



## **The effect of organizational culture and leadership style on job satisfaction and tutor performance**

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### **Abstract**

This study aims to determine: 1) the effect of organizational culture on tutor performance; 2) The influence of leadership style on tutor performance; 3) the influence of organizational culture on job satisfaction; 4) the influence of leadership style on job satisfaction; 5) the effect of job satisfaction on performance tutor at Center for Community Learning Activities (PKBM) Luthfillah and Tilung Raya. This study uses a quantitative approach, and questionnaires carry out data collection techniques. The sampling technique used was saturated sampling, which amounted to 33 respondents. Respondents in this study were all PKBM tutors, Luthfillah and Tilung Raya. The data analysis method in hypothesis testing uses Partial Least Square (PLS). The results of this study indicate that organizational culture and leadership style affect job satisfaction. On the other hand, Organizational Culture has no significant effect on tutor performance. Furthermore, job satisfaction influences tutor performance.

**Keywords:** Organizational culture, leadership style, job satisfaction, tutor performance

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## **Introduction**

Semantic Education comes from the Greek language, namely pedagogy with the meaning of association with children. Pedagogues mean a fisherman or a bachelor in ancient Greece with his job as an introduction or pick up children from and to school and at home, the children get supervision from the pedagogues. The term pedagogues come from *paedos*, which means child, and *agogos*, which means I guide and lead.

From the Indonesian point of view, the meaning, function, and purpose of Education have been formulated in the National Education System Law no. 20 of 2003 Articles 1 and 3 "Education is a conscious and planned effort in creating a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, and noble character, as well as the necessary skills himself, society, nation, and state." National Education has the function of developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students so that they can become human beings who believe and become democratic citizens are responsible for the state.

Furthermore, Article 1, paragraph 10 of the National Education System Law states that an education unit is an educational service group that provides Education in formal, non-formal, and informal channels at every level and type of Education. The formal education pathway is a structured and tiered educational path consisting of primary, secondary, and higher Education, as well as non-formal Education, whose implementation can be carried out in a structured and tiered manner for early childhood education and equivalence education packages A, B, and C programs. organized by the academic unit of the Center for Community Learning Activities (PKBM) with the target of communities who need educational services that function as substitutes, additions, and or complementary formal Education to support lifelong Education.

The implementation of non-formal Education significantly contributes to increasing the Community Achievement Index (IPM). The amount of contribution required that non-formal education providers, one of which is the Community Learning Activity Center (PKBM), must meet the National Education Standards (SNP), so the Education provided is quality.

Andi et al. (2019) stated that the success or failure of tutors in carrying out the tasks of the learning process is influenced by leadership patterns and styles through leadership and supported by adequate institutional and organizational capacity. The implementation of the learning process will be realized, and vice versa leadership weaknesses are one of the reasons for the unsuccessful performance of the tutor. In addition, Andi et al. (2019) also argue

that an organization within an institution will run smoothly in achieving the organizational goals that have been set, which are strongly influenced by leadership factors.

Yunita (2018) states that leaders are always the focus of evaluation as an assessment of the success of an organization. The leadership function is decision making and realizing decisions, the delegation of authority, division of labor to subordinates, increasing the effectiveness of management elements, motivating subordinates, and coordinating and integrating the activities of associates (Indrasari, 2018: 83). Leader behavior has a significant impact on employee attitudes, behavior, and performance. The leader's effectiveness is influenced by the characteristics of his subordinates and is related to the communication process between the leader and subordinates. The leader's failure is because the leader cannot move and satisfy employees in a particular job and environment (Pitasari, 2015).

## **Method**

### **Research Approach**

This research approach uses a quantitative descriptive method, namely research conducted on independent variables, namely without making this comparison, the researcher formulates a new problem by identifying it through a hypothesis, namely a temporary answer to the formulation of the research problem, Sugiyono (2014) in Saputra (2018). The descriptive quantitative research method is a research method that describes research results by showing empirical evidence about the influence of organizational culture and leadership style on job satisfaction and the performance of PKBM Luthfillah and PKBM Tilung Raya educators in Palangka Raya City.

### **Population and Sample**

The population is a generalization area consisting of; objects/subjects with specific quantities and characteristics determined by researchers to be studied and then concluded Sugioyono (2017: 80). The population in this study was PKBM Luthfillah Equality Education tutors and PKBM Tilung Raya Palangka Raya.

The sample is part of the number and characteristics possessed by the population. In addition, the sample can be interpreted as part of the number and characteristics owned by the population. The sample taken from the population must be genuinely representative (representing) Sugiyono (2018: 81). In this study, because the population was not greater than 100 respondents, the authors took 100% of the population at PKBM Luthfillah and PKBM Tilung Raya Palangka Raya, namely 33 respondents in the study so that in research the influence of organizational culture and leadership style on satisfaction tutor

work and performance. Thus, using the entire population without drawing a research sample as a unit of observation is a census technique.

