

# The Effect of Leadership, Organizational Culture, and Job Rotation on Teacher Performance in Public Senior High Schools in Regional 1 Education Office of South Jakarta Administrative City

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**Abstract:-** This study aims to determine and analyze the influence of leadership, organizational culture, and job rotation on the performance of State Senior High School teachers in the District 1 Education Office of South Jakarta Administration. The method used in this research is quantitative method with descriptive research type. The population in this study were teachers at the State Senior High School in the District 1 Education Office of South Jakarta Administration, which collected 132 respondents. The sample method in this study used purposive sampling by selecting samples based on the Slovin formula. The analytical method used is the Structural Equation Model (SEM) with the help of the Smart PLS version 3.3.3 program and uses a correlation matrix between dimensions. The results showed that the exogenous variables consisting of leadership and rotation had a positive and significant influence on the endogenous variable, namely the performance of State Senior High School teachers in the District 1 District Education Office of South Jakarta Administration. Meanwhile, the exogenous organizational culture variable does not have a significant relationship to teacher performance. Based on the results of this study, the authors suggest to the Regional Education Office of South Jakarta City Administration to continue the rotation program, both head rotation and teacher rotation because school principals can initiate the structure and role of teachers and staff that are needed to improve teacher performance, especially on the dimensions professional.

**Keywords:-** Leadership, Organizational Culture, Job Rotation, Teacher Performance.

## I. INTRODUCTION

Human resources or HR is one of the factors that cannot be separated from an organization that determines the development of an organization. Human resources are the driving force for achieving organizational goals which are now not only as resources but have become important organizational capital or assets that can be multiplied and developed, no longer just as a burden or organizational cost or better known as human capital. In this study, what is meant

by human resources or human resources are educators and education staff at state high school education units. Teacher Performance Assessment (PKG) is an assessment system designed to identify the teacher's ability to be carried out on each item of the teacher's main task activities in the context of career development, rank, and position. Teacher performance appraisal is an important issue in developing schools.

Based on the 2018 National Education Balance (Kemdikbud, 2018) for the High School Quality Mapping (PMP) score, data obtained that the PTK standard (Educators and Education Personnel) as one of the national education standards, has the lowest score compared to other standards. These standards are certainly related to the quality or competence of teachers and school principals as educators. Based on the National Education Balance, data was also obtained of the uneven distribution of PNS teachers. The number of civil servant teachers in public high schools who will retire in the next 5 years is also quite high, while the number of civil servant teachers under the age of 45 in public schools is less than in private schools. For teacher qualifications, especially at the high school level, there are still teachers whose educational qualifications are below Strata 1/Diploma 4, which is 2.2%. Meanwhile, the number of certified teachers in State Senior High Schools is less than that of uncertified teachers. The condition of uneven distribution of teachers and the absence of maximum performance scores also occur in the Special Capital Region of Jakarta.

School performance in general can be influenced by several factors such as a conducive culture and climate, principal leadership, welfare insurance, education and training programs, physical and mental conditions, motivation, justice, emotional intelligence and others. Based on the results of the pre-survey conducted by the author for the factors that affect performance, the lowest score is found in three factors that affect teacher performance, namely leadership, organizational culture and teacher rotation. In addition to looking at the results of the pre-survey, the authors also dig up information from several research results that raise issues on human resources. Based on the phenomenon of the gap that occurs and the research gap

found in previous research on leadership, organizational culture, job rotation and employee performance, the authors are interested in conducting research with the title "The Effect of Leadership, Organizational Culture, and Job Rotation on Teacher Performance in Public Senior High Schools in Regional 1 Education Office of South Jakarta Administrative City."

## II. THEORETICAL REVIEW

### Leadership

What is meant by leadership in this study is the leadership of the principal. As stated in the Regulation of the Minister of Education and Culture No. 6 of 2018 Article 1 (Permendikbud, 2018) what is meant by the Principal is a teacher who is given the task of leading and managing the education unit. The school principal is responsible for the implementation of educational activities, school administration, coaching other education personnel and the utilization and maintenance of facilities and infrastructure. The main task of the Principal according to the Regulation of the Minister of Education and Culture Number 6 of 2018 Article 15 is to carry out the main tasks of managerial, entrepreneurship development, and supervision of teachers and education personnel with the aim of developing schools and improving school quality based on 8 (eight) national education standards.

