
Total score on "Leadership System and School Plans" variable												10736		
Mean score on "Leadership System and School Plans" variable												1342	Strong	

The responses of the teachers regarding the leadership system and school plans on each statement/item in the questionnaire are as follow:

1. (item 7.1) "I understand the school's long-term strategy" shows highest percentage (50.0%) agree with total score of 1314, showing a strong perception.

2. (item 7.2) "I take confidence in the leadership of this school" shows highest percentage (50.0%) agree with total score of 1352, showing a strong perception.

3. (item 7.3) "Leader in this school cares his employees" shows highest percentage

(51.9%) agree with total score of 1364, showing a strong perception.

4. (item 7.4) "There is enough planning in the goals of this school" shows highest percentage (52.8%) agree with total score of 1370, showing a strong perception.

(item 7.5) "There is sufficient monitoring of the goals of this school" shows highest percentage (48.9%) agree with total score of 1339, showing a strong perception.

5. (item 7.6) "There is enough planning in every subject offered in this school" shows highest percentage (52.2%) agree

with total score of 1356, showing a strong perception.

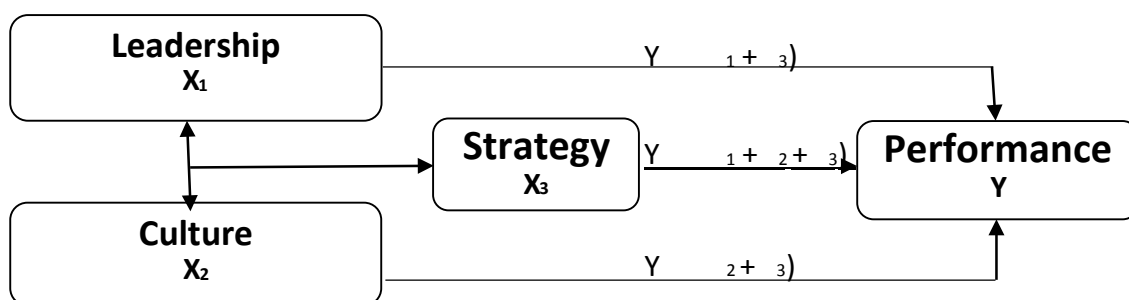
6. (item 7.7) "There is sufficient monitoring in every subject offered in this school" shows highest percentage (50.6%) agree with total score of 1338, showing a strong perception.
7. (item 7.8) "Leader in this school is open to any input" shows highest percentage

(48.3%) agree with total score of 1303, showing a strong perception.

Conclusion:

The mean score of 1342 shows that teachers perceived strongly the leadership system and school planning on them and their work.

CORRELATION ANALYSIS



Picture 2. Correlation Framework of Variables Leadership, Culture, and Strategy on Performance

$$r = \frac{\sum (x_1 - \bar{x}_1)(x_2 - \bar{x}_2)}{\sqrt{[\sum (x_1 - \bar{x}_1)^2] [\sum (x_2 - \bar{x}_2)^2]}}$$

The ratio of the value of the strength of the individual contributions are made through the manual predictions done by researchers:

The ratio of the value of the strength of the individual contributions are made through the manual predictions done by researchers:

Table 11. Conceptual Framework Correlation of the Variables of the Study and it's Score Value of Strength

No.	Independent Variable			Dependent Variable	Score Value
	Leadership (X1)	Culture (X2)	Strategy (X3)	Performance (Y)	
1.	✓✓	✓✓	✓✓		96.43
2.	✓✓		✓✓		62.79
3.		✓✓	✓✓		63.34
4.	✓✓			✓✓	50.44
5.		✓✓		✓✓	50.99
6.			✓✓	✓✓	47.05
7.	✓✓	✓✓		✓✓	84.08
8.	✓✓		✓✓	✓✓	84.14
9.		✓✓	✓✓	✓✓	80.69

10.	✓✓	✓✓	✓✓	✓✓	113.78
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1. Leadership system and school culture significantly influence the management strategy of the school (salaries, benefits, and training and development). Therefore, leadership and school culture received improve or strengthen strategies that are constructed. Influence or contribute both leadership and school is 96.43 (96.43%). This contribution is very strong.
2. Leadership system positively and significantly impact and improve the management strategy of school. The influence or contribution of leadership, motivation, Job satisfaction partially on school strategy is 62.79 (62.79%). The amount of this contribution is relatively strong.
3. School culture that was constructed and perceived by teachers partially is able to give a positive and significant influence on the management strategy of the school with a contribution of 63.34 (63.34%). The amount of this contribution is relatively strong.
4. Leadership positively and significantly affect teachers' performance. The influence or contribution of leadership contributed partially is 50.44 (50.44%). This contribution is classified as relatively weak. This value reflects the contribution of leadership system toward teacher performance.
5. School culture is constructed and perceived by teachers in the partial is able to give a positive and significant effect on the performance of the teachers with a contribution of 50.99 (50.99%). The amount of contribution are relatively weak. This value reflects the contribution of school culture toward teacher performance.
6. Strategies perceived by teachers partially effect teacher's performance with a contribution of 47.05 (47.05%). This contribution is classified as weak. This value reflects the contribution of management strategies toward teacher performance.
7. Leadership and school culture positively and significantly affect the teachers' performance as received and perceived by teachers. It includes productivity, taste, policies, expectations, satisfaction, values, sociocultural, etc. The influence or contribution of both leadership and school culture is 84.08 (84.04%). This contribution are classified as Strong. This value shows the high contribution of leadership system and school culture on teacher's performance.
8. Leadership and strategy pattern significantly and positively affect the performance of the teachers. The influence or contribute of leadership and school management strategies is 80.14 (80.14%). This contribution is classified as strong, thus indicating a high contribution of leadership system and management strategy on teacher's performance.
9. School culture and school leadership strategies that were constructed is being experienced/perceived by teachers partially is able to give a positive and significant effect on teachers' performance with a contribution of 80.69 (80.69%). This contribution is classified as strong. This value shows the high contribution of school culture and management strategy on teacher's performance.
10. School leadership, school culture, as well as management strategies that were constructed and implemented is being perceived by teachers is able to affect positively and significantly on teacher's performance. The influence or contribution of leadership, school culture, as well as management strategies is 113.78 (113.78%). This contribution is considered very strong. This value indicates that combining leadership system, school culture, and management strategy give the highest impact on teacher's performance.

V. CONCLUSIONS AND RECOMMENDATION

Strategy is something that is closely linked to teacher's performance and quality of a good teacher is influenced by the leadership roles that include: positive strategies that will improve the performance of teachers. The strategy is constructed by school leaders will affect the performance of the teacher. Teacher's performance is affected by several factors, of which two higher factors are leadership and school culture.

With the leadership and culture of the school is good, it is expected that the performance of the teachers in the schools can be increased. Leadership system, school's culture, management strategy, and teacher's performance all benefits or have an impact, both short-term and long-term, in creating a better quality of teachers and professionals.

As have been mentioned, in accordance with the issues raised in the study of this research, that it requires conceptual answer. Therefore it can be concluded that the variable Leadership, Culture, and Strategy affect teachers' performance.

Based on a review of theory and empirical studies, the conclusion of this article can be stated that:

1. Leadership system and school's Culture affecting each other, and affect Management strategy as well; and
2. Leadership system (management), school's culture (practice), and school's strategies (technical management) each and/or in combination affect teacher's performance.

Testing the conceptual framework in the business of manufacturing and service organizations are highly recommended in the search to increase the contribution of science and implementation, especially in organizational behavior.

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