

The Relationship Organizational Culture, Motivation, Resilience and Leadership of Principals with the Work Ethic of Indonesian Language Teachers

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ABSTRACT

The article was to analyze the relationship cultural organization, motivation, resilience and the leadership of principals with the Indonesian language teachers work ethic. It was a correlation study. The design in this study was look for the relationship among four independent variables namely; organizational culture, motivation, resilience and principal leadership, with one dependent variable, namely the work ethic of the Indonesian language teacher at State Senior High School Rejang Lebong. The data collection method used questionnaire and observation. Validity of internal questionnaire input from experts, empirical validity through trials outside the research location. Data analysis used multiple linier regression analysis. The result showed that cultural organization, motivation, adversity quotient, and the leadership of headmaster have connection to work ethic the correlation coefficient was 4,841. Cultural organization has not connection to work ethic. Motivation has not connection to work ethic. Adversity quotient has not connection to work ethic; and principal's leadership has not connection to work ethic.

Keywords: *Organizational Culture, Work Ethic, Principal Leadership*

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INTRODUCTION

In the educational process, the presence of a teacher greatly determines the success and quality of graduates of an educational institution because teachers interact directly with students in carrying out their main tasks, namely teaching and educating. Teachers are professional educators with the main task of teaching and educating, guiding, directing, training, and assessing, and evaluating students on the formal education (Putri, et al., 2019; Dent, et al., 2017; Soebari, T. S., & Aldridge, 2015). In achieving the professional level teachers must have competencies: (1) Pedagogic competencies, (2) Personality competencies, (3) Social competencies, (4) Professional competencies (Darmadi, 2016). In an effort to improve their competence, a teacher should be able to adjust to the development of science and technology as well as culture and learning methods that continue to develop by conducting self-development (Nur, 2020). To be able to carry out this noble task requires several

competencies, which must be possessed by someone who chooses a teacher as his main job. Not everyone can carry out their duties as a teacher well, there are several factors related to the duties of a teacher.

Organizational culture is a set of attitudes and values, beliefs and behaviors that are guided by individuals and groups of people from generation to generation. The stronger the organizational culture, the greater the effect it will have on work performance. Organizational culture managers must be able to direct cultural capabilities to encourage employee performance (Naranjo-Valencia, et al., 2011). In relation to the duties of a teacher at school, a strong organizational culture will provide opportunities for teachers to take an active role in advancing their school to demonstrate a value of beliefs and principles that underlie the management of a company organization, organizational culture is also a set of attitudes, values. Values, beliefs and behaviors held by individuals or groups of people, which are communicated from one generation to the next. In generating curiosity and self-improvement a teacher must have a work ethic, which includes the spirit of life, the spirit of work, studying science, and building skills in order to build a better life in the future. Work ethic is an encouragement from within a person to carry out the work that becomes his main task (Mundiri, H. A. 2019), in the task as a teacher the work ethic of a teacher relates to other aspects such as organizational culture, motivation, resilience and leadership of the principal.

Teachers are one of the sub systems in education, so the teacher is expected to understand the culture of the organization in the workplace in order to be able to play a good role, in the midst of his work environment, and the culture of this organization has a relationship with the work ethic of teachers (Jamaluddin et.al, 2017). Teachers as ordinary people who in carrying out their duties, often experience obstacles and disturbances, which come at unexpected places and times so that teachers need to have motivation to always try to overcome problems related to personal problems let alone problems of the ministry, and teacher motivation related to the work ethic of teacher. In addition to the encouragement to overcome problems that are always present in a teacher's task, resilience to problems should be owned by a teacher also (Murtiningsih & Lian, 2017), this is important because in carrying out his duties, teachers must be resilient and good at solving problems in the classroom independently and at that time, and this resilience, relates to the work ethic of teachers.

The observations made on Monday October 7, 2019 were obtained information that most of the teachers who served in the sub-district are domiciled in the capital of the district so that the distance between the place of duty and residence is quite far. This takes considerable time and cost. On the other hand, it found that the number of Indonesian Teacher who thought in the capital of the district is more than needed. And all of these conditions have an impact on reducing the required teaching hours. Exposure to this problem is thought to be a factor that influences the work ethic of Indonesian language teachers, Sukardewi, et.al (2013) work ethic culture has a significant relationship of work processes and results, as well as in the field of education, teacher work ethic is very determining as the results of educational activities, therefore schools, governments and communities should jointly strive to create a culture of work ethic, by allocating budgets for trainings, financial incentives, and professional development of teachers (Dahlan, 2011).

The things expressed earlier are having its own special attraction to be examined of what factors are related to the work ethic of Indonesian language teachers in Rejang Lebong Regency, Bengkulu. Therefore, this study will look for a free variable

relationship consisting of 4 variables, namely, Organizational Culture, Motivation, Resilience and Leadership of the Principal, with 1 variable, namely the work ethic of teachers, with one dependent variable by the Work Ethic of Indonesian Teachers sma Negeri Rejang Lebong, Kepahiang Bengkulu Province. Hence, this research has a different position to the previous research, because in this study more discuss detail by looking for a free variable relationship consisting of 4 variables, namely: organizational culture, motivation, resilience and leadership of the principal, with one dependent variable, namely, the Work Ethic of Indonesian Teachers SMA Negeri Rejang Lebong, Bengkulu.