(Robbins & Judge, 2019) states, leadership is the ability to influence a group towards achieving a set goal. Leadership is the behavior of a leader in restructuring his role and the extent to which a leader defines the role of his employees in achieving organizational goals. To identify an independent dimension of leader behavior he categorizes it into two dimensions, namely:

- 1) Initiating the structure, the indicators used are the extent to which a leader will define his role, the extent to which a leader restructures his role, the extent to which a leader will define the roles of his workers, and the extent to which a leader will restructure the roles of his workers in achieving goals.
- 2) Consideration, the indicator used is the extent to which a person's work relationship is characterized by mutual trust, respect for the ideas of the workers, and respect for their feelings.

### B. Organizational Culture

Harrison defines organizational culture as the distinctive constellation of beliefs, values, work styles and relationships that distinguish one organization from another. When teachers gather in an organization, a perception of organizational culture will be formed according to what they see and feel. The culture in an organization is power-oriented. In Armstrong (2006) he classified organizational culture into four dominant types of culture, namely: power orientation, role orientation, task orientation and person orientation.

Organizational culture is the basic pattern accepted by all members of the organization that forms a shared perception according to what they see and feel in a power-oriented organization. Harrison in Armstrong (2006: 311)

identifies culture as an organizational ideology into four dimensions as follows:

- 1) Power-oriented, indicators that include competitive value, responsive to personality rather than expertise.
- 2) Person-oriented is a culture where there is a consensual value and a resistance to management. So the indicators used are consensual and rejection of management.
- 3) Task-oriented, the indicators include emphasis on competence and dynamic values.
- 4) Role-oriented, the indicator used as an assessment is to focus on the value of legality, legitimacy and bureaucracy.

### C. Job Rotation

Job rotation is part of one of the functions of human resource management, namely the development function. Job rotation generally includes activities to find, place and utilize existing human resources in a company effectively and efficiently. The implementation of a good rotation is not only useful for the employees themselves, but also useful for the company in achieving its goals.

In his research, Tarus (2014) stated that job rotation is an important strategy for learning organizations that can develop abilities and can be applied to improve performance. Work rotation as a catalyst for the assimilation of knowledge from outside so that it can increase knowledge broadly and deeply. The results of his research indicate that job rotation has a significant effect on performance. Based on the description of the theory of job rotation, job rotation can be synthesized as the movement of workers in an organization which is one of the strategies implemented by organizations to increase productivity, motivation and skills, in-depth abilities to improve performance.

The measurement of item variables to measure the effect of job rotation on performance is categorized into two dimensions adopted from research conducted by Tarus (2014), namely:

- 1) Human Capital Development dimension, the assessment indicators are:
  - a) Teacher rotation has encouraged teachers to study further
  - b) Can develop a positive attitude towards learning
  - c) Teacher rotation can increase efficiency in learning
  - d) Teacher rotation is a tool for career development
  - e) Teacher rotation can add experience
  - f) Teacher rotation can improve communication between teachers.
- 2) Human Capital Transformation, the assessment indicators are:
  - a) Teacher rotation can increase job stability
  - b) Teacher rotation policy is effective in my organization
  - c) Teacher rotation can improve teacher health
  - d) Teacher rotation policy does not achieve effective results
  - e) Teacher rotation does not create effective results

### D. Teacher Performance

Performance or work performance is the ability achieved by a person in carrying out his work according to applicable standards. Performance appraisal in this study focuses on teacher performance appraisal. In accordance with the Minister of Education and Culture Regulation Number 15

of 2018 (Permendikbud, 2018), the teacher is a profession that has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Teacher performance aims to determine the level of competence of a teacher, improve the efficiency and effectiveness of teacher and school performance, provide a basis for decision making in the mechanism for determining the effectiveness or ineffectiveness of teacher performance, provide the basis for continuous professional development programs for teachers, ensure that teachers carry out their duties and responsibilities and maintain positive attitudes in supporting student learning to achieve their achievements and provide the basis for a system of promotion and promotion of teacher careers and other forms of rewards.

