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**The Influence of Situational Leadership and Organizational Culture on
Educator Performance at State Madrasah Aliyah Post Covid 19 Pandemic**

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Abstract

Educator performance was one of success factor on quality education system. The educator performance was depend on the situational leadership of Headmaster and organizational culture. This research aims was to analyze performance of educators Madrasah Aliyah Negeri (MAN) after the Covid-19 pandemic which was influenced by the leadership of situational of madrasah head and organizational culture in East Jakarta. This research used quantitative approach to path analysis, techniques collection data were implementation using the survey method by distributing questionnaires via google forms to 150 educator. State Madrasah Aliyah (MAN) at East Jakarta. This research was conducted for 3 months. The results of this research found a significant effect about performance of educators influenced by the leadership of situational of the headmaster and organizational culture.

Keyword: Performance of educator; leadership of situational; organizational culture

Abstrak

Kinerja guru menjadi titik sentral dalam peningkatan kualitas pendidikan. Kinerja pendidik Madrasah Aliyah Negeri dipengaruhi oleh beberapa factor seperti kepemimpinan situasional kepala madrasah dan budaya organisasi. Tujuan penelitian ini untuk menganalisa tentang kinerja pendidik Madrasah Aliyah Negeri (MAN) pasca pandemi covid 19 yang dipengaruhi kepemimpinan situasional kepala madrasah di Jakarta Timur. Penelitian ini menggunakan pendekatan kuantitatif analisis jalur, teknik pengumpulan data dilakukan dengan metode survey menyebarkan angket melalui google form pada 150 Pendidik Madrasah Aliyah Negeri Jakarta Timur. Penelitian ini dilaksanakan selama 3 bulan. Setelah melakukan analisa data, mereduksi data, menyajikan data sampai penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan antara kepemimpinan situasional kepala madrasah dan budaya organisasi terhadap kinerja guru.

Kata Kunci: Kinerja Pendidik, Kepemimpinan Situasional, Budaya organisasi

INTRODUCTION

Post pandemic covid 19, working from home system has been changed to official working system as been as before pandemic, including in the learning process. The process of distance education method that utilized during pandemic that have a lot of advances in information technology application was changed by a learning process that uses a comparative method with conventional systems and blended learning system. To adjust and support the quality education process, the government also changed the curriculum. From curriculum 13 that meets the dimensions of planning and goal setting, materials and content used in the learning process become an independent curriculum that gives educators the freedom to create quality learning processes that are tailored to the needs and learning environment of students. In implementing the independent curriculum, the performance of educators is a central point in improving the quality of education.

Improving the quality of education as a process of creating quality human resources and being able to compete at the global level. Educators as a resource have responsibility in determining the quality of students then educators are also required to improve self-competence by participating in training and professionalism development that is tailored to the needs. Educators implemented duties and authorities in educating students should develop and optimize capabilities with sincerity, selfless patience and faith that only Allah SWT will reward every good deed, as Allah says in the Qur'an:

وَقَالَ الَّذِينَ أُوتُوا الْعِلْمَ وَيَلَكُمْ ثَوَابُ اللَّهِ خَيْرٌ لِمَنْ آمَنَ وَعَمِلَ صَالِحًا
وَلَا يُلْقَاهَا إِلَّا الصَّابِرُونَ

It means: *But those who had been given knowledge said, "Woe to you! The reward of Allah is better for those who believe and do justice. And none are granted it except the patient".* (Q.S Al-Qashash: 80)

In the educational process, performance of educator (The National Education System Act No. 20 Year 2003) required to implementation obligations by creating an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical;

1 have a professional commitment to improve the quality of education; set an example and maintain the good name of the institution, profession and position in accordance with the trust given to them. Related to setting an example, in the learning process, educators are required to maintain behavior, both when they are in educational institutions and when they are at home because educators not only transfer knowledge but also provide exemplary attitudes, ethics, morals and decency. The performance of educators is not only about competence in providing an enjoyable learning process, enthusiastic in doing the work and competent in mastering the subject matter, professional mastery of teaching and education, mastery of ways of adjustment and having a good personality to implementation their duties.