METHOD

The research approach used descriptive quantitative, which seeks to describe the symptoms of several variables that are the focus of research attention, namely organizational culture, motivation, resilience, principal leadership and teacher work ethics. In accordance with the research problem, namely wanting to find the relationship of the variables studied, so this research is a correlation study. The design in this study was look for the relationship between four independent variables, namely organizational culture, motivation, resilience and principal leadership, with one dependent variable, namely the work ethic of the Indonesian language teacher at SMA Negeri Rejang Lebong, Kepahiang. The variables would be sought using techniques multiple linear regression analysis.

Population is a generalization area consisting of subjects that have certain qualities and characteristics, which are determined by researchers to study and then draw conclusions (Sugiyono, 2006). The population in this study were all 13 SMA Negeri teachers in Rejang Lebong Regency, Kepahiang, Bengkulu Province. The research sample is part or representative of the population studied (Susetyo, 2019). The sample in this study were Indonesian language teachers at Rejang Lebong Regency Senior High School, Kepahiang, Bengkulu Province, Indonesian Language Teachers consisted of Civil Servant Teachers and Non-Civil Servant Teachers, in this study only examining Civil Servant teachers.

The tools for collecting data are questionnaires. The questionnaire is used to reveal opinions, attitudes, knowledge, respondents about the variables studied, namely, organizational culture, motivation, distress, principal leadership and teacher work ethics. The data analysis technique used multiple linear regression analysis techniques. The research instrument was tested for validity and reliability first, then the data obtained from the study was carried out by testing the prerequisite analysis such as the data normality test, with the *Liliefors Test*, data linearity test, *linear* with the linear equation $\hat{Y} = a + bx$.

RESULT AND DISCUSSION

In this section described the data of the results of the study in accordance with the variables studied variables in this study are grouped into two types, namely independent variable and dependent variables. The independent variable of Organizational Culture (X_1), Motivation (X_2), Resilience (X_3), and Principal Leadership (X_4) are bound by the Teacher Work Ethic (Y) results of statistical tests of relationships between variables studied are presented in the following table:

Table 1 Summary of Hypothesis Test Results

No.	Relationships Between Variables	r_{count}	r_{table}	result	Inferred
1	Organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher	4,841	2,71	$r_{\text{count}} > r_{\text{table}}$	Ha = accepted Ho = rejected
2	Organizational culture with Teacher Work Ethic	1,226	Ts 5% 2,405	$r_{\text{count}} < r_{\text{table}}$	Ha = rejected Ho = accepted
3	Motivation with Teacher Work Ethic	0,082	Ts 5% 2,405	$r_{\text{count}} < r_{\text{table}}$	Ha = rejected Ho = accepted
4	Resilience with Teacher Work Ethic	0,736	Ts 5% 2,405	$r_{\text{count}} < r_{\text{table}}$	Ha = rejected Ho = accepted
5	Principal Leadership with Teacher Work Ethic	0,729	Ts 5% 2,405	$r_{\text{count}} < r_{\text{table}}$	Ha = rejected Ho = accepted

Data description of each variable is presented consecutively ranging from variables Y, X₁, X₂, X₃, and X₄.

1. Teacher Work Ethic (Y)

The results of data collection obtained in the field are then processed statistically into the frequency distribution list, the number of classes calculated according to the rules of *Sturges*, obtained six classes with a maximum score of 95 and a minimum score of 63, a score range of 32. Data grouping can be seen in the following frequency distribution table:

Table 2
Frequency Distribution of Teacher Work Ethic Variable Score

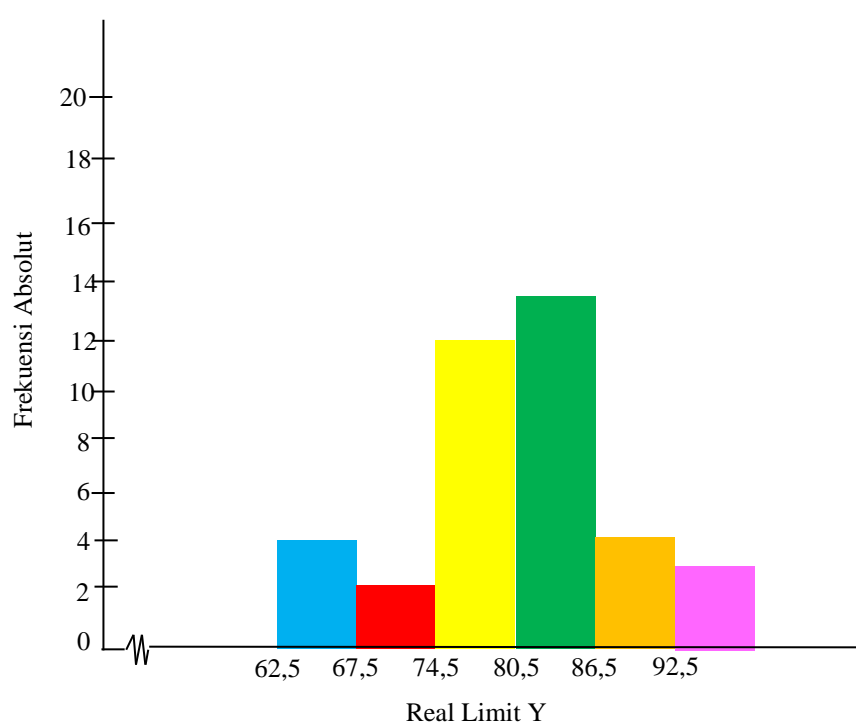
No.	Interval Class	Lower Limit	Upper Limit	Absolute Frequency	Relative Frequency
1	63 – 68	62,5	68,7	3	9 %
2	69 – 74	67,5	74,5	1	3 %
3	75 – 80	74,5	80,5	11	33 %
4	81 – 86	80,5	86,5	12	36 %
5	87 – 92	86,5	92,5	4	12 %
6	93 – 98	92,5	98,5	2	6 %
				33	100 %

The table above shows that the data obtained from 33 respondents can be grouped into 6 groups, namely: 3 people at intervals of 63 - 68 or 9 %, 1 person at

intervals of 69 – 74 or 3 %, 11 people at intervals of 75 – 80 or 33%, 12 people at intervals of 81 – 86 or 12%, 4 people at intervals of 87 – 92 or 2% and 2 persons at intervals of 93 – 98 or 6%.