According to the Regulation of the Minister for Empowerment of State Civil Apparatus and Bureaucratic Reform No. 16 of 2009, which was updated by Regulation of the Minister of National Education No. 35 of 2010 then teacher performance can be synthesized as each item of the main task of teachers in the context of fostering career ranks and positions. Teacher Performance Assessment (PKG) is closely related to the implementation of the main task of a teacher in mastering knowledge and skills. In this study, the measurement of teacher performance consists of four dimensions, namely the dimensions of pedagogic competence, professional competence, personality competence and social competence as below:

- 1) Pedagogic competence, namely teacher competence in recognizing the characteristics of students, mastering learning theories and teaching principles of learning, curriculum development, learning activities that educate, understand and develop potential, communication with students, and assessment and evaluation competencies
- 2) Personality Competence, namely teacher competence measured by looking at how the teacher acts according to national religious, legal, social and cultural norms, whether the teacher shows a mature personality and can be an example, has a work ethic, has high responsibility and is proud to be a teacher.
- 3) Social Competence, which is an assessment by measuring whether the teacher has the competence of an inclusive, objective and non-discriminatory attitude, and can communicate with fellow teachers, parents, students and the community.
- 4) Professional Competence, namely the competence of teachers in mastering the material, conceptual structures and scientific mindsets that support their ability to develop professionally through reflective actions.

#### E. Theoretical Framework

Several studies that raised human resource issues have been carried out, for example the research conducted by Caksana (2019) whose results state that leadership style and work environment directly affect teacher performance at SMA Negeri 1 Tulungagung. Then, (Utama, 2017) stated that there was a significant relationship between organizational climate/culture and employee performance. Furthermore (Saravanan et al, 2017) stated that job rotation has a positive and significant effect on employee performance. However, different results were obtained by (Malcalm & Tamatey,

2017) which stated that there was no relationship between leadership and performance. Similar results were also obtained from research conducted by (Girsang, 2019) which stated that organizational culture had no significant effect on employee performance, while (Yesil & Kaya, 2013) states that there is no relationship between rotation and performance.

Based on the literature review from previous research that discusses Leadership, Organizational Culture, Work Rotation and Performance, a theoretical framework is developed that will describe the flow of thought in this study. In general, the theoretical framework depicted in Figure 2.2 follows:

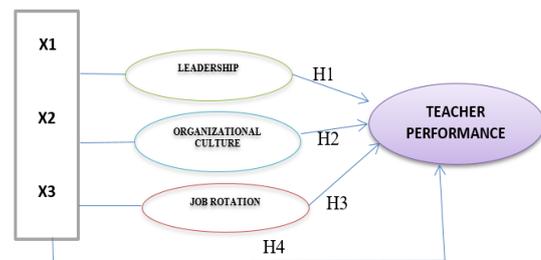


Fig.1: Variable Relationship Model

Based on the description of the framework above, the hypotheses in this study are as follows:

- H<sub>1</sub> = Leadership has a significant effect on performance.  
 H<sub>2</sub> = Organizational culture has a significant effect on performance.  
 H<sub>3</sub> = Job rotation has a significant effect on performance.  
 H<sub>4</sub> = Leadership, organizational culture, and work rotation together have an effect on performance.

### III. RESEARCH METHODOLOGY

The research conducted is quantitative research that deals with phenomena that can be expressed in terms of quantity. This type of research is explanatory research, namely research that aims to explain the position of the variables studied and the relationship between one variable and another, as well as to determine the effect of exogenous variables (leadership, organizational culture, and rotation) on endogenous variables (teacher performance). This study also includes a cross-sectional study where the data collected is taken at once at a certain time in order to answer research questions by distributing questionnaires to respondents (Sekaran & Bougie, 2017).