8 Performance of educator (Supardi, 2014) as an activity to implementation, complete tasks and responsibilities in accordance with the expectations and goals that have been set. Performance is obtained from the work of educators in an educational institution to achieve goals based on standardization or size and time according to the type of work, norms and ethics by setting indicators performance of educator in implementing tasks, such as planning, implementing, assessing student learning outcomes, relationships with colleagues and students, programs enrichment and remedial. The performance of educators (Ardiana, 2014) is assessed based on the activities of educators using educational indicators to achieve the goals expected of educational institutions. Several parameters that can be assessed from the performance of educators include the learning process implementation, preparation of teaching materials, timeliness and initiative in completing work.

The performance of educators (Eliyanto, 2018) as a successful achievement of a strategy that needs to be measured, because measurement is a key aspect of management performance on the basis of standards achievement. If performance measurement is not implementation, the improvement in the quality of work results cannot be assessed as a level of success. Performance of educator Kompetensi profesional seorang guru (Dudung, 2018) is translated as work results obtained when educators implementation tasks according to performance standards set by educational institutions. Performance of educator (Salmawati, 2017);Suyitno, 2018) is considered

good, if educators are able to master and develop learning materials, learn creatively, show high commitment to teaching tasks, work discipline, are able to work together with all members of educational institutions and have personality. If educators are able to develop themselves well then educators are considered achievers and become role models for students.

Performance of educator (Sholeh & Efendi, 2023) bears the main responsibility in the orientation of the transformation of students from ignorance to knowing, dependence to being independent, from unskilled to acquiring skills, learning methods no longer prepare passive students but knowledgeable learners always absorb and adapt ¹² new information by thinking, saying, exploring, creating, and develop certain behaviors in solving problems. Educator performance is considered successful and achieves goals if the tasks and authorities implementation coincide with the competencies possessed by educators. Competence (PP ³ No. 19 of 2005 concerning National Education Standards) that educators should have as agents of learning in the educational process are pedagogic, personality, social and professional competencies. Performance of educator has a parameter as a measure of success in providing value in the application of educator competence in the learning process. Based on the competencies possessed, the performance of educators (Halmuniati & Sabania, 2019) is considered good if educators are able to foster enthusiasm and motivation of students to learn better, and can improve the quality of learning. Performance of educators' is assessed by the quality of their work, their level of honesty in various situations, their knowledge, skills, ideas and new ideas in implementing their duties, their attitudes, their cooperation and their responsibilities at work.

Parameter performance of educator which is the measure used to evaluate the success of achieving the set goals, for example measuring the quality of teaching, evaluation or assessment is implemented on the ability of educators to plan, implement and evaluate learning. Teaching quality can be assessed from various aspects like the ability to understand the curriculum, choose appropriate teaching strategies, evaluate outcomes student learning, and provide effective feedback. To measure the effectiveness of teaching implemented on the ability of educators to improve the

learning quality of students and achieve the expected learning outcomes. The effectiveness of teaching is judged by how much the skills and knowledge of students increase after participating in learning.

Measurement of involvement student is assessed on the ability of educators to encourage involvement student in learning and develop interest and motivation to learn. Measuring skills of communication skills educators is assessed from the ability to communicate with students, parents, and education staff. Skills communication of good are essential to building relationships positive with students and increasing effectiveness of learning. Measurement of the application of technology in learning is assessed from the ability of educators to use technology to improve quality learning and improve outcomes learning. This is important considering transformation digital is increasing rapidly and requires educator skills in utilizing technology as a tool learning.