Based on table 6 above, the histogram will then be created, there are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the instrument gain score axis. In this case on the horizontal axis written the real limits of the interval class are 62.5 to 92.5. These prices are obtained by subtracting 0.5 from the smallest data and adding a figure of 0.5 per class limit at the highest limit. A histogram graphic of the teacher's work ethic variable spread, as shown in the following figure.

Figure 1 Histogram Varriabel Teacher Work Ethic



2. Organizational Culture

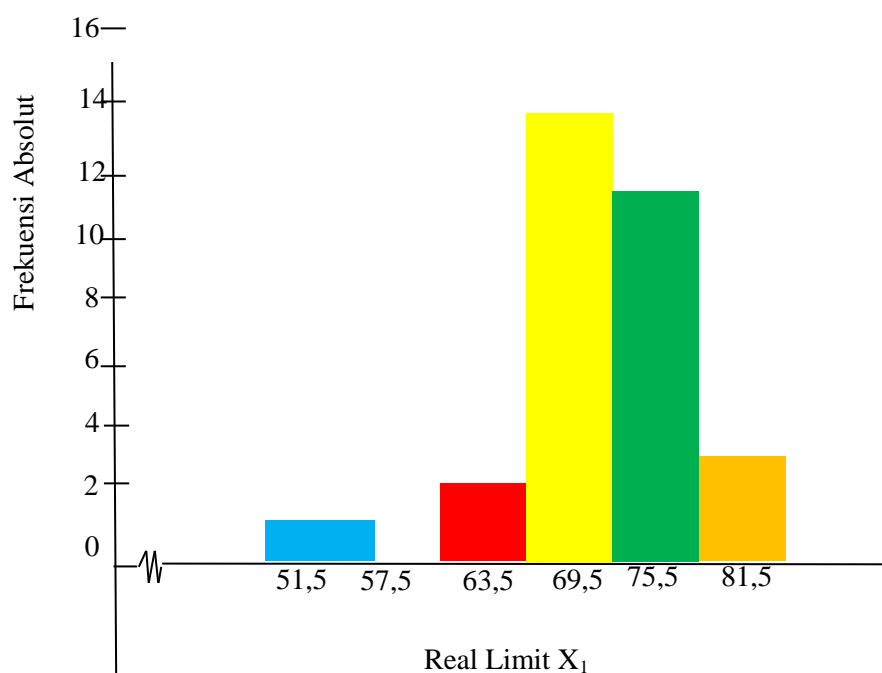
Organizational cultural data obtained in the field which is then processed statistically into the frequency distribution list, the number of classes calculated according to the rules of *Sturges*, obtained six classes with a maximum score of 85 and a minimum score of 52, a score range of 33 (the complete calculation is contained in appendix 5). Data grouping can be seen in the following frequency distribution table.

Table 3
Distributed Frequency of Organizational Culture Variable Scores

No.	Interval Class	Lower Limit	Upper Limit	Absolute Frequency	Relative Frequency
1	52 - 57	51,5	57,5	1	3 %
2	58 - 63	57,5	63,5	-	-
3	64 - 69	63,5	69,5	3	9 %
4	70 - 75	69,5	75,5	15	45 %
5	76 - 81	75,5	81,5	11	33 %
6	82 - 86	81,5	86,5	3	9 %
				33	100 %

From the table above shows that the data obtained from 33 respondents can be grouped into 6 groups, namely: 1 person at intervals of 52 - 57 or 3 %, - people at intervals of 58 - 63 or - %, 3 persons at intervals of 64 - 69 or 9%, 15 people at intervals of 70 - 75 or 45%, 11 persons at intervals of 76 - 81 or 33 % 3 persons at intervals of 82 - 86 or 9%.Based on table 7 above, the histogram will be created. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the instrument gain score axis. On the horizontal axis are written the limits of the interval class which is 51.5 to 81.5. These prices are obtained by subtracting the 0.5 from the smallest data and adding the number 0.5 per class limit at the highest limit. The histogram graph of the organization's cultural variable data distribution is shown in the following figure.

Figure 2
Histogram of Organizational Culture Variable



3. Motivation

From the data obtained in the field which is then processed statistically into the frequency distribution, the **number of classes is calculated according to the rules of *Strugess*. obtained six classes with a maximum score of 55 and a minimum score of 33, so the score range is 22. (the full calculation is in appendix 5.) Data grouping can be seen in the following frequency distribution table.**