The conceptual definition in this study is an explanation of the research variables used in this study which consist of three independent variables (exogenous) and one dependent variable (endogenous). In this study, the independent variables were leadership (X1), organizational culture (X2), and job rotation (X3) with teacher performance (Y) as the dependent variable. To operationalize the concept so that we can measure behavior, we use a Likert scale here which is designed to determine how strongly the subject agrees or disagrees with a statement using a scale of 1 – 5. Based on the literature review and theoretical review above, the operational

variables, dimensions, and The indicators used in this study can be described as in table 3.2 below:

and the structural model and to find out how the research variables influence each other.

**IV. RESEARCH RESULTS AND DISCUSSIONS**

This study aims to determine the effect of leadership, organizational culture, and job rotation on the performance of SMAN teachers in the Education Sub-Department of Region 1 South Jakarta Administrative City. The data obtained in this study came from the results of distributing questionnaires to 132 PNS teachers in the Pesanggrahan sub-district. The data obtained were then analyzed descriptively and inferentially with the results presented descriptively for each research variable in the form of frequency, percentage, and average tables. The following is a descriptive description of all 132 PNS teachers consisting of gender, age, last education, and years of service.

Based on the table of characteristics of respondents according to gender, it shows that the composition and frequency of teachers are mostly female teachers, as many as 75 teachers (57%), and male teachers as many as 57 teachers (43%). As for the characteristics according to age, the highest frequency of age is 51-60 years of age, which is 65 teachers (49%), then the lowest frequency of teacher age or 20-30 years is 12 teachers (9%). Based on the latest education, the highest frequency of teachers is teachers with undergraduate education or S1 as many as 87 teachers (66%), with S2 education as many as 44 teachers (33%), and 1 person with S3 education (1%). For length of service, the highest frequency of teachers is teachers with 11-20 years of service, namely 42 teachers (32%), then 21-30 years of service, 41 teachers (31%), followed by 1-10 years of service as many as 30 teachers (23%) and the last working period >30 years as many as 19 teachers (14%).

Descriptive analysis of research variables is used to determine the tendency of respondents' answers to the questionnaire in each statement of each research variable. Empirical description of the statement of the data used to find out the extent to which respondents' perceptions of the indicators of the research variables. The Leadership variable has an average value of 4.23 which can be interpreted into the interval in the 'agree' category. Organizational Culture variable has an average value of 3.89 which can be interpreted into the interval in the 'agree' category. The work rotation variable has an average value of 3.78 which can be interpreted into the interval in the 'agree' category. And for the Teacher Performance variable, it has an average value of 4.39 which can be interpreted into the interval in the 'strongly agree' category.

Evaluation of the measurement model (outer model) is a measurement model to determine the value of validity and reliability between each indicator and its latent variables. The test performed on the outer model uses the Confirmatory Factor Analysis (CFA) technique to see the validity of each indicator and test the reliability of the research construct. The value of this loading factor describes how much the indicator is able to measure the latent variable. Outer loading greater than 0.7 is recommended by (Hair et al, 2017). Next, by

