

ANALYSIS OF THE INFLUENCE OF PRINCIPAL LEADERSHIP, TEACHER COMMITMENT AND SCHOOL CULTURE ON THE PERFORMANCE OF TEACHERS OF MAN 4 TABALONG, TABALONG REGENCY

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The purpose of this study was to find out: (1) Principal Leadership, Teacher Commitment and School Culture simultaneously influence the Performance of MAN 4 Tabalong Teachers, Tabalong Regency, (2) Work enthusiasm, work professionalism and work ability partially influence MAN Teacher Performance 4 Tabalong, Tabalong Regency, (3) sees the most dominant influence on performance. The data collection method used in this study was a questionnaire method with a total of 32 (thirty two) respondents. The sampling method used is the census method because the entire population is sampled. The analysis technique used in this study is multiple regression analysis which previously tested the validity, reliability and classical assumptions (Multicollinearity, Heteroscedasticity, Autocorrelation, Normality and Linearity). The results of the study show the simultaneous and partial influence of the Principal's Leadership, Teacher Commitment and School Culture on the Performance of Population and Civil Registration Teachers in Tabalong Regency. Teacher commitment is the most dominant variable affecting teacher performance at MAN 4 Tabalong, Tabalong Regency.

Keywords: Principal Leadership, Teacher Commitment, School Culture, and Teacher Performance

1. INTRODUCTION

Leadership plays a pivotal role in guiding and motivating individuals within an organization. For teachers, effective leadership by principals is essential in driving organizational goals and maximizing teacher performance. Strong leadership skills, such as the ability to motivate, influence, and communicate, are critical in fostering cooperation between leaders and subordinates. A principal must possess innovative strategies and take responsibility for school advancement, collaborating with stakeholders to design programs that contribute to the institution's development. Teacher commitment is another fundamental aspect influencing educational success. Professional teachers not only excel in their subject areas but also exhibit dedication to their duties, significantly impacting student outcomes. However, low teacher commitment can lead to absenteeism and a lack of creativity in teaching, which adversely affects educational progress. Organizational culture, coupled with strong leadership, can improve teacher commitment by promoting a respectful work environment and encouraging professional behavior. Teachers with affective commitment tend to strive for optimal performance, whereas those with continuous commitment often make minimal efforts.

The relationship between organizational culture and teacher performance is mediated by motivation. A strong organizational culture can inspire teachers, enhancing their performance and commitment. Studies indicate that motivation acts as a crucial link, with a positive culture fostering better work ethics and outcomes. However, declining performance, as observed in the declining scores of MAN 4 Tabalong students, highlights the need for stricter policies, teacher training, and enhanced organizational practices to address these challenges. Teacher performance is directly influenced by factors such as motivation, competence, leadership, and work environment. In MAN 4 Tabalong, efforts to improve performance include evaluating teacher achievements and fostering integrity and discipline among staff. Integrity plays a vital role in motivating teachers, creating a ripple effect of high standards across the institution. Training programs and leadership focus on building a culture of excellence, ensuring that teachers meet organizational expectations. The study underscores the importance of principal leadership, teacher commitment, and school culture in enhancing teacher performance. By addressing issues such as absenteeism, low motivation, and lack of innovation, schools like MAN 4

Tabalong can achieve better outcomes. This research highlights the interconnected nature of leadership, culture, and performance, emphasizing the need for continuous improvement in educational institutions.

Literatur Review

Definition of Educational Management

Management comes from the English word to manage which means organize, manage, or manage. According to Malayu SP Hasibuan, Management is the science and art of organizing the process of utilizing resources. human resources effectively, supported by other sources in an organization to achieve certain goals. In management There are two systems, namely the organizational system and the administrative system.

In terms of etymology, the word management comes from Latin, namely from the word manus which means hand and agere which means do. These words are combined into the verb manager which means to handle. Managere translated into English in the form of the verb to manage (to manage), with the noun management, and manager for people who carry out activities management. Finally, management is translated into English. Indonesia becomes management or administration (Usman). In terminological terms, management is defined by various experts with various expressions. According to Daft, management is achieving organizational goals effectively and efficiently through planning, organizing, leading, and supervising, as well as organizational resources.

According to the Republic of Indonesia Law Number 20 of 2003 concerning National Education System (Sisdiknas), Article 1 Paragraph (1), namely "Education is a conscious and planned effort to realize learning atmosphere and learning process so that students are active develop his potential to have spiritual strength religious, self-control, personality, intelligence, noble morals, and the skills needed by himself, society, the nation, and Country".