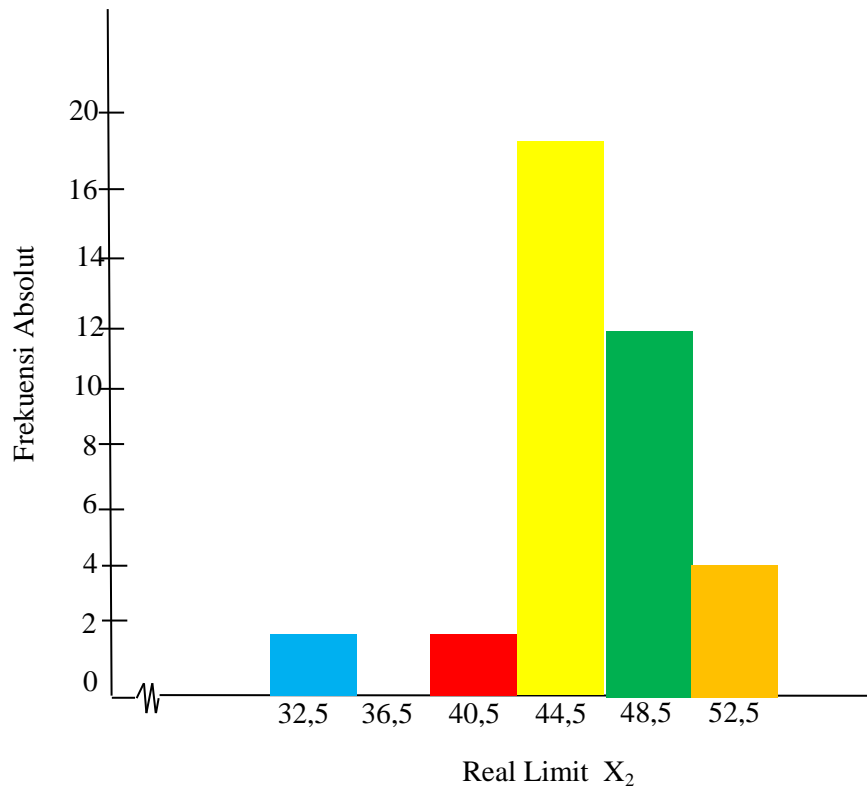
Table 4
Frequency Distribution of Motivation Variable Scores

No.	Interval Class	Lower Limit	Upper Limit	Absolute Frequency	Relative Frequency
1	33 – 36	32,5	36,5	1	3 %
2	37 – 40	36,5	40,5	-	-
3	41 – 44	40,5	44,5	1	5 %
4	45 – 48	48,5	48,5	16	48 %
5	49 – 52	52,5	52,5	11	33 %
6	53 – 56	56,5	56,5	4	12 %
				33	100 %

Table 4 shows that the data obtained from 33 respondents can be grouped into 6 groups, namely: 1 person at intervals of 33 – 36 or 3 %, - people at intervals of 37 – 40 or - %, 1 person at intervals of 41 – 44 or 5%, 16 people at intervals of 45 – 48 or 48%, 11 people at intervals of 49 – 52 or 33%, 4 people at intervals of 53 – 56 or 12%.

Based on table 8 above, the histogram will then be created. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the instrument gain score axis. In this case on the horizontal axis are written the limits of the interval class which is 32.5 to 53.5. These prices are obtained by subtracting the 0.5 from the smallest data, and adding the 0.5 number of each class limit to the highest limit. A histogram graph of the distribution of motivation variable data, as shown in the following figure.

Figure 3
Motivational Variable Histogram



4. Resilience

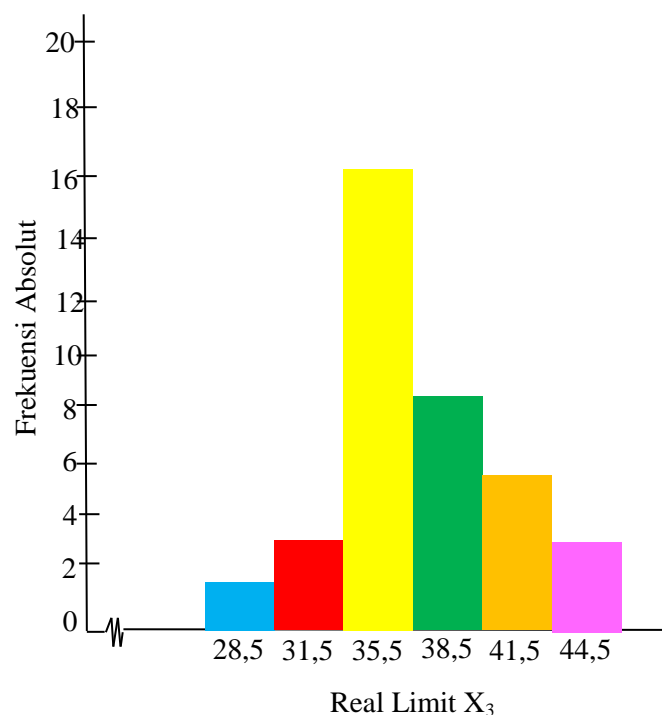
From the data collected, which is then statistically processed into the frequency distribution list, the number of classes calculated according to *the rules of Sturges* obtained six classes with a maximum score of 45 and a minimum score of 29, a score range of 16 (the complete calculation is contained in appendix 7). Data grouping can be seen in the following frequency distribution table.

Table 5
Frequency Distribution of Resilience Variable Score

No.	Interval Class	Lower Limit	Upper Limit	Absolute Frequency	Relative Frequency
1	29 – 31	28,5	31,5	1	3 %
2	32 – 35	31,5	35,5	3	9 %
3	36 – 38	35,5	38,5	15	45 %
4	39 – 41	38,5	41,5	7	21 %
5	42 – 44	41,5	44,5	4	12 %
6	44 – 46	44,5	46,5	3	9 %
				33	100 %

Table 5 above shows that data obtained from 33 respondents can be classified in 6 groups of 1 person at intervals of 29 – 31 or 3 %, 3 people at intervals of 32 – 35 or 9 %, 15 people at intervals of 36 – 38 or 45 %, 7 people at intervals of 39 – 41 or 21%, 4 people at intervals of 42 – 44 or 12%, 3 people at intervals of 44 – 46 or 9%. Based on table 5 above, the histogram will then be created. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis as the instrument gain score axis. In this case on the horizontal axis are written the limits of the interval class which is 28.5 to 44.5. These prices are obtained by subtracting the 0.5 from the smallest data and adding the number 0.5 per class limit at the highest limit. The histogram graph of the *Adversity Quotient* variable data distribution is as shown in the following figure.