Performance of educator assessment of success is implemented by head of school as a direct supervisor who will evaluate educators according to the mutually agreed work. Head of school as leaders in educational institutions have task of coaching educators to improve quality of performance. The head of school must have the competence to manage the school well, protect educators and educational staff wisely. The competence head of school as leaders (Permendiknas Number 13 of 2007 concerning School Principal Standards) has at least competencies managerial, entrepreneurial, supervision, personality, and social. Competence managerial head of school is not only directing or giving orders to school community but also must be able to make the school community excited and comfortable working. The head of school function is to create a comfortable and conducive situation learning and teaching so that educators teach and students learn well. Principal leadership refers to the qualifications and must have qualities undertake responsibilities of great, like knowing vision and mission of school, having competence to achieve targets and having a character that shows integrity.

One of the model leadership ideal in schools is leadership of situational because leaders must be able to place themselves according to competence and situation in

school. Leadership of situational leadership emphasizes the use of a leadership style that is appropriate to the situation at hand. Leadership of situational describes style leadership of the leader which varies depending on the readiness of the members. Leadership of situational (Hamzah et al., 2023) needs to understand leadership related to certain situations and focusing on followers, successful leadership is achieved with the right leadership style according to live situation. Leadership of situational (Ida et al., 2022) describes a leader of flexible with a mechanism for when to tell, when to support, when to participate or delegate, so that leaders can act in a directive or supportive manner. Leadership of situational (Wardhana & Wahjuadi, 2014) is applied to levels of subordinates and the right combination of task behavior and relationship behavior. Leadership of situational (Maulidah Az-Zahroh et al., 2023) is applied in four patterns of leadership behavior like instructive, consultive, participatory and delegative.

The pattern leadership of situational used by head of school in assessing the performance of educators and education staff even the entire school community has an impact on personal habits that understood by school residents. Culture that shape character in schools are based on norms, values, assumptions, beliefs, philosophies, organizational culture. Culture develop over a long period of time, without any rules, become the basis for activities, then a culture will be formed that has an impact on the mindset, attitudes, and behavior of members of the organization in producing products, serving consumers, and achieving organizational goals.

Organizational culture (Claudia, 2023) is very important to implement in educational institutions, because in essence organizational culture cannot be separated from the internal environment of the organization, because the diversity of cultures that exist in the organization as much as the number of individuals in the organization. Satisfaction with achievement and performance is reflected in responses and attitudes towards the work environment, because the work environment is an element of cultural characteristics that is mutually agreed upon. Characterizes behavior of good the ability of organizational culture to achieve organizational goals well. Organizational culture

(Moeljono, 2006; Nugraha, 2014) leaders have integrity, professionalism, exemplary and reward members who consistently implementation tasks.

Madrasah as an educational institution that integrates the general learning process with religious learning. In producing quality students not only understand the exact and social sciences but also be able to translate religious values into behavior. The performance of educators is the center of developing knowledge and exemplary in the learning process. The good performance of educators is influenced by the leadership of the madrasah head in providing an objective assessment based on the situation. Leadership of situational headmaster madrasah of good has an impact on the performance of educators who build a madrasah culture of good.

METHOD

This research uses a descriptive quantitative approach, survey methods and path analysis techniques. This research is based on calculations, data and numbers using statistics. This research aims to analyze the performance of State Madrasah Aliyah (MAN) educators who are influenced by leadership of situational of the head madrasah head and organizational culture post the Covid-19 pandemic in East Jakarta. This data of research was obtained from the results of survey given to educators of State Madrasah Aliyah (MAN) by filling out questionnaires via the Google form. This study uses interactive analysis by reducing data, presenting data, and drawing conclusions as step in checking level of validity of data. The population of research was implemented by generalizing units having qualities and certain characteristics, then set to be studied and then drawn conclusions.

The population of this research, educators from State Madrasah Aliyah Negeri (MAN) as much 150 respondents in East Jakarta. The sample for this research was taken from a small part of the selected population and observed systematically as a representative of the larger population. The sampling technique uses probability sampling with proportional random sampling technique or proportional random sampling from four State Aliyah Madrasahs in East Jakarta City using the Slovin Technique. Techniques analysis data using descriptive statistics and inferential

statistics (Sugiyono, 2010). Before calculating the path coefficient as a basis for testing the hypothesis using path analysis to find out the performance of educators the magnitude value of State Madrasah Aliyah who are influenced by leadership of situational and organizational culture after the Covid-19 pandemic in East Jakarta then the prerequisite test using the regression significance test is implemented first.