Principal Leadership

Schools as formal education aim to form human beings with personality, in developing the intellectual of students in order to educate the nation's life. The principal as an educational leader has a very important role in helping teachers, students and all components of the school. In his leadership, the principal must be able to understand, overcome and improve the shortcomings that occur in the school environment where at MAN 4 Tabalong School, his leadership has begun to master what leadership means because the principal at MAN 4 Tabalong is still new to leading, therefore he is still adapting to the teachers and the surrounding environment.

Before discussing leadership, we will first discuss leaders. The word leader has various meanings. There are many definitions of a leader, namely many leaders are interested in the problem of the leader. Therefore, leadership is an interactive impact of individual or personal factors with situational factors. According to Kartini Kartono (2005: 20) states that: A leader is a person who has skills and advantages, especially skills in one field, so that he is able to influence other people to work together to do certain activities, in order to achieve one or several advantages as a predisposition (talent brought from birth), and is a need of a situation of the times, so that he has the power and authority to direct and guide subordinates. A leader is a person who has skills and advantages, especially skills/advantages in one field so that he is able to influence other people to work together to do certain activities in order to achieve one or several goals.

Teacher Commitment

The definition of teacher commitment is one of the forms and efforts of teachers to show the best performance. The definition of teacher commitment will be clearer by analyzing the definition of commitment and the definition of teachers below. As a professional figure who carries out activities in educational institutions, teachers are individuals who are part of the school organization. This means that the teacher's commitment to the school means the same as the teacher's commitment to the organization.

Various experts have put forward the meaning of commitment to the organization. Organizational commitment, according to Alwi (2001) is the attitude of employees to remain in the organization and be involved in efforts to achieve the mission, values and goals of the organization. It is further explained that commitment is a more concrete form of loyalty that can be seen from the extent to which employees devote attention, ideas and responsibilities in efforts to achieve organizational goals.

Robbins, (1998) argues that organizational commitment is the extent to which an employee sides with a particular organization and its goals, and intends to maintain membership in that organization. Furthermore, Ashkanasy, e. al, (2000), put forward Porter's opinion that organizational commitment is an individual's desire to maintain membership in a group, a desire to strive for the interests of the group, having the belief to accept the values and goals of the organization.

School Culture

School culture is a pattern of values, principles, traditions and habits that are formed in the long journey of the school, developed by the school over a long period of time and become a guide and believed by all school residents so as to encourage the emergence of attitudes and behavior of school residents. The Ministry of National Education (2010:2) states that culture is the entire system of thinking, values, morals, norms, and beliefs of humans produced by society. The system of thinking, values, morals, norms, and beliefs is the result of human interaction with each other and their natural environment. The development of school culture can be done through the development of the school's community environment. Students live in the social environment of the school community, so the development of school culture can only be done in the social environment of the school community concerned. In the Big Indonesian Dictionary (1996: 149), it is stated that: "culture" is thought, reason, customs. Culture itself is the result of human activities and creations of the mind (reason), such as beliefs, arts and customs. Sociologists define culture as the totality of skills (customs, morals, arts, sciences, etc.). The quality of school life, whether manifested in work habits or leadership in these relationships, grows and develops based on the spirit and certain beliefs adopted by the school.

Teacher Performance

In general, experts review the performance of efficiency and work spirit. Both regarding ways to motivate humans to achieve high achievements, factors that influence performance and research to eliminate the negative effects of workforce performance. Performance is a work result achieved by someone in carrying out the work assigned to him. While the work performance factors that will be studied include work motivation and job satisfaction heidjrachman, Suad Hasan (1992:126) in Sunyoto (2012: 18). If a worker has a sense of achievement, then he must have a way to measure the progress he has made. They want feedback even though they do not get rewards for their work and punishment for their failures

Research Hypothesis

1. Do Principal Leadership, Teacher Commitment and School Culture have a significant simultaneous influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan?
2. Principal Leadership, Teacher Commitment, and School Culture have a significant partial influence on Teacher Performance at MAN 4 Tabalong Tabalong, Tabalong Regency, South Kalimantan.
3. The dominant variable among the variables of Principal Leadership, Teacher Commitment, and School Culture that has a significant dominant influence on Teacher Performance at MAN 4 Tabalong Tabalong, Tabalong Regency, South Kalimantan, is Teacher Commitment.