Variable	Dimension	Indicator	Rating Scale	
Leadership	Initiating structure	1 Can define the role.	ordinal	
		2 Can restructure its role.	ordinal	
		3 Can define the role of teachers and employees.	ordinal	
		4 Can restructure the roles of teachers and	ordinal	
	consideration (consideration)	1 Have mutual trust.	ordinal	
		2 Respect the ideas of teachers and staff.	ordinal	
Organizational Culture	Strength oriented	1 Competitive .	ordinal	
		2 Responsive to personality rather than expertise.	ordinal	
	People oriented	1 Consensual.	ordinal	
		2 Management control denied.	ordinal	
	Task oriented	1 Focus on competence.	ordinal	
		2 Dynamic.	ordinal	
	Role oriented	1 Focus on legality.	ordinal	
		2 Focus on legitimacy.	ordinal	
	Rotation	Human Capital Development (Human Capital Development)	1 Rotation of teachers have	ordinal
			2 Can develop a positive attitude towards learning.	ordinal
			3 Teacher rotation can increase efficiency in learning;	ordinal
			4 Teacher rotation is a tool for career development .	ordinal
5 Teacher rotation can add to the experience			ordinal	
6 Teacher rotation can improve communication betwe			ordinal	
Transformation of Human Resources (Human Capital Transformation)		1 Teacher rotation can increase job stability.	ordinal	
		2 The teacher rotation policy is effective in my organi	ordinal	
		3 Teacher rotation can improve teacher health .	ordinal	
		4 The teacher rotation policy did	ordinal	
		5 Rotation of teachers does not create the	ordinal	
Teacher Performance		Pedagogic	1 Mastering the characteristics of students	ordinal
			2 Mastering learning theory and educational learning	ordinal
			3 Curriculum development.	ordinal
			4 Educational learning activities.	ordinal
			5 Development of the potential of students.	ordinal
			6 Communication with students.	ordinal
			7 Assessment and evaluation.	ordinal
	Personality	1 Act in accordance with Indonesian national	ordinal	
		2 Shows a mature and exemplary personality.	ordinal	
	Social	3 Work ethic, high responsibility, pride in being a	ordinal	
		1 Inclusive, act objectively, and not discriminate.	ordinal	
	Professional	2 Communication with fellow teachers, education staff, parents and the community.	ordinal	
		1 Mastery of materials, structures, concepts and scientific mindsets that support the subjects	ordinal	
		2 Develop professionalism through reflective actions.	ordinal	

Table 1. Variables Measurement

The population that is the focus of attention in this study are civil servant teachers (PNS) in public school (SMAN) region 1, South Jakarta Administrative City, especially in the Pesanggrahan sub-district which consists of five public high schools, namely: SMAN 63 Jakarta, SMAN 90 Jakarta, SMAN, 86 Jakarta, SMAN 87 Jakarta, and SMAN 108 Jakarta. In this study the authors took a purposive sampling technique where the authors determined sampling by setting specific characteristics in accordance with the research objectives in the hope of answering research questions, because this research relates to a rotation policy which currently only involves civil servant teachers (PNS). The number of samples in this study were 132 civil servant teachers in the Pesanggrahan sub-district who represented public schools in the Education Sub-department area 1 of the South Jakarta City Administration.

The descriptive method of this research uses SEM PLS. According to (Ghozali, 2008) SEM is a combination of two separate statistical methods, namely factor analysis developed in psychological and psychometric sciences and simultaneous equation modeling developed by econometrics. In this study, the authors used SEM with the SmartPLS version 3.3.3 program to measure the intensity of each research variable

looking at the average variance extracted (AVE) value. The AVE value is used to determine the validity value of a construct. The greater the variance of the latent construct, the greater the representation of the manifest variable in the latent construct. According to (Hair et al, 2010) the AVE value is considered valid if > 0.5. This number means that each latent variable must be able to explain the variance of each indicator by 50%. From the table below, it can be seen that all latent variables have an AVE value greater than 0.5, which means that all latent variables are able to explain more than half of the variance of the indicators.

Variable	Average Variance Extracted (AVE) Value
Leadership	0.640
Organizational culture	0.647
Work Rotation	0.558
Teacher Performance	0.670

Table 2: Average Variance Extracted (AVE) value of each variable

To test the reliability of the instrument in a research model, it is carried out using the composite reliability test and Cronbach's alpha by looking at all the values of the latent variables having a composite reliability value of 0.7 and Cronbach's alpha > 0.6. From these results it can be concluded that the construct has good reliability or the questionnaire used as a tool in this study has been reliable or consistent. The results of Cronbach's Alpha and Composite Reliability testing in this study are as follows:

Variable	Composite Reliability	Cronbach's Alpha	Results
Leadership	0.925	0.906	Reliable
Organizational Culture	0.9	0.859	Reliable
Work Rotation	0.919	0.903	Reliable
Teacher Performance	0.966	0.962	Reliable

Table 3: Cronbach's Alpha and Composite Reliability

Based on the table above, it can be seen that the value of composite reliability in each research variable is > 0.70 so it can be concluded that based on these results, the model and research variables have met the requirements for the value of composite reliability. Meanwhile, the Cronbach's Alpha value for each research variable is also > 0.70 so that it can be concluded based on these results, the model and research variables have met the requirements of the value of composite reliability and Cronbach's Alpha as reliability criteria so that they can be a reliable and reliable measuring tool. While the evaluation of the inner model to analyze the relationship between exogenous and endogenous variables (hypothesis testing) is carried out by evaluating the path coefficient value (path coefficient), evaluating the value of the determinant coefficient (R<sup>2</sup>), and validating the overall structural model with the Goodness of Fit Index (GoF), as well as evaluating predictive relevance (Q<sup>2</sup>).