Figure 4
Resilience Variable Histogram



5. Principal Leadership

From the data obtained in the field which is then statistically processed into the frequency distribution list, the number of classes is calculated according to the rules of *Sturges*, obtained six classes with a maximum score of 115 and a minimum score of 70, a score range of 45 (the full calculation is contained in appendix 7). Data grouping can be seen in the following frequency-inddered tables.

Table 6
Frequency Distribution of Principal Leadership Variable Scores

No.	Interval Class	Lower Limit	Upper Limit	Absolute Frequency	Relative Frequency
1	70 - 76	69,5	76,5	1	3 %
2	77 - 83	76,5	83,5	-	-
3	84 - 92	85,5	92,5	7	21 %
4	93 - 99	92,5	99,5	10	30 %
5	100 - 106	99,5	106,5	10	30 %
6	107 - 115	106,5	115,5	5	15 %
				33	100 %

Table 6 above shows that data obtained from 33 respondents can be classified into 6 groups, namely: 1 person at intervals of 70 - 76 or 3 %, - people at intervals of 77 - 83 or - %, 7 people at intervals of 84 - 92 or 21%, 10 people at intervals of 93 - 99 or 30%, 10 people at intervals of 100 - 106 or 30%, 5 people at intervals of 107 - 115 or 15%.Based on table 6 above, the histogram will then be created. There are two axes required in the creation of histograms, namely the vertical axis as the absolute frequency axis, and the horizontal axis written the limits of the interval class of 69.5 to 106.5. These prices are obtained by subtracting the 0.5 from the smallest data, and adding the number 0.5 per highest class limit. A histogram graphic of the principal's leadership variable data spread, as shown in the following figure.

Figure 5
Principal Leadership Variable Histogram

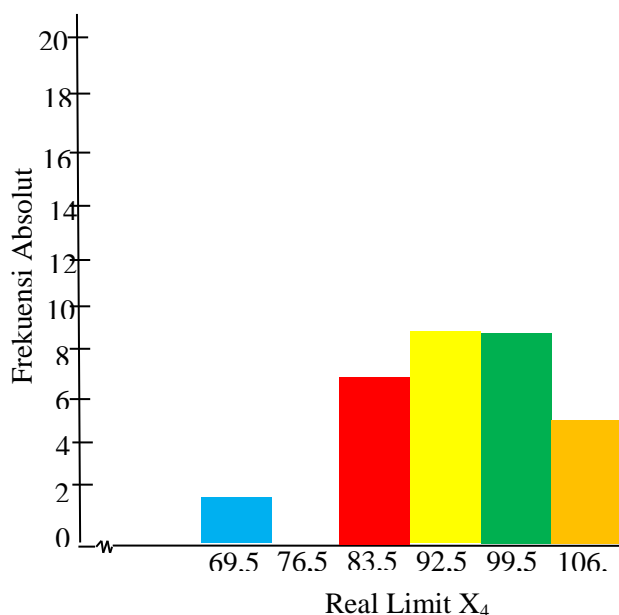


Table. 7
Descriptive Statistics Summary

information	Organizational Culture	motivation	Unfortunate restraint	Principal Leadership	Teacher Work Ethic
Respondents	33	33	33	33	33
Average	95,18	48,27	30,69	98,48	80,84
median	73,5	42,5	35,5	96,5	81,5
mood	77	46	37	99	83
Range	33	22	16	45	32
Minimum	52	33	29	70	63
maximum	85	55	45	115	95
sum	3141	1593	1277	3248	2668

After the data of the research results are presented in the distribution of frequencies, histogram graphs of each variable, and an overview of other information, then the next step will be presented testing the requirements of data analysis, from the data obtained. In accordance with the problematika of this study that will look for the relationship of several variables, then the data analysis techniques used are multiple linear regression analysis, this analysis technique requires data to be analyzed with normal distribution or the normality of data, and the research samples taken are homogeneous or close to homogeneous.

Table 8
Summary of Data Normality Test

No.	variable	r_{count}	r_{table}	result	Inferred
1	Organizational Culture	0,76	27	$27 > 0.76$	Normal Distribution
2	motivation	0,845	27	$27 > 0.845$	Normal Distribution
3	Resilience	0,968	27	$27 > 0.968$	Normal Distribution
4	Principal Leadership	1,323	27	$27 > 1,323$	Normal Distribution
5	Teacher Work Ethic	0,973	27	$27 > 0.973$	Normal Distribution

From the data obtained by the research, then the researcher conducted linearity test through statistical program, obtained the following results:

1. The relationship between organizational cultural variables and teacher work ethic, show linear equations. $\hat{Y} = 25.642 + (0.736) X$
2. The relationship between motivational variables and teacher work, showing linear equations $\hat{Y} = 29.974 + (1.05) X$
3. The relationship between the Resilience variable and the teacher's work, showing linear equations $\hat{Y} = 42,471 + (0.982) X$

4. The relationship between the variable of resilience and the work ethic of the teacher, showing linear equations $\hat{Y} = 9222.53 + (0.5+6) X$
(the full calculation of this data linearity test is contained in appendix 9.)