2. METHOD

The location of this research is at MAN 4 TABALONG in Halong, Haruai District, Tabalong Regency, South Kalimantan 71572. The population in this study was all teachers at MAN 4 Tabalong, totaling 32 (Thirty-Two) people. The sample in this study is a census sample, which is based on the consideration that all teachers of MAN 4 Tabalong totaling 32 (Thirty-Two) people. Therefore, the entire population is used as a sample. In measuring respondents' answers, fill out the questionnaire on the influence of service quality. Service quality consisting of direct evidence (*tangibles*) (X1), reliability (X2), responsiveness (*responsibility*) (X3), assurance (*Assurance*) (X4), and empathy (*empathy*) (X5) on patient satisfaction was measured using a Likert scale, with the following levels:

1. Strongly Agree weight 5
2. Agree weight 4
3. Doubt - Doubt weight 3

4. Disagree weight 2
5. Strongly Disagree weight 1

3. RESULTS AND DISCUSSION

Result

Validity Test

In the validity test, all questionnaire question items were declared valid because all question items had a correlation value $>$ the required r of 0.3.

Reliability Test

Reliability Test is conducted with the aim of testing the extent to which the measuring instrument can be relied upon or trusted. In this study, the reliability value of an instrument is accepted if it has a *Cronbach Alpha* of at least 0.6. Arikunto in Supriyanto and Machfudz (2010:296), it can be concluded that all question items are reliable (can be relied upon or trusted). Based on the results of the reliability test in this study, the reliability value of all research variable instruments can be accepted or is reliable because each variable has a *Cronbach's Alpha If Item Deleted value* $>$ from the reliability standard, namely 0.6.

Classical Assumption Test

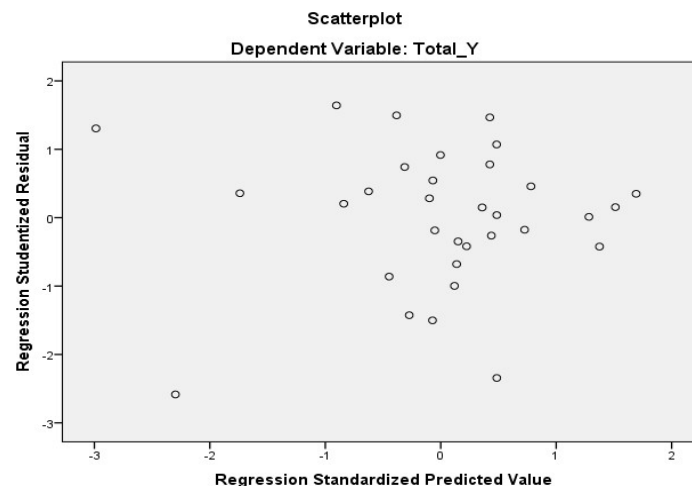
Heteroscedasticity Test

The heteroscedasticity test aims to test whether in a regression model there is inequality of variance from the residuals of one observation to another. If the variance from other observations remains the same, it is called homoscedasticity. While if the variance differs from one observation to another, it is called a symptom of heteroscedasticity. To find out whether or not there is a symptom of heteroscedasticity is by looking at the presence or absence of a certain pattern on the *scatter plot graph*.

Version 21.0 output in the Scatterplot image shows the distribution of data points as follows:

1. The data points are spread above and below or around the number 0.
2. Data points do not cluster only at the top or bottom.
3. The distribution of data points should not form a particular pattern.

The image of the Scatterplot Output of SPSS Version 21.0 can be seen in figure 5.1 below:

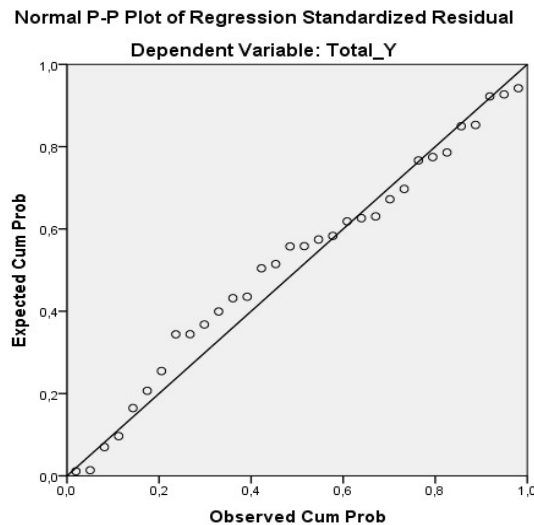


Based on Figure 5.2 above, it can be concluded that the multiple regression model in this study is free from heteroscedasticity and is suitable for use in research because the data points are spread above and below or around the number 0, the data points do not gather only above or below and the distribution of data points should not form a certain pattern.