To find out the path coefficient values, calculations were carried out using the bootstrapping process on *SmartPLS* version 3.3.3, the results of which can describe the strength of the relationship between constructs as shown in the table below:

Path	Original Sample (O)	P-Value
X1 -> Y	0.221	0.035
X2 -> Y	-0.003	0.985
X3 -> Y	0.239	0.003

Table 4: Path Coefficient and P-Value values

The value of R<sup>2</sup> is used to measure the level of variation of changes in exogenous variables to endogenous variables. The value of R<sup>2</sup> aims to explain how much the exogenous variables (Leadership, Organizational Culture, Job Rotation) are hypothesized to be able to explain the endogenous variables (Teacher Performance). The value of R<sup>2</sup> in this study can be seen in the following table:

	R Square	R Square Adjusted
Y	0.166	0.146

Table 5: The value of R<sup>2</sup> (R-square)

Based on the R<sup>2</sup> value above, it can be explained that the R<sup>2</sup> value of the performance variable is 0.166, which means 16.6% of the performance variable is influenced by leadership, organizational culture, and work rotation. While 83.4% is influenced by other variables that are not taken in this study.

Evaluation of the Overall Structural Model (Goodness of Fit Index) was used to validate the combined performance of the measurement model (outer model) and structural model (inner model). The calculation of GoF in this study is as follows:

$$\begin{aligned} \text{GoF} &= \text{AVE} \times \text{R}^2 \\ \text{GoF} &= 0.62875 \times 0.1662 \\ \text{GoF} &= 0.017325 \\ \text{GoF} &= 0.131628 \end{aligned}$$

Based on the results of the GoF calculation above, it can be concluded that the combined performance of the measurement model (outer model) and structural model (inner model) as a whole can be said to have a small scale because it has a Goodness of Fit Index value of 0.13. To see how good the observed value is, a predictive relevance test is carried out, namely by doing a blindfolding test. The predictive relevance of this research can be seen in the following table:

	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
X1	924,000	924,000	
X2	660,000	660,000	
X3	1188,000	1188,000	
Y	1848,000	1653,517	0.105

Table 6: Predictive Relevance Value

Based on the table above, it can be seen that the predictive relevance value of this study is 0.105, which means it has a good observation value.

Hypothesis testing regarding the effect of exogenous variables on endogenous variables. The significance value can be obtained by doing bootstrapping. The relationship can be seen in the following table:

	Original Sample (O)	T Statistics ((O/STDEV))	P Values	Conclusion	
X1 -> Y	0.221	2.113	0.035	Accepted	Positive and Significant
X2 -> Y	-0.003	0.019	0.985	Rejected	
X3 -> Y	0.239	2.960	0.003	Accepted	Positive and Significant

Table 7: Hypothesis Testing Results

By looking at the results of data processing shown in table 7 above, the results of this study can be explained as follows:

1) Hypothesis 1 (H<sub>1</sub>): Leadership has a significant effect on teacher performance.

Based on the table above, the value of t statistics is 2.11 which is greater than the value of t table = 1.96, and the value of P-Value = 0.035 which is smaller than = 0.05, meaning that H<sub>a</sub> is accepted, that is, there is a positive and significance relationship of the Leadership variable (X1) on Teacher Performance (Y), thus, the hypothesis H<sub>0</sub> is rejected.

2) Hypothesis 2 (H<sub>2</sub>): Organizational culture has a significant effect on teacher performance.

Based on the table above, the t statistics value is 0.019 which is smaller than the t table value = 1.96, and the P-Value = 0.985 which is greater than = 0.05, meaning that H<sub>a</sub> is rejected, that is, there is no significant relationship between the Organizational Culture (X2) on Teacher Performance (Y), thus the hypothesis H<sub>0</sub> is accepted.