### Descriptive Analysis

Descriptive statistical analysis is used to complete the description of "empirical facts" from the conceptual model that has been tested for hypotheses and to describe the management logic of various processes implied in the tested hypotheses and is intended to determine the frequency distribution of respondent answers from the questionnaire results. Hair et al. (2014) said that descriptive statistics summarize and describe data in a simple and easy-to-understand manner. The trick is to collect data from the results of respondents' answers, then tabulated them into tables and carry out a descriptive discussion. The size of the description is the provision of numbers, both in the number of respondents (people) and the average value of respondents' answers and percentages.

### Inferential Analysis

Inferential statistical analysis projects characteristics from a sample to the entire population. Hair et al. (2014). To answer the hypothesis in this study, the data were analyzed using Partial Least Square (PLS).

## Empirical Result

### Analysis Results Description

**Table 1. Organizational Culture Variable (X1)**

Variable Indicator	Frequency of Respondents' Answers					Average
	1	2	3	4	5	
Mission (BO1)	-	1	-	14	18	4.46
Consistency (BO2)	-	1	-	9	23	4.58
Adaptability (BO3)	-	-	1	10	22	4.64
Engagement (BO4)	-	-	-	16	17	4.27
Average indicator of organizational culture variables						<b>4.63</b>

The calculation of the average value of the organizational culture variable (X1) indicates that the organizational culture variable is 4.63, so it can be concluded that the organizational culture variable is in the agree category.

**Table 2. Leadership Style Variable (X2)**

Variable Indicator	Frequency of Respondents' Answers					Average (Mean)
	1	2	3	4	5	
Authoritarian style (GK1)	-	-	-	13	20	4.61
Nanny style (GK2)	-	-	-	12	21	4.64
Task-oriented style (GK3)	-	-	1	16	16	4.42
Participatory style (GK4)	-	-	2	15	16	4.55
Average indicator variable leadership style						<b>4.55</b>

The calculation of the average value for the leadership style variable indicates that the leadership style variable is 4.55 so it can be concluded that the leadership style variable is in the agree/good category.

**Table 3. Job Satisfaction Variable (Y1)**

Variable Indicator	Frequency of Respondents' Answers					Average
	1	2	3	4	5	
Satisfaction with salary (KK1)	-	-	1	10	22	4.46
Satisfaction with promotion (KK2)	1	-	1	12	19	4.15
Satisfaction with colleagues (KK3)	-	1	3	18	12	4.21
Satisfaction with supervisor (KK4)	-	-	-	15	18	4.46
Satisfaction with the work itself (KK5)	-	-	2	16	15	4.24
Average job satisfaction indicator						<b>4.38</b>

The calculation of the average value (mean) for the job satisfaction variable shows 4.38, so it can be concluded that it is in the agree/good category.

**Table 4. Performance Variable (Y2)**

Variable Indicator	Frequency of Respondent's Answer					Average
	1	2	3	4	5	
Quality of work (K1)	-	-	-	13	20	4.61
Professional standard (K2)	-	-	1	12	20	4.58
Work quantity (K3)	-	-	3	9	21	4.52
Tutor creativity (K4)	-	-	2	10	21	4.55
Tutor collaboration (K5)	1	-	7	8	17	4.00
Independent tutor (K6)	-	-	-	14	19	4.52
Average indicator of the performance variable						<b>4.46</b>

The calculation results of the average value for the tutor's performance variable amount to 4.46, so it can be concluded that the tutor's performance variable is in the agree/good category.

**Inferential Analysis**

**Table 5. Result of Direct Influence Analysis**

Direct Influence	Original Sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
X1(Organizational Culture) - Y1(Job Satisfaction)	0.328	0.333	0.143	2,289	<b>0.022</b>
X1(Organizational Culture)-Y2(Tutor Performance)	0.044	0.061	0.178	0.247	<b>0.805</b>
X2 (Leadership Style) - Y1 (Job Satisfaction)	0.472	0.496	0.142	3,316	<b>0.001</b>
X2 (Leadership Style) - Y2 (Tutor Performance)	0.197	0.187	0.153	1,286	<b>0.199</b>
Y1 (Job Satisfaction) - Y2 (Tutor Performance)	0.690	0.679	0.136	5.073	<b>0.000</b>

From the data above, the results of the hypothesis are shown as follows:

1. The results show that the beta coefficient of Organizational Culture on job satisfaction is 0.328, and the t-statistic is 2.289. The results show that the t-statistic is significant because it is greater than 1.96 with p-values less than 0.05, so the first hypothesis is accepted. These results show evidence that Organizational Culture has a positive and significant effect on job satisfaction.
2. The test results show that the beta coefficient of organizational culture on tutor performance is 0.044, and the t-statistic is 0.247. Thus, the development of this value is stated that the t-statistic is not significant because it is smaller than 1.96 with p-values greater than 0.05, so the second hypothesis is rejected. These results indicate that organizational culture is not proven to have a positive and significant effect on tutor performance.
3. The test results show that the beta coefficient of leadership style on job satisfaction is 0.472, and the t-statistic is 3.316. The results show that the t-statistic is significant because it is greater than 1.96 with p-values less than 0.05, so the second hypothesis is accepted. These results show evidence that Leadership Style positively and significantly affects job satisfaction.
4. The test results show that the beta coefficient of leadership style on tutor performance is 0.197, and the t-statistic is 1.286. From this value, it is stated that the t-statistic is not significant because it is below 1.96 with p-values greater than 0.05, so the fourth hypothesis is rejected. These results indicate that

leadership style is not proven to have a positive and significant effect on tutor performance.