RESULT AND DISCUSSION

To analyze performance of educators Madrasah Aliyah Negeri (MAN) were influenced by situational leadership of situational the head of madrasah after the Covid-19 pandemic in East Jakarta then implemented test regression linear simple aiming to find out the extent to which the leadership of situational the head of madrasah influences the performance of educators. Based on the calculation results processed using SPSS 26, then obtained value $F_{count} = 4,355$ with level significant 0,039 smaller from $\alpha = 0,05$ it can be concluded there is a very significant influence of the leadership of situational of the head madrasah on the performance of educators at the State Aliyah Madrasah in East Jakarta because as a leader, head of madrasah directly supervises the educators as seen at Table 1. The all performance of educators is consistent with vision and mission of madrasah which head of madrasah understands as implemented by educators. Result value test regression linear simple there are to table:

Table 1
Test Regression Lineaer Simple
Performance of Educators Influenced Leadership of Situational

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	226,730	1	226,730	4,355	,039 ^b
	Residual	5570,683	107	52,062		
	Total	5797,413	108			

The level of influence which are owned leadership of situational head of madrasah on performance of educator after implemented assessment regression 0,198 with coefisien determinant regression (R square) as 0,039. The mean performance of

educator State Madrasah Aliyah influenced leadership of situational head of madrasah post covid 19 pandemic at East Jakarta only as 3,9%. As can be seen in the table:

Table 2
Test Percentage Regression Linear Simple
Performance of Educator Influenced Leadership of Situational

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,198 ^a	,039	,030	7,215

The test regression linear simple performance of educator which influence organizational culture obtained result value F count= 8,252 with level significant as 0,005 smaller from $\alpha=0,05$ it can be concluded there is very significant influence of organizational culture post covid 19 pandemic di East Jakarta. It mean organizational culture post covid 19 pandemic in State Madrasah Aliyah (MAN) at East Jakarta able to influence significantly on the performance of educators, because there are interaction which implemented educators, education staff dan stakeholder to commitment create madrasah of quality post covid 19 pandemic. Result value test regression linear simple which comprehensive can be seen in table:

Table 3
Test Regression Linear Simple
Performance of Educator Influenced Organizational Culture

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	415,081	1	415,081	8,252	,005 ^b
	Residual	5382,332	107	50,302		
	Total	5797,413	108			

The level of influence which are organizational culture or madrasah on performance of educator implemented assesement regression, thea earned value regression as 0,268 with coefisien determinant regression (R square) as 0,072. It mean performance of educator State Madrasah Aliyah influenced organiztinal culuter post covid 19 pandemic at East Jakarta only as 7,2%. As can seen int the table:

Tabel 4
Test Percentage Regression Linear Simple
Performance of Educator Influenced Organizational Culture
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,268 ^a	,072	,063	7,092

The test regression linear simple leadership of situational which influence organizational culture obtained result value F count= 0,306 with level significant as 0,581 bigger from $\alpha=0,05$ it can be concluded that leadership of situational of the head of Madrasah is not influenced by organizational culture post covid 19 at East Jakarta. Organizational culture post pandemic covid 19 in State Madrasah Aliyah Negeri at East Jakarta has not been able to influence significantly the leadership of situational head of madrasah because there is no intensive interaction implemented by head of madrasah to educators, education staff with head of madrasah and other stakeholders to commit to creat quality madrasah post the covid 19 pandemic. The head of madrasah only interacts with madrasa community and only adjusts to situations and conditions as needed. The results of test values linear regression simple linear regression in a comprehensive manner can be seen in table:

