

The Influence Leader-Member Exchange and Work Culture on Elementary School Teacher Performance

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ABSTRACT

Teacher performance has a huge influence on the achievement of education. This study aims to determine the effect of leader-member exchange and work culture on teacher performance in elementary schools throughout the Neglasari District, Tangerang City. The research method used a survey. Participants involved in the study were 110 teachers drawn from 24 schools in Neglasari District. Data were taken using a questionnaire. Data analysis technique using regression. The results of this study indicate that: (1) there is a direct positive influence of leader-member exchange on teacher performance, (2) there is a direct positive influence of work culture on teacher performance, and (3) there is a direct positive influence of leader-member exchange on work culture. So, it can be concluded that the quality of teacher performance is influenced by internal and external factors, such as work culture and leader-member exchange. The study results have implications for the work system in schools that must be built by school principals that are relevant to teacher competence.

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1. INTRODUCTION

The development of science and technology in education has demanded that teachers have self-qualified qualities or are relevant to current conditions to carry out a quality education process. Education at this time can be said to have become a benchmark for the progress of a nation. It is one of the pillars and strategic means to improve the progress of a nation. However, education provides knowledge about the point of view of life in general, but education includes all knowledge from all aspects of life. This is in line with the goals of national education which are written in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, namely "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have strengths. religious spirituality, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. This

statement makes it clear that education plays an important role in developing self-potential and skills that can be used to prepare human resources to be able to cope with the demands of the times." The statement also emphasized that education covers one's own needs and includes the needs of the community, nation, and state. Therefore, education is not only a responsibility and a need for an individual but also a responsibility and a need for the nation and state.

A school is a place where education can take place for students. The quality of a school can be determined by looking at the participation of teachers as educators in producing quality students. This is by the Republic of Indonesia Law Number 14 of 2005 concerning Teachers Article 1 paragraph 2 which reads "teachers are professional educators and scientists with the main task of disseminating knowledge, transforming and developing science, technology and art through education, research and community service." The position of teachers as professionals in the level of education appointed based on laws and regulations has three main areas, namely in the fields of education, research and community service. So, teachers must always improve performance in schools to be able to overcome the current competition for resources and produce graduates who can face this competition.

However, data obtained from the Center for Data and Statistics of the Ministry of Education and Culture in 2016 regarding teacher development, the increase in teacher performance was not significant but instead tended to decrease for 5 years, namely 2009/2010-2014/2015. In one year, teacher performance only occurred in some categories of teachers, while in other categories, teacher performance decreased. Based on the data results, it can be concluded that the increase in teacher performance that occurs every year, in general, is still at a low percentage level, and many teachers experience a decrease in performance. TCT (Teacher Competency Test) is also one part that can be seen to measure teacher performance in terms of professional competence, pedagogic, personality and social still show low results. TCT results in 2020 show a score that is still below the average. The average national TCT score in 2020 is 53.02, while the government's target is an average score of 55. Teachers who have achieved above-average competency scores or are considered to have passed the Teacher Competency Test with a score of 80. There is only 30%. In other words, 70% of teachers in Indonesia still have not been able to achieve the passing grade of the teacher competency test.

Based on the ranking of TCT results throughout Banten, the average score of each city and district is still below the average score set by the government, which is at number 55. Tangerang City itself is ranked 3rd in the order of TCT scores throughout Banten, with an average score of only 53.78. While ranked first, South Tangerang City 56.27, then Cilegon 55.06, Tangerang City 53.78, then Serang City 53.37. Then the fifth position is Serang Regency with 52.05 points, Tangerang Regency 51.36 points, Lebak 49.34 points, and Pandeglang 48.55. The TCT results show that teachers' performance, especially in Tangerang City, is still low because they cannot reach the average value set by the government.

Meanwhile, according to several elementary school principals in Neglasari District, many factors affect teacher performance. One of the factors that influence teacher performance is the relationship between teachers and principals. In addition, teacher performance is also increasingly clear during this pandemic, where teachers are required to have the skills to teach remotely. It turns out that most teachers have difficulty doing distance learning because teachers cannot use technology, especially those involving distance learning media. In contrast, mastery of technology is an important part of supporting teacher performance (Knezek & Christensen, 2016).

One of the factors that influence work performance is work culture. Teachers in producing their performance will not be separated from the work culture applied in an educational institution (Salam et al., 2017). In commercial organizations, work culture significantly influences employee performance (Awadh & Saad, 2013). It means that schools as organizations must also have a work culture that can affect the level of performance of teachers. Another factor that can also affect performance is the principal's leadership, as stated in leader-member exchange. So, work culture, leadership, ethics, and so on are indicators assumed to affect performance (Ferine et al., 2021; Liu et al., 2021). In addition, there is also trust in the leader in the organisation. This can affect innovative work behaviour by significantly moderating the relationship between the perceived quality of leader-member exchange

and the quality of employee work innovation (Taştan & Davoudi, 2015). So, previous research explains that performance is influenced by many factors that can come from oneself or external factors.