Table 9
Summary of Data Linearity Test

No.	Relationships Between Variables	Linear Equations	Inferred
1	The relationship between organizational cultural variables and motivation	$\hat{Y} = 25.642 + (0.736) X$	Eligible for linearity
2	The relationship between organizational cultural variables	$\hat{Y} = 29.974 + (1.05) X$	Eligible for linearity
3	The relationship between motivational variables and resilience	$\hat{Y} = 42.471 + (0.982) X$	Eligible for linearity
4	The relationship between organizational cultural variables and principal leadership	$\hat{Y} = 9222.53 + (0.5+6) X$	Eligible for linearity

The next step in this research report is hypothesis testing, data obtained from data collection, then processed by statistical methods obtained the following results:

1. The relationship between organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher obtained $r_{\text{count}} 4,841 > \text{from}_{\text{table}} r 2.71$ so H_a accepted means that there is a simultaneous relationship between the organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher eating the better the organizational culture, motivation, resilience and leadership of the principal will be higher the work ethic of the teacher.
2. The relationship between organizational culture variable (X_1) with teacher work ethic variable (Y), obtained $r_{\text{value count}} 1,266$, significance level 5% 2,045, so $r_{\text{calculate}} 1,266 < \text{from } r_{\text{table}}$ at significance level 5% 2,045. Thus, H_a was rejected meaning that there is no relationship between organizational culture and teacher work ethic.
3. The relationship between the motivation variable (X_2) and the teacher's work ethic variable (Y), obtained a $r_{\text{calculated}}$ value of 0.082, while the r_{table} value at the level of significance 5% of 2,045. So the $r_{\text{calculated}}$ value is $0.082 < \text{than the } r_{\text{table}}$ value at the 5% significance level of 2,045. So, H_a rejected means there is no relationship between motivation and the work ethic of the teacher.
4. The relationship between the variable of resilience (X_3), with the variable work ethic of the teacher (Y), obtained a value of $r_{\text{calculate}} 0.736$, while the value of r_{table} at the level of significance 5% of 2,045. So the value of $r_{\text{calculates}} 0.736 < \text{than the } r_{\text{table}}$ value at the level of significance 5% which is 2.045. Thus, H_a is rejected meaning that there is no relationship between resilience and the work ethic of teachers.

5. The relationship between the principal leadership variable (X_4), with the teacher's work ethic variable (Y), obtained a $r_{\text{calculated}}$ value of 0.729, while the r_{table} value at the level of significance 5% is 2,405, so the $r_{\text{calculated}}$ value is $0.729 < r_{\text{table}}$ value at the level of significance 5% 2,045. Thus, H_a was rejected meaning that there was no relationship between the headmaster's leadership and the teacher's work ethic.

Table 10
Summary of Results of Testing Hypothesis

No	Interpersonal Variable	r_{count}	r_{table}	Results	Conclusion
1	Cultural organization, motivation, ketahananmalangan and school leadership with the work ethic of teachers	4.481	2.405	$r_{\text{count}} > r_{\text{table}}$	H_a = acceptable H_o = rejected
2	Cultural organization with Teacher Work Ethic	1.226	Ts 5% 2.405	$r_{\text{count}} < r_{\text{table}}$	H_a = rejected H_o = accepted
3	Motivation with Teacher Work Ethic	0.082	Ts 5% 2.405	$r_{\text{count}} < r_{\text{table}}$	H_a = rejected H_o = accepted
4	Shame resistance with Teacher Work ethic	0.736	Ts 5% 2.405	$r_{\text{count}} < r_{\text{table}}$	H_a = rejected H_o = accepted
5	Principal leadership with teacher work ethic	0.729	Ts 5% 2.405	$r_{\text{count}} < r_{\text{table}}$	H_a = rejected H_o = accepted

In the discussion of this study has explored the relationship among research variables, then from the data collected and processed by statistical methods will be obtained answers from the formulation of research problems. So it would be obtained the following results:

1. Organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher r_{count} 4,841 r_{table} 2.71 $r_{\text{count}} > r_{\text{table}}$ H_a accepted and H_o rejected means there is a relationship between the organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher.
2. Organizational culture with Work Ethic Teacher r_{count} 1,226 r_{table} Ts 5% 2,405 $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means there is no connection between the culture of the organization and the work ethic of the teacher.
3. Motivation with Work Ethic Teacher $r_{\text{calculate}}$ 0.082 r_{table} Ts 5% 2,405 $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means there is no connection between motivation and the teacher's work ethic.
4. Resilience with Work Ethic Teacher $r_{\text{calculate}}$ 0.736 r_{table} Ts 5% 2,405 $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means that there is no connection between resilience and the work ethic of teachers.

5. Principal Leadership with Work Ethic Teacher $r_{\text{calculate}} 0.729$ $r_{\text{table Ts } 5\% 2,405}$ $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means that there is no relationship between the headmaster's leadership and the teacher's work ethic.

The appropriate educational leadership in the era of educational autonomy is an innovative leadership. The innovative leadership is able to make changes or innovations in educational institutions. Even in modern thought says that educational leadership is not only able to adapt to the changing world of life, but also plays a role in creating and controlling that change. (Lev. 20 12). In today's era of educational autonomy education leaders are given broader authority, to innovate education. Innovative educational leadership is educational leadership that is able to synergize with the educational resources in schools to innovate the education, thus giving birth to excellences in schools, which serves as an acceleration of the improvement of the quality of education. These educational resources can be in the form of teachers, students, facilities and infrastructure, funds, facilities, climate, and learning environment (Megasari, 2020).