Normality Test

To test whether the data distribution is normal or not, a graphical analysis can be performed or by looking at the *normal probability plot*. If the data distribution is normal, then the line that describes the actual data will follow its diagonal line. (Gozali: 2005:90). By looking at the normal P-Plot graph below, it can be seen that the points are spread around the diagonal line, and their distribution follows

the direction of the diagonal line. This graph shows that the regression model is suitable for use because it meets the normality assumption.



Based on Figure 5.3 above, it can be concluded that the multiple regression model in this study has no problems in testing normality and is suitable for use in research because the points are spread around the diagonal line, and their distribution follows the direction of the diagonal line, so the graph shows that the regression model is suitable for use because it meets the normality assumption.

Multicollinearity Test

This multicollinearity test is used to determine whether there is a correlation between independent variables. If there is a correlation, then it is called a multicollinearity problem. To determine whether there is multicollinearity between variables, it can be seen from the *Variable Inflation Factor* (VIF) and the *Tolerance value* of each independent variable to the dependent variable. It can be concluded that the results of the multicollinearity test through the *Variance Inflation Factor* (VIF) in the output results of SPSS version 21.0 This regression model is free from multicollinearity problems. because each independent variable has a VIF of no more than 10 and the Tolerance value is close to 1.

Test Lierias

The linearity test in this study was tested using a 95% confidence level or $P = 0.05$, It can be seen that the value of all sources of variation has a significance value > 0.05 so that it can be proven that at a 95% confidence level there is no significant deviation from linearity. It can be concluded from the research data that the data meets the classical assumption of linearity as a prerequisite for regression analysis.

Multiple Regression Analysis of Principal Leadership Variables (X1), Teacher Commitment (X2) and School Culture (X3) on Performance (Y).

Testing is done with a 95% confidence level or a significance level of 0.05 ($\alpha = 0.05$). To examine the truth of the hypotheses, multiple linear regression analysis is used. In this regression analysis, simultaneous tests or F tests and partial or t tests will be carried out. The coefficient of determination (R^2) measures how far the model's ability to explain the variation of the profit growth variable. The value of the coefficient of determination is between 0 and 1. An R^2 value approaching one means that the independent variables of the study provide almost all the information needed to predict the variation of the profit growth variable. The fundamental weakness of using the coefficient of determination is the bias towards the number of independent variables entered into the model. Therefore, it is recommended to use adjusted R Square (R^2) when evaluating the best regression model. From the coefficient of determination table table 5.8 above, it can be seen that the correlation coefficient (R) is 0.674. This means that the relationship between the independent variables and the dependent variable is 67.4%. From these figures it can be concluded that the relationship between the independent variable and the dependent variable is very weak. The value of Adjusted R Square (R^2) is 0.674. The results of this

statistical calculation mean that the ability of the independent variable to explain the variation of the dependent variable change is 67.4%, while the remaining 32.6% (100% -67.4%) is explained by other factors outside the regression model analyzed. The Adjusted R Square value of 0.674 or 67.4 % states the correlation of the relationship between the independent variables of Principal Leadership (X1), Teacher Commitment (X2) and School Culture (X3) on Teacher Performance (Y) MAN 4 Tabalong, Tabalong Regency, South Kalimantan. Interpretation of the constant (2.852) measurement in this study where the variable uses a Likert scale between 1 and 5, it should not be interpreted that if the Principal Leadership variable (X1), Teacher Commitment (X2) and School Culture (X3) have a value of zero, because the three variables cannot possibly have a value of zero because the lowest Likert Scale used is 1 and based on the results of the SPSS calculation in this study the constant value is 2.852 and is included in the good category.