From the results of previous studies, it is known that teachers' performance is a result of their behaviour in completing their duties, namely carrying out teaching and learning. However, the success of each teacher's performance in schools is influenced by many factors. The leader-member exchange factor as part of the relationship-based leadership process influences the quality of the teacher's relationship with colleagues because this exchange is associated with high quality characterized by trust, liking, and mutual respect (Erdogan & Bauer, 2015). While work culture refers to the values of beliefs, norms, and ethics that teachers have in carrying out their duties so that they become good habits and behaviour in achieving job success. These two factors have not been reflected comprehensively for elementary school teachers in Neglasari District, Tangerang City. They still have rigid working relationships and a level of teaching habits relevant to today's conditions. Therefore, this study aims to determine the impact of leader-member exchange and work culture on teacher performance. This focus is certainly related to the implementation of teacher teaching and learning. As the top leader, the principal must also be able to direct teachers to improve performance. Thus, this research is expected to contribute to developing a leader-member exchange model in schools that can be complemented by creating a work culture that is relevant to the current global competitive conditions. So, teachers can be motivated to continue to improve their performance in schools and provide quality teaching and learning.

2. METHOD

This study uses a survey method with a quantitative approach. Survey research has now developed into a rigorous research approach with a scientific strategy, the sample involved, what and how to distribute it (survey method), and survey activities and follow-up of the survey results so that the research process and results remain of high quality (Ponto, 2015). This research survey was conducted to determine the effect of leader-member exchange and work culture on teacher performance in elementary schools in Neglasari District, Tangerang City. In this study, there are three instruments, namely leader-member exchange (X1), work culture (X2), and teacher performance (X3), which were designed in the form of a questionnaire. So the sampling technique used a questionnaire. The participants in this study were elementary school teachers in Neglasari District, Tangerang City, taken from 24 schools with 371 teachers. The sampling technique used the purposive sampling method. So, the sample of this study was 30% as many as 110 teachers (Sugiyono, 2016). As for each indicator for each instrument, among others;

1. The indicators that become the benchmark for leader-member exchange in this study consist of (1) Affection, (2) Loyalty, (3) Contribution, and (4) Professional Respect.
2. The indicators that are used as benchmarks in the work culture in this study consist of: a) Habits, b) Regulations, c) Values, d) Discipline, e) Openness, f) Mutual respect and g) Cooperation.
3. Indicators that are benchmarks for teacher performance in research are a) preparation of learning plans, b) implementation of the learning process, and c) implementation of learning evaluations

The data analysis technique used regression analysis. However, before analyzing the data using regression, the data obtained were tested for validity and reliability so that the data obtained were normal and valid. The validity and reliability of the instrument test show that each variable, namely leader-member exchange, work culture and teacher performance, shows that it is valid and reliable. The reliability results for each instrument are;

1. Reliability conclusion of *Leader-Member Exchange*

Concluding		Conclusion
Alpha Cronbach value	Coefficient r	
0,9062	0,6	Reliable

2. Reliability conclusion of *Work Culture*

Concluding		Conclusion
Alpha Cronbach value	Coefficient r	
0,90077	0,6	Reliable

3. Reliability conclusion of Teacher Performance

Concluding		Conclusion
Alpha Cronbach value	Coefficient r	
0,91916	0,6	Reliable

The results of this study indicate a positive relationship between each of the variables studied.

3. FINDINGS AND DISCUSSION

Overall, the data analysis shows that the leader-member exchange and work culture positively impact teacher performance in schools. This can be seen in every teaching and learning activity that has been good. The results of each variable are illustrated below table 1;

Table 1 Results of Calculation of the Effect of Leader-Member Exchange Variables on Teacher Performance

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	.717 ^a	.514	.497	5.13644

a. Predictors: (Constant), LMX

Table 1 shows the calculation results of the effect of the leader-member exchange variable on teacher performance. The data concluded a significant effect on the teacher performance variable of 51.4%. In this case, the teacher builds a good relationship with the principal. High-quality interactions between principals and teachers will also positively impact, such as increasing teacher job satisfaction, productivity, and teacher performance. Based on this research, the relationship between the principal and each teacher is different from one another. Not all teachers have a positive relationship with the principal. In the case of the leader-member exchange, the relationship in question is a relationship that is categorized into two categories, namely in-group and out-group.

Table 2. Calculation of the Effect of Work Culture Variables on Teacher Performance

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	.745 ^a	.556	.540	4.91413

a. Predictors: (Constant), Budaya kerja

Table 2 concludes that there is a positive influence on the relationship between workplace culture and teacher performance of 55.60%. From the data obtained, the context of teacher performance that has been achieved through their work culture is related to the learning process. The teachers have demonstrated their ability to plan lessons, implement lessons, assess learning outcomes, and evaluate them. Each teacher has a different perspective on work and has many different behaviours that serve as guidelines in carrying out duties and obligations. Meanwhile, the work culture of the teacher also affects the process of implementing learning in the classroom. If the teacher has a positive work culture such as discipline, responsibility, and when doing work, it can support success in getting the learning

goals that have been set. In addition, a good teacher work culture is also influenced by the motivation of the teacher himself and the work team that the principal has built (Damanik et al., 2018).