Life style and human functions always change with age, in addition, the world and human life are changing continuously. After the implementation of regional autonomy, including education autonomy by Government Regulation Number 25 of 2000, the educational leadership in schools must also adjust to these regulations. Educational leadership that is suitable in the era of educational autonomy is innovative leadership. Innovative leadership is leadership that is able to make changes or innovations in educational institutions. Even modern thought says educational leadership is not only able to adapt to the changing world of life, but also plays a role in creating and controlling that change (Syam, 2006; Syam, 2012). In the current era of educational autonomy, educational leaders are given broader authority to make innovations in education. Innovative educational leadership is educational leadership that is able to synergize with existing educational resources in schools to make innovations in education, thus giving birth to excellence in schools, which functions as an acceleration of improving the quality of education. These educational resources can be in the form of teachers, students, facilities and infrastructure, funds, facilities, climate, and learning environment (Danim, 2010).

In this study, it was found that the synergy and linkages between several educational resources, which are symptoms or phenomena between several educational resources simultaneously or partially. The simultaneous linkage can be seen between the variables of organizational culture, motivation, resilience, and principal leadership with the teacher work ethic variable. Partially organizational culture is not related to the work ethic of the teacher, motivation is not related to the work ethic of the teacher, stress is not related to the work ethic of the teacher, the leadership of the principal is not related to the work ethic of the teacher. Values obtained from statistical analysis coefficient of determination (R^2) between Organizational Culture, Motivation, school leadership with teachers' work ethic is 0.409. This means that the contribution of the variables of organizational culture, motivation, resilience and principal leadership in influencing the work ethic of teachers is 40.9%, while 59.1% is influenced by other variables not examined in this study. The new findings in this study can be useful for school principals to make changes to the perceptions and attitudes of the school community towards changes made, so that all school communities can innovate and support innovations made by schools in order to

produce better schools. Because without the support of all school communities it is difficult to make changes for the better.

Principals in carrying out their duties face a variety of situations, the diversity of communities in educational institutions as assets to enrich educational institutions. This can be done by sharing experiences, which is based on the assumption that teachers are people who have different experiences, both educational backgrounds, work experience, and different locations of assignments. If the experience of each teacher can be formulated in a systematic and structured manner, it will become a new experience and a common property that is useful for producing quality education. Government policies with the implementation of educational autonomy need to be balanced with changes in educational leadership at the school level. Educational leadership that is in accordance with the era of educational autonomy is innovative educational leadership, in order to make changes to the educational institutions it leads, must have a vision, mission, willingness and commitment to change and understand the change process, manage change and have expertise and quality. In another aspect, namely teachers, the belief must be instilled in a teacher that it needs continuous professional development, as an integral part of improving the quality of educational institutions. Therefore, a teacher should always look for opportunities to improve his professionalism, through the use of various learning resources in the form of sources from experts, printed materials, and audio visuals.

In the discussion of this study, the relationship among the research variables would be explored, then from the data collected and processed by statistical methods, the answers would be obtained from the formulation of the research problem. So that the following results was obtained: 1) organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher $r_{\text{count}} 4,841$ $r_{\text{table}} 2.71$ $r_{\text{count}} > r_{\text{table}}$ H_a accepted and H_o rejected means that there is a relationship between organizational culture, motivation, resilience and leadership of the principal with the work ethic of the teacher; 2) organizational culture with teacher work ethic $r_{\text{count}} 1,226$ $r_{\text{table}} 2.405$ $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means that there is no relationship between organizational culture and teacher work ethic; 3) motivation with the work ethic of the teacher $r_{\text{count}} 0.082$ $r_{\text{table}} 2.405$ $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means that there is no relationship between teacher motivation and work ethic; 4) resistance to the work ethic of the teacher $r_{\text{count}} 0.736$ $r_{\text{table}} 2.405$ $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means that there is no relationship between resilience and teacher work ethic; and 5) principal leadership with teacher work ethic $r_{\text{count}} 0.729$ $r_{\text{table}} 2.405$ $r_{\text{count}} < r_{\text{table}}$ H_a rejected and H_o accepted. This means that there is no relationship between principal leadership and teacher work ethic.

Based on the results of data analysis and research discussion, information was obtained that: 1) joint improvement of organizational culture, motivation, resilience and leadership of school principals can improve teacher work ethics; 2) but partially the predictor variables of organizational culture, motivation, resilience and principal leadership have no relationship with the criterion variable, namely teacher work ethic. This is probably because the professional attitude of teachers as educators has not shown the desired quality as an educator, such as unmanifested morale in carrying out their duties; 3) the contribution of the variables of organizational culture, motivation, distress, and principal leadership in influencing work ethic is only 40.9%. It would be an attraction for further research with a wider scope and involving teachers of other subjects.

From the results of previous research both have causal problems, between one dependent variable and several independent variables, from the selected independent variables, the majority choose variables that are crucial in school, then the independent variables are the variables that are the closest and can be related with the dependent variable. After the research was conducted, some of the selected independent variables had a relationship between the independent variables and the dependent variable simultaneously. So in this study, it has the same position as previous research, which is to find the relationship between the independent variables which consists of four variables, namely: organizational culture, motivation, and adversity resistance, and principal leadership, with one dependent variable, namely the work ethic of the teacher. The weakness of this research is that the sample is still limited to Indonesian high school teachers and only those who have the status of Civil Servants, which number only 33 people.