Tabel 5
Test Regression Linear Simple
Leadership of Situational Influenced Organizational Culture
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12,647	1	12,647	,306	,581 ^b
	Residual	4422,270	107	41,330		
	Total	4434,917	108			

The level of influence which are organizational culture or madrasah on leadership of situational implemented assesement regression, thea earned value regression as 0,053 with coefisien determinant regression (R square) as 0,003. It mean leadership of situational head of madrasah in State Madrasah Aliyah influenced

organizational culture post covid 19 pandemic at East Jakarta only as 0,3%, smaller and not significant. As can be seen in the table:

Table 6
Test Percentage Regression Linear Simple
Leadership of Situational Influenced Organizational Culture

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,053 ^a	,003	-,006	6,429

From the regression linear simple, the results can be obtained that leadership of situational head of madrasah and organizational culture can affect significantly performance of educators in State Aliyah Madrasa post covid 19 pandemic at East Jakarta because communication and commitment are increasing quality of education in State Madrasah Aliyah post covid 19 pandemic. Meanwhile, leadership of situational head of madrasah cannot be significantly influenced by organizational culture because the percentage of influence is very small, below 0.05, namely 0.3 percent.

Path analysis used to observe obtained influence performance of educators State Madrasah Aliyah which influenced leadership of situational leadership head of madrasah and organizational culture. After processing calculation data using SPSS 26 then obtained results calculation of path coefficient performance of educators in State Aliyah Madrasah (MAN) post covid 19 pandemic were influenced leadership of situational head of madrasah obtained a value of $\beta_1 = 0,213$, value t count = 2,326 and value coefficient of determination of 1,51 %. Whereas path coefficient performance of educators in State Aliyah Madrasah (MAN) post covid 19 pandemic were influenced organizational culture obtained a value of $\beta_2 = 0,279$, value t count = 3,051 and value coefficient of determination of 3,19%. Result path coefficient can be seen in table:

Table 7
Path Coefficient
Performance of Educator Influenced Leadership of Situational
and Organizational Culture

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	79,184	14,717		5,380	,000
	X1.TOTAL	,151	,065	,213	2,326	,022
	X2.TOTAL	,319	,105	,279	3,051	,003

a. Dependent Variable: Y.TOTAL

Result calculation of data path coefficient leadership of situational influenced organizational culture of $\beta_{21} = 0,147$, value t count = 1,539.

Hasil perhitungan data koefisien jalur kepemimpinan situasional kepala madrasah (X1) terhadap budaya organisasi (X2) adalah $\beta_{21} = 0,147$, sementara nilai thitung = 1,539 and value coefficient of determination of 0,56 %. Result path coefficient can be seen in tabel:

Tabel 8
Path Coefficient
Leadership of Situational influenced Organizational Culture
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	105,663	3,907		27,044	,000
	X1.TOTAL	,056	,037	,147	1,539	,127

a. Dependent Variable: X2.TOTAL

Values path coefficient which obtained from calculation value β_{31} of 0,213; value β_{32} of 0,279; and value β_{21} of 0,147, because value path coefficient (β) bigger from 0,05 then model structural path analyze very significant or meaningful.

Based on above the results, it is be avowed performance of educators state madrasah aliyah influenced by the leadership of situational head of madrasah with contribution sizable. Leadership of situational head of madrasah (Fitriatin, 2019) increasing professionalisme educator can seen from indicator willingness and ability. Leadership of situational head of madrasah act as initiator and motivator educators to formulate programs. Head of madrasah involving educators an activities both when implementing plans activity to executing the planned program. Formulate program head of madrasah (Mulyasa, 2013) have competence to: a) improve standard of

teaching given teachers in madrasah; b) provide educators with the tool required to effectively and efficiently; c) encourage educator to participate in all madrasah activities; d) supervising performance of educators and educational staff; e) managing madrasah effectively to foster environment of learning positive and comfortable; f) provide direction and management; g) open two way communication.