Table 3 Calculation Results of the Influence of Leader-Member Exchange Variables on Work Culture

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.632	.619	6.07920

a. Predictors: (Constant), LMX

Table 3 shows that the leader-member exchange also positively influences work culture. Based on the results of the study, the influence of leader-member exchange on work culture is 63.2%. So, from this data, it can be seen that the work culture that the leader-member exchange has influenced is related to the concept of the principal in building motivation and work that is in harmony with each individual's abilities.

The results of this study indirectly prove that the two categories do exist in a relationship between the principal and the teacher so that this relationship can affect the teacher's performance. As stated by Erdogan & Bauer (2015), high-quality relationships are reflected in the exchange of valuable resources between higher and lower levels, in this case, superiors and subordinates. Superiors will provide opportunities for subordinates to make developments, provide support, and provide guidance, which will be a distinct advantage for subordinates. Subordinates will be more motivated and will provide more feedback to superiors by showing loyalty and willingness to work voluntarily. Leader-member exchange is a two-way relationship that occurs, resulting in a positive relationship between leaders and members, increasing organizational success through indicators: (1) mutual respect, (2) mutual trust, and (3) mutual fulfilment of needs and obligations.

The leader-member exchange in this study describes the reciprocal relationship between the principal and the teacher so that each teacher will be treated differently by the principal. Therefore, based on this reciprocal relationship, two categories of leader-member exchange will be formed, namely in-group and out-group. Individuals who are members of the in-group or out-group are determined by the extent to which subordinates cooperate with their leaders and the extent to which leaders cooperate with their subordinates. Leaders form leader-member exchange relationships that have different qualities with their subordinates (Haynie et al., 2014). Thus, the principal can also understand how the relationship climate must be formed between the principal and the teachers because the theoretical concept of the leader-member exchange is how the principal behaves in his leadership (Le Blanc & González-Romá, 2012). Especially in today's modern times or global competition, there is a great influence on fulfilling everyone's needs. This means that the principal's attitude must be able to meet the needs of improving teacher performance so that it is of quality in line with the development of organizational culture or society (Terpstra-Tong et al., 2020).

The work culture that exists in the school environment can also cause and have an effect on teacher work performance, namely work culture is very closely related to efforts to improve teacher performance because if the work culture is created positive and supported by cooperative behaviour towards fellow teachers, it can be ascertained that This can improve teacher performance (Deke, 2017). If the level of teacher performance achieved is positive or good, then the goal of education to improve the quality of schools for the better will be achieved. With the achievement of high-performance improvements, it can be concluded that there is hope to improve the quality of schools to become more qualified, and the school's goals will be achieved. In addition, it is also hoped that this will improve teacher performance in the learning process in the classroom so that learning objectives can be achieved. So, work culture will affect teacher performance (Gunawan, 2018), then organizational culture

significantly affects employee performance and productivity in the emerging dynamic context (Uddin et al., 2012)

However, this achievement is also based on the direction and performance of school principals in developing providing education. One of the leadership models that are considered to influence teacher performance is the leader-member exchange (LMX). The relationship between the principal and the teacher will greatly affect the teacher's performance. In general, school principals express expectations of a more role for teachers and teachers who have expectations for the role of principals, which is related to the way they are treated and given awards if they can meet the principal's expectations.

CONCLUSION

Based on the study results, it can be concluded that the leader-member exchange has a direct effect on teacher performance. The leader-member exchange directly influences the performance of elementary school teachers in Neglasari District, Tangerang City. This influence is seen in the working relationship that exists between the principal and the teacher, which is related to mutual support and mutual respect in terms of work. The principal can understand teachers' work schedules, which has an impact on evaluating teacher performance activities in schools regularly. In contrast, the work culture that affects teacher performance can be seen in the habits and behaviour of teachers at work. This work culture appears in the concept of teaching that is attractive to students. The habits carried out by teachers continuously and repeatedly in carrying out learning related to discipline, openness with the principal and co-workers, mutual respect, and cooperation greatly influence the performance of elementary school teachers in Neglasari District, Tangerang City. The leader-member exchange variable has a direct effect on work culture. The reciprocal relationship that is well established between the principal and the teachers at the school directly influences the habits and behaviour of teachers at work or can be called work culture. The relationship between the teacher and each principal influences how elementary school teachers in Neglasari District will behave in the learning process.

This research is still limited to studying the influence of leader-member exchange and work culture on teacher performance in elementary schools. Therefore, further research can still be developed in the realm of student achievement. This research will also be more comprehensive if it relates teacher performance to student achievement from the work culture of teachers in schools. In addition, the results of this study can be used by school principals to build the concept of leader-member exchange in schools and a work culture that is in line with teachers' level of competence or ability in carrying out their obligations.

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