5. Based on the test results, it was found that the beta coefficient of job satisfaction on tutor performance was 0.690, and the t-statistic was 5.073. The results show that the t-statistic is significant because it is  $> 1.96$  with p-values  $> 0.05$ , so the fifth hypothesis is accepted. These results indicate that job satisfaction positively and significantly affects tutor performance.

**Table 6. Result of Indirect Path Coefficient Testing (Mediation)**

Hip.	Variable			coef. track	T statisti c	P Value*)
H6	Organizational culture	→	Job satisfaction	→	employee performance	0.339 3,095 0.002
H7	Transformational leadership style	→	Job satisfaction	→	employee performance	0.181 2.125 0.034

H6: From the results of testing and data processing, it can be seen that the t-count value is 3.095, which is worth  $> 1.96$ , and the P-value of 0.002 is smaller than 0.05, so it can be proven that there is a mediation effect.

H7: From the results of testing and data processing, as shown in Table 5.13, it can be seen that the t-count value is 2.125, which is  $> 1.96$ , and the P-value is 0.034 which is smaller than 0.05, so it can be proven that there is a mediation effect. In addition, the path coefficient value of transformational leadership style on employee job satisfaction can also be seen. Likewise, the value of the path coefficient of employee job satisfaction to employee performance is significant.

### Theoretical Implication

PKBM is greatly influenced by the performance of the tutor. The company is pursuing various strategies to improve its tutors. One effort can be made to provide job satisfaction for the tutor. This job satisfaction cannot be separated from PKBM elements such as organizational culture and the applied leadership style of the PKBM chairman. This is because tutors constantly interact with other tutors, and the characteristics of each tutor can shape or be affected by organizational culture and leadership style. This study analyzes the factors related to job satisfaction that affect tutors' performance in PKBM. The variables that support this research are taken from several research journals, including Kirk L Rongga (2001), Narhajati Ma'num and Bisma Dewabrata

(1995), Wallace (1983), JN Hood (1992), Glisson and Durick (1988), De Groot et al. (2000), Church (1997), Robbin (2006). Waridin and Masrukhin (2006), Denison (1990), Lodge and Derek (1993), House (1998), Waridin and Guritno (2006), Bass (1994), Ostroff (1992).

The results of this study are expected to answer the formulation of the research problem, namely how to improve tutor performance through organizational culture, leadership style, and job satisfaction. This study's primary data was obtained directly from respondents through questionnaires distributed to tutors at PKBM Luthfilah and PKBM Tilung Raya. This questionnaire consists of closed questions and open questions. The sampling technique is taken proportionally.

### **Managerial Implication**

The results showed that organizational culture and leadership style had a positive and significant effect on job satisfaction, but the work culture variable showed non-significant results on tutor performance. In addition, the relationship between organizational culture and job satisfaction significantly affects tutor performance. The managerial implications that can be carried out by the leadership of the institution are about improving the performance of tutors as follows:

Every company wants high tutor performance for the betterment of the company. Similarly, the expectations of PKBM Luthfillah and PKBM Tilung Raya, the higher the job satisfaction, the better the tutor's performance. One of the indicators is professional standards. Professional standards are needed, especially in medical services such as hospitals, because they are directly related to the health and life of the consumer. After testing the hypothesis and raising the theoretical implications, it is necessary to develop managerial policies that are expected to make a theoretical contribution to management practice. The policy implications in this study were obtained from the results of the analysis of the influence of the research variables, where from the results of the analysis, it is known that job satisfaction is an essential variable in moderating the impact of organizational culture and leadership style on tutor performance. On this basis, the policy implications aimed at PKBM Luthfillah and PKBM Tilung Raya are to increase tutor satisfaction through:

1. Application of leadership styles that can increase job satisfaction. In this case, it is a participatory leadership style where the leader expects subordinates to have high involvement in decision-making
2. Improvement of work culture in the organization that can increase tutor job satisfaction. The strong organizational culture in this study is indicated by the involvement of tutors, consistency, adaptability, and the vision and mission of the organization. From the research results, the most influential factor is the



high involvement of tutors, where the organization empowers tutors by always involving tutors in every activity and decision-making for the organization.

### **Conclusions**

Organizational culture is not proven to have a positive and significant effect on tutor performance. Leadership style is not proven to have a positive and significant impact on tutor performance. Organizational culture is established to positively and significantly affect job satisfaction. Leadership style is proven to have a positive and significant effect on job satisfaction. Job satisfaction is proven to positively and significantly impact tutor performance.

Further research should be further expanded in the scope of organizational culture and leadership style variables, environmental climate variables, and others. PKBM should improve managerial skills, especially the PKBM chairman, as a leader in organizing activities. In this study, an interesting fact was found, namely, organizational culture does not affect job satisfaction, considering that tutors have extraordinary dedication in carrying out community activities well.

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