Based on table 5.1 4, the following regression equation is obtained:

$$Y = 2.852 + 0.120 X1 + 0.101 X2 + 0.054 X3 + e_i$$

The explanation of the regression equation above is as follows:

1. If the coefficient of 0.120 X1 of the Principal Leadership variable increases with the assumption of a coefficient of 0.101 X2 of the Principal Commitment variable and a coefficient of 0.054 X3 of School Culture, then Teacher Performance will also increase.
2. If the coefficient is 0.101 X2 the Teacher Commitment variable increases with the assumption of a coefficient of 0.120 X1 for the Principal Leadership variable. and the coefficient of 0.054 X3 School Culture remains the same, then Teacher Performance will also increase.
3. If the coefficient of 0.054 X3 of the School Culture variable increases with the assumption of a coefficient of 0.120 X1 of the Principal Leadership variable and a coefficient of 0.101 X2 of the Teacher Commitment variable, then Teacher Performance will also increase.

Based on the equation, it shows that all independent variables have positive regression coefficients. This means that the variables of Principal Leadership (X1), Teacher Commitment (X2) and School Culture (X3), have a relationship that is in the same direction or directly proportional to the dependent variable or Teacher Performance (Y). This means that if variables X1, X2 and X3 increase, then the dependent variable Y will also increase, and if variables X1, X2 and X3 decrease, then the dependent variable Y will decrease.

Hypothesis Testing

Hypothesis Test I: (Simultaneous F Test)

This test is used to prove whether the independent variables have a joint effect on the dependent variable. In answering the hypothesis that has been proposed at the beginning of the study, using the SPSS *software* analysis tool version 21.00. From the calculation results through SPSS shows the F_{count} of 7.751 and F_{table} using a significance level (confidence level) of 5% and the degree of freedom formula, $df_1 = K - 1 = 3 - 1 = 2$ and $df_2 = n - K = 32 - 3 = 29$, the F_{table} value is 3.12. This states that $F_{count} (7.751) > F_{table} (3.12)$ so that the first hypothesis that states that Principal Leadership, Teacher Commitment and School Culture have a significant effect simultaneously on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan can be accepted or tested.

Hypothesis Test II: (Partial t-Test)

Through this test, it will be known whether the variables consisting of School Culture (X1) have an effect on Performance (Y) at MAN 4 Tabalong, Tabalong Regency, South Kalimantan, namely by comparing the calculated t value with the t table, at a significance level (confidence level) of 5 % and the degree of freedom formula, $df = n - K - 1 = 32 - 3 - 1 = 28$, then the t table value is 1.993. If the calculated t value is greater than the t table value, the effect is significant. In addition, the magnitude of the influence of each independent variable on the dependent variable can also be seen.

Analysis of the Influence of Principal Leadership Variable (X1) on Teacher Performance (Y). Principal Leadership (X1) has a significant influence on Teacher Performance (Y) because the calculated t value ($2.059 > t_{table} (1.993)$), so it can be concluded that Principal Leadership (X1) has a significant influence individually or partially on Performance (Y) at MAN 4 Tabalong, Tabalong Regency, South Kalimantan.

Analysis of the Influence of Teacher Commitment Variable (X2) on Teacher Performance (Y), Teacher Commitment (X2) has a significant partial influence on Teacher Performance (Y). This can be seen from table 5.13 where $t \text{ count } (2.588) > t \text{ table } (1.993)$, so it can be concluded that partial Teacher Commitment (X2) has a significant effect individually or partially on Teacher Performance (Y) at MAN 4 Tabalong, Tabalong Regency, South Kalimantan.

Analysis of the Influence of School Culture Variable (X3) on Teacher Performance (Y), School Culture (X3) has a significant partial influence on Teacher Performance (Y). This can be seen from table 5.13 where $t \text{ count } (2.228) > t \text{ table } (1.993)$, so it can be concluded that partial School Culture (X3) has a significant effect individually or partially on Teacher Performance (Y) at MAN 4 Tabalong, Tabalong Regency, South Kalimantan. Thus, the second hypothesis which states that Principal Leadership, Teacher Commitment and School Culture have a significant partial influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan is true or tested.

Hypothesis Test III: Beta Test (Dominant Influential Variable)

In the third hypothesis which states that Teacher Commitment (X2) is the most influential factor on Teacher Performance (Y) is true or proven, because the research results show that the variable that has a dominant influence on performance is Teacher Commitment (X2) because it has a Beta value (*Beta Coefficient*) of $0.3372 > \text{Beta value } (Beta \text{ Coefficient})_{\text{The Principal Leadership variable (X1)}}$ is only 0.301 and the Beta value (*Beta Coefficient*)_{The School Culture variable (X3)} is only 0.320.