3) Hypothesis 3 (H<sub>3</sub>): Job rotation has a significant effect on teacher performance.

Based on the table above, the value of t statistics is 2.96 which is greater than the value of t table = 1.96, and the value of P-Value = 0.003 which is smaller than = 0.05, meaning that H<sub>a</sub> is accepted, that is, there is a positive and significance relationship of the Job Rotation variable (X3) on Teacher Performance (Y), thus, the hypothesis H<sub>0</sub> is rejected.

4) Hypothesis 4 (H<sub>3</sub>): Leadership, Organizational Culture, Job Rotation simultaneously have a significant effect on teacher performance.

Based on the data analysis, the t statistic value is 7.368 which is greater than the t table = 2.67, and the P-Value = 0.000 which is smaller than = 0.05, meaning that H<sub>a</sub> is accepted, that is, there is a significant relationship between the leadership variable (X1), Organizational Culture (X2), and Job Rotation (X3) together on Teacher Performance (Y). Thus the hypothesis H<sub>0</sub> is rejected.

Furthermore, the discussion and interpretation of the research results based on empirical data regarding the relationship between variables, theoretical background and previous research are as follows:

#### 1. The Effect of Leadership on Teacher Performance

Leadership has a positive and significant effect on teacher performance. This is evidenced by the value of t statistics > t table and a significance value of < 0.05. So that the first hypothesis (H<sub>1</sub>) is accepted. This means that the higher the value of leadership, the higher the value of teacher performance. Principal leadership must be able to define and restructure its own role as well as that of teachers and employees so that mutual trust, respect and respect are created.

As the highest leader in the school, the principal has a very important role in creating and developing all available resources in the school, especially in developing teacher competencies so that they can achieve maximum performance. This opinion is in line with research from (Malcalm & Tamatey, 2017) and (Caksana, 2019) which state that leadership style has a direct effect on teacher performance. Another study conducted by (Kiswanti, 2016) also stated that the principal's leadership had an effect on teacher performance.

The managerial implication related to the leadership of school principals in the South Jakarta education department is that the principal must be able to manage teachers and staff in order to optimally utilize school resources in carrying out their professional duties in accordance with educational unit management standards. The principal must develop the profession of every educator in a professional, fair and open manner so that they can improve their performance. In line with the demands of the 2013 curriculum, the principal must also be able to describe the vision, mission and quality targets of the school by formulating the school's goals to be achieved.

#### 2. The Effect of Organizational Culture on Teacher Performance

Based on empirical data from the results of this study indicate that organizational culture has no effect on teacher performance. This is evidenced by the value of t statistics < t table and the significance value > 0.05. So the second hypothesis (H<sub>2</sub>) is rejected. This means that in improving teacher performance, organizational culture is not an influencing factor.

In general, a conducive organizational culture is one of the supporting factors for the creation of teaching and learning processes in schools, but in relation to the results of research which states that there is no relationship between organizational culture and teacher performance, we can analyze it based on a description of performance theory which states that performance appraisal teachers are measured based on the items of teacher activities as written in the Regulation of the Minister for Empowerment of State Civil Apparatus and Bureaucratic Reform No. 16 of 2009 (PermenpanRB No. 16, 2009) which was updated by Regulation of the Minister of National Education No. 35 of

2010 (Mendiknas, 2010). Teacher performance appraisal here is closely related to the implementation of the main task of a teacher in mastering the knowledge and skills and competencies he has in educating, teaching, guiding, directing, training, assessing and evaluating. So it can be concluded here that most respondents view the mastery of competence, knowledge and skills as having more influence on teacher performance when compared to organizational culture.

This opinion is corroborated by the results of previous research which states that there is no relationship between organizational culture and performance (Habba et al., 2017). The results of his research stated that organizational culture had no effect on the performance of civil servants. Similar results were also obtained from research conducted by (Girsang, 2019) which stated that organizational culture had no significant effect on employee performance and was corroborated by research conducted by (Yanto & Aulia, 2021) where the results of his research stated that organizational culture did not have a significant effect to employee performance.