The development of science and technology is very fast, requiring the principal to develop his competence in a sustainable manner. Principals who are able to innovate are the main key in the era of the fourth wave of civilization, which requires the principal to form 21st century students who are able to think critically, creatively, collaboratively, and communicate. Quality students are the output of a good school system. The principal is the main actor who manages input, process and output, guided by the National Education Standards. Such conditions require principals who are capable of visionary thinking in leading and managing their schools. The main target is to build a quality culture and school *culture builder*.

Principal leadership that can meet the demands of the 21st century, can be done with several strategies. **First**, the principal must be able to see the opportunities and potentials that exist by identifying problems in his school as the basis for school development. The most important thing for school principals is the active involvement of school *stakeholders*, namely teachers, education personnel, students and parents, as well as related parties outside the school, to solve school problems. **Second**, the head schools in their role as *supervisors* must be able to act as instructional leaders in designing and implementing 21st century learning in accordance with the concept of *higher order thinking skills*, or as *change masters*. **Third**, the principal as the leader of 21st century education must be able to invite all education stakeholders in schools, both teachers, education personnel, and parents to jointly create dynamic education in accordance with the development of industry 4.0. **Fourth**, the principal must provide enthusiastic support and appreciation, to teachers, education staff, and from students who have achieved results for their proud achievements, innovations, and other achievements.

Other research by Sukardewi et al., (2013), that study to determine the contribution of Adversity Quotient (AQ), work ethic, organizational culture, to teacher performance. Similarly, Sukarma, et.al (2013), who also conducted research aimed at finding the influence of clinical supervision implementation on work ethic and skills of managing learning in elementary school teachers. At other times the Research conducted by Suastiti, et.al (2013), on the Title "Contribution of Motivation of Achievement, Work Discipline, and Resilience Adversity Quotient) To Professional Performance of Teachers. It proves that the motivation of achievement, work discipline, and resilience contribute positively to the professional performance of teachers. Hastuti et.al (2017) finding asserted that the teacher must have a clear vision and be able to encourage all school residents to make it happen, have high expectations to the level of achievement, process and provide positive and constructive feedback to

improve learning, encourage the use of time efficiently, empower learning resources, monitor the progress of learners, both individually and in groups and conduct evaluations and improvements. The competence of the teacher in controlling the school, relates to the work ethic of the teacher (Pianda, 2018).

Research conducted by Yusuf & Suci (2018) that to find out the relationship of motivation to achieve with the teacher's work. The results showed, First there is a significant contribution between the motivation of achievement and the performance of teachers. Second, there is a significant contribution between the leadership behavior of the principal and the performance of the teacher. Third, there is a significant contribution between work ethic and teacher performance. Fourth, there is a significant contribution between the motivation of achieving the principal's leadership behavior, and the work ethic, simultaneously with the teacher's performance

The results of study can be concluded some important findings simultaneously organizational culture variables, motivation, resilience, and leadership of the principal has a significant relationship with the work ethic of the teacher, but partially variable predictors of organizational culture, motivation, resilience and leadership of the principal has no relationship with the variable that is the work ethic of the teacher. The implications of this study are: 1. Mutual improvement of organizational culture, motivation, resilience and leadership of the principal can improve the work ethic of teachers. 2. But partially variable predictors of organizational culture, motivation, resilience and leadership of the principal have no relationship with the kriterium variable that is the work ethic of the teacher. This is likely due to the professional attitude of teachers as educators have not shown the desired qualities as an educator, such as the spirit of work has not been specialty in the implementation of its duties. The variable contribution of organizational culture, motivation, resilience, and leadership of the principal in influencing the work ethic is only 40.9%. It would be an attraction for further research to be conducted with a wider scope and involve teachers of other subjects.

This contribution of this research can be applied in school life by means of the principal, creating a pleasant teaching and learning climate, which is an atmosphere that can encourage educators and students to achieve high achievement. Creating this climate can be done in various ways to organize and beautify the physical environment so that school members feel safe and comfortable in carrying out their duties, creating emotional bonds by creating mutual understanding, close and harmonious relationships. To instill the principal's motivation to ensure that the work done by the teacher is worship, therefore he does not want to commit despicable acts, and provides opportunities for educators not to commit these disgraceful acts, the next belief is that an educator has high expectations and performance, so that decisions taken by school principals to improve the quality of education.

CONCLUSION

The results of this study can be concluded that simultaneously the variables of organizational culture, motivation, resilience, and principal leadership have a significant relationship with the work ethic of teachers, but partially the predictor variables of organizational culture, motivation, resilience and principal leadership have no relationship with the variables. the criterion is the work ethic of the teacher. The suggestions put forward are as follows: every educational institution needs to be given continuous guidance, especially regarding organizational culture, motivation, resistance, and leadership of the school principal. The principal becomes the main actor

who manages input, process and output, to carry out this task requires increasing the competence of principals who are able to think visionary in leading and managing them, which have an impact on improving organizational culture, motivation, resilience and teacher work ethic for language teachers. Indonesia. In promotion and appointment of school principals, it must start from the preparation of prospective school principals, covering several stages, starting from administrative selection, substance selection, education and training. For the District National Education Office, it should be able to actively involve school stakeholders, namely Indonesian language teachers, education staff, students, parents of students, and related parties outside of school to solve school problems, in this case the principal always accompanies stakeholders in carrying out their duties, especially if a problem occurs; and if the Indonesian teacher has a good organizational culture, high motivation, tough resistance, with the touch of a professional school principal, it can improve the work ethic of Indonesian language teachers.

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Suprpto (S), Syukri Hamzah (SH), and Suhartono (S) conducted the research, implementation and evaluation the research. They are jointly design research, collect data, and conduct analysis of the data obtained.

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