Discussion

Principal Leadership, Teacher Commitment and School Culture have a significant simultaneous influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan

Based on the research results as proof of hypothesis I above, there is a significant influence of Principal Leadership, Teacher Commitment and School Culture simultaneously on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan. where Teacher Commitment is very necessary because from teachers who can commit to the progress of MAN 4 Tabalong, Tabalong Regency, South Kalimantan to be able to improve even more, this result is in line with the results of Retno Indriyati's research. 2018. The Influence of Leadership, School Culture and Organizational Commitment on Quality Management Performance (Study at AKPELNI Semarang) The results of the study show that leadership, School Culture and organizational commitment have a positive and significant influence on quality management performance. The performance of MAN 4 Tabalong Teachers, Tabalong Regency, South Kalimantan will be good if the School Culture in the organization runs well, namely Teachers at MAN 4 Tabalong Teachers, Tabalong Regency, South Kalimantan who are able to work with innovation, teachers are given the freedom to express ideas for the advancement of the organization's vision and mission and good task directions in accordance with the Standard Operating Procedure (SOP) owned by MAN 4 Tabalong Teachers, Tabalong Regency, South Kalimantan, moreover, MAN 4 Tabalong Teachers, Tabalong Regency, South Kalimantan is a technical organization that must work with references and directions from the leadership and the South Kalimantan Provincial Education Office, in addition to the School Culture It is also necessary to pay attention to where a good school culture can advance the school in order to create a good working atmosphere in the school.

Principal Leadership, Teacher Commitment and School Culture have a significant partial influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan

Based on the results of the study as proof of hypothesis II above, that the Principal's Leadership has a significant effect on the Performance of MAN 4 Tabalong teachers, Tabalong Regency, South Kalimantan. This is in line with the theory According to Gary Yukl, (2010: 3) the definition of leadership reflects the assumption that leadership is related to a deliberate process of a person to emphasize his strong influence on others to guide, structure, facilitate activities and relationships within a group or organization. This result is in line with the research results of Retno Indriyati. 2018. The Influence of Leadership, School Culture and Organizational Commitment on Quality Management Performance (Study at AKPELNI Semarang) The purpose of this study was to analyze the influence of leadership, organizational culture and organizational commitment on quality management performance. The results of the study showed that leadership, School Culture and organizational commitment have a

positive and significant influence on quality management performance. This is in line with the results of observations in the field where respondents generally stated that they agreed that changing the mindset of the principal from administrative leadership to principal leadership, increasing the principal's self-confidence and ability to motivate, making the principal aware of the importance of principal leadership, and building a learning community of school residents as a learning school. Leadership is the backbone of school development. If a leader tries to influence the behavior of teachers, then that person needs to think about what his/her leadership style will be like. Improving this leadership style will affect the performance of his/her subordinates, so it is expected that MAN 4 Tabalong, Tabalong Regency, South Kalimantan has the right leadership style to manage teachers, so this will affect the improvement of the performance of its teachers.

The leader of MAN 4 Tabalong, Tabalong Regency, South Kalimantan should pay more attention to his subordinates and pay more attention to the welfare of his teachers, meaning that the leader is able to understand what the teacher wants and needs, in this case a leader is able to fulfill the teacher's expectations, go around and socialize to show concern for the hard work that the teacher has done, the leader is able to create other activities that can increase closeness such as gatherings, outbound activities, walks and other social activities that build togetherness among the teachers. So that when the leadership style is more democratic, teacher motivation will increase and teacher performance will also increase. Based on the results of the study as proof of hypothesis II above, that Teacher Commitment has a significant effect on the Performance of MAN 4 Tabalong teachers, Tabalong Regency, South Kalimantan. This is in line with the theory of Begley and Czajka (1993), outlining the opinion of Mowday, et, al, about the definition of organizational commitment, namely as a strong belief in the goals and values of the organization, security using all efforts to realize trust in the organization, and a strong belief to remain a teacher of the organization which will later increase the performance of the teacher himself.