Managerial implications related to school culture in SMAN in the South Jakarta education department related to the results of this study, it is necessary to re-emphasize the need for school culture in the form of habituation that does not only focus on students but also strengthens culture for teachers so that a positive culture is applied in every school can create conducive teaching and learning conditions.

### 3. The Effect of Job Rotation on Teacher Performance

Based on empirical data from the results of this study, it shows that job rotation has a positive and significant effect on teacher performance. This is evidenced by the value of  $t$  statistics  $> t$  table and a significance value of  $< 0.05$ . So that the third hypothesis ( $H_3$ ) is accepted. This means that the higher the work rotation rate, the higher the employee's performance. This also means that one way to improve teacher performance is to implement work rotation in schools.

The results of this study are in accordance with research conducted by (Rahman & Solikhah, 2016), which states that job rotation can provide job satisfaction and increase high work productivity. Job rotation is an effective method to develop skills and job satisfaction which in turn can improve performance. This statement is supported by the results of previous studies conducted by (Tarus, 2014) and (Saravanan et al, 2017) which state that there is a positive and significant relationship between job rotation and performance.

The managerial implications related to job rotation in the South Jakarta education department are indicated by the readiness of basic teacher data that meets the criteria in the teacher rotation program while still paying attention to the analysis of teaching hours by both school administration staff and South Jakarta education department. With the readiness and updating of data, it is hoped that the teacher rotation process can achieve maximum results.

## V. CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion through proving the hypothesis of the problems above regarding the influence of Leadership, Organizational Culture, and Job Rotation on the Performance of State Senior High School teachers in the Education Sub-Department of Region 1 South Jakarta City Administration, the following conclusions can be drawn:

### 1. Leadership has an effect on teacher performance.

The leadership variable has a positive relationship with teacher performance and the relationship is significant. The highest dimension of the leadership variable is found in the dimension of being able to restructure its role, especially on the indicator "Able to restructure the role of teachers and employees".

### 2. Organizational culture has no effect on teacher performance.

The organizational culture variable has no significant relationship with the teacher performance variable. The indicator that most strongly describes the organizational culture variable in relation to teacher performance is the cultural dimension of achievement, especially the statement "Focus on legitimacy".

### 3. Rotation has an affect on teacher performance.

The rotation variable has a positive and significant relationship with teacher performance. The indicator that most strongly describes the job rotation variable in the Human Resources development dimension is "able to develop a positive attitude towards learning".

### 4. Leadership, organizational culture, job rotation simultaneously has a significant effect on teacher performance

Based on the results of the analysis, discussion, and conclusions above, the suggestions that the author can give to complement the results of this research for the Education Office, especially in the South Jakarta Education Sub-department, Principals and Teachers, as well as for further researchers are as follows:

- 1) In line with the policy of the Ministry of Education and Culture in seeking equitable and equitable distribution of the quality of education and based on the results of this study which states that there is a positive and significant relationship to teacher performance, the teacher rotation program and principals can continue to be implemented by updating teacher data and paying attention to needs analysis of teachers' teaching hours and taking into account the age limit of teachers/principals who can be rotated so that the results of the program can be maximized.
- 2) It is necessary to strengthen the principal duties of principals in the areas of managerial, entrepreneurship development, and supervision so that they can develop and improve school quality based on 8 (eight) national education standards by playing an active role in the principal organization/MKKS. Also by creating a good organizational culture with more emphasis on character

education not only for students but also for teachers so that a culture of honesty, cleanliness, order, courtesy, mutual respect can still be carried out through habituation processes in schools.

- 3) To improve teacher performance, it can be done by involving teachers in teacher training programs, educational seminars, outstanding teacher programs, workshops, participating in teacher's forum such as MGMP or KKG and giving awards for outstanding teachers.
- 4) For further research, it is expected to find other variables that are in accordance with the object of research so that the results can be more accurate, one of which is the selection of measuring instruments that are in accordance with the object of research and in collecting data, it is not entirely dependent on questionnaires but on other sources of information.

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