This result is in line with the research result from Nurul Qomariah, 2016. With the title The Influence of School Culture, Leadership and Organizational Commitment on Lecturer Performance at Private Universities in Jember Regency The results of this study indicate that the dependent variables consisting of School Culture, leadership and organizational commitment are able to contribute 75% to lecturer performance. The results of the hypothesis test state that the School Culture variable influences lecturer performance, while the leadership and organizational commitment variables influence lecturer performance. In general, respondents agreed that Organizational Commitment would improve the Performance of MAN 4 Tabalong Teachers, Tabalong Regency, South Kalimantan. This is in line with the results of observations which generally say that teachers have a mission, have a positive belief, recognize that the thoughts they make have a profound impact on their success, develop problem-solving skills that allow teachers to overcome every challenge they face and know how to use time and effort to get the best results and satisfaction outside of teaching so that performance improves. To improve the commitment of MAN 4 Tabalong teachers, Tabalong Regency, South Kalimantan in their workplace, efforts can be made to foster a sense of belonging for teachers towards MAN 4 Tabalong, Tabalong Regency, South Kalimantan. In this regard, the superiors of MAN 4 Tabalong, Tabalong Regency, South Kalimantan try to fulfill the needs of their subordinates. High organizational commitment is shown by teachers with their willingness to work harder, more carefully, and faster, so that performance improves and the main goals of MAN 4 Tabalong, Tabalong Regency, South Kalimantan are achieved.

Based on the results of the study as proof of hypothesis II above, that School Culture has a significant effect on the Performance of MAN 4 Tabalong teachers, Tabalong Regency, South Kalimantan. This is in line with the theory of the Ministry of National Education (2010:2) which states that culture is the entire system of thinking, values, morals, norms, and beliefs of humans produced by society. The system of thinking, values, morals, norms, and beliefs is the result of human interaction with each other and their natural environment which will later increase teacher performance. This result is in line with the research results of Sayekti Suindyah Dwiningwarni. 2017. The Influence of School Culture with Integrity, Ethos and Work Environment Approaches on Organizational Performance. Based on the results of data analysis, it is known that: 1) the dimensions of the School Culture variable

are integrity and have a real positive influence on organizational performance. In general, respondents agreed that School Culture would improve the Performance of MAN 4 Tabalong Teachers, Tabalong Regency, South Kalimantan. This is in line with the results of observations which generally state that schools have a clear vision, mission, goals and objectives, schools have a curriculum, schools have good language and communication, schools have school narratives, schools have narratives of figures, schools have organizational structures, schools have rituals, schools have ceremonies, schools have teaching and learning procedures, and schools have regulations, reward and punishment systems, schools have social psychology services, and schools have school interaction patterns.

It is suggested to improve performance through improving School Culture is the need to improve the teacher's School Culture through building a culture that is generally a practice of actualizing organizational values. But the most fundamental thing is the behavior of its leaders, namely how they apply the values of the organization. All teachers see what their leaders do, if the leader does not show behavior that reflects the company's values, then those values are also meaningless. Every process that is created, every system that is installed, every technology that is used, every structure that is designed, every position that is given will strengthen the culture or vice versa. There are five important things in a culture system, namely the recruitment process, strategy and goal setting, assessment, development, and awards. A good culture will regulate all these processes so that they can provide better benefits for the organization. Practices here include all company agendas, ongoing meetings, feedback processes, to how decisions are made. Practices need to change when the company changes - as it grows, reorganizes, or faces new threats. Excellent practices can quickly become stale, meaningless, or even counterproductive as the company grows larger.

Teacher Commitment is a Variable that has a Dominant Influence on Teacher Performance

Based on the results of the study as proof of hypothesis III above that Teacher Commitment has a dominant influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan, the findings of this study are new findings in this study because in previous studies in writing this thesis did not conduct a dominant analysis. The determination of teachers at MAN 4 Tabalong can be seen from their sincerity and directing all abilities professionally in carrying out their duties at school where generally MAN 4 Tabalong teachers are always present in the teaching and learning process, teachers try to be close to their students, teachers have broad views, and teachers at MAN 4 Tabalong try to be professional in carrying out the teaching and learning process.

4. CONCLUSION

Principal Leadership, Teacher Commitment and School Culture have a significant simultaneous influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan. Principal Leadership, Teacher Commitment and School Culture have a significant partial influence on Teacher Performance at MAN 4 Tabalong, Tabalong Regency, South Kalimantan. The variable that has a dominant influence on the performance of teachers at MAN 4 Tabalong, Tabalong Regency, South Kalimantan is teacher commitment.

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