Leadership of situational head of madrasah (Walean dan Koyongian, 2022) provide a big contribution in increasing performance of educator madrasah because head of madrasah give motivation to educators in implementation of change to increase quality both individual as well team work. Performance of educator to be effective (Yasin, 2014) should have noticed to the approach taken head of madrasah to combine concepts with identifying behavior of educators related to the authority of educators and leadership head of madrasaht to determine variations of work programs to adapted situation like implementation tasks, improve skills, understand the expectations of the organizational environment.

Leadership of situational head of madrasah (Ningtias,2022) provide big contribution to improving the performance of educators madrasah because head of madrasah develops the concept of task behavior, behavioral relationships and maturity in educators to build two-way communication for the program to be implemented properly. Relationship behavior (Suparno, 2017) is interpreted as an invitation conveyed by the leader through two way communication which includes listening and involving educators in solving problems. Maturity is the ability and willingness of educators to be accountable for implementing tasks assigned.

Perfomance of educators State Madrasah Aliyah (MAN) influenced organizational culture as significant. The magnitude performance of educator influenced by organizational culture which is expressed value of $\beta_3 = 0,279$, value t count = 3,051 and value cooffiecinet determinant of 7,2%. Perfomance of educators(Anggraini dan Bambang Dwi Hartono,2018) influenced organizational culture in a manner significantly because there is a system that is built together whether written or not, which is felt, thought and reacted to various environments and understood together to achieve goals. Organizational culture in influencing

(Aisyafarda and Sarino, 2019) performance of educator give values, norms, and behaviorsof adopted madrasah and held educators in interactions in a manner internal and external that affect morale, productivity, and retention simultaneously, values, norms, assumptions and beliefs (Sutrisno, 2020) long lasting, agreed upon and followed as guidelines for behavior and problem solving.

Perfomance of educators good is realized according to conditions and situations because the madrasah culture develops according to time of changes. Changes of madrasah cultural occur factor to changes in organizational structure, new policies, new technologies, government policies, changes competitive environment of changes, or internal madrasah problems. Transition madrasah culture which is hierarchical to collaborative culture and inclusive then policies and new practices that support collaboration, like releasing formal rules and providing space for educators to provide input and ideas. Change requires time and effort significantly, and success depends on educators' willingness to adapt with change and support leadership of madrasah thus creating work environment a healthy and productive in achieving madrasah goals.

For produce good perfomance of educators State Madrasah Aliyah (Munandar, 2018) requires a way of thinking, feeling, and reacting based on certain patterns. Madrasah culture is formed based on a system, attitudes, values, behavioral norms, language, beliefs, rituals that are formed, developed and passed on madrasa community as personalities what differentiates from other institutions, and determine how to feel, think and react to diverse environments and function to problem solving adaptation internal and external.

Madrasah culture formed with adopt (Nugraha,2014) culture has integrity, pious, dedicated, honest, always maintains honor and good name, and obeys the rules and the code of ethics and regulations that apply. Professionalism; responsible, effective, efficient, disciplined, and future oriented in anticipating developments, challenges, and opportunities. Exemplary; provide consistent role models, act fairly, be assertive, and have a big heart. Appreciation for human resources; recruiting, developing, and maintaining quality human resources while treating madrasah

community based on openness, fairness, and mutual respect; develop an attitude of equal activity and partnership; give awards based on the results of individual and group activities. Performance of educator effective (Setiyati, 2014) can form madrasah culture which describes the atmosphere and working relationships between fellow educators, stakeholders and educators, educational staff and educators so as to create a conducive work environment.

CONCLUSION

Performance of educators State Madrasah Aliyah (MAN) post covid 19 pandemic influenced directly positively by leadership of situational head of madrasah. A good situational leadership of madrasah headmaster will give a positive effect to performance of educators. The other factor that affect of educator performance was organizational culture. The organizational culture developed in the madrasah environment has a positive effect on the performance of educators. A good organizational culture creates positive conditions for educators to give their best performance in the learning process. Comfortable environmental conditions which are reflected in a good organizational culture, will open and motivate educators to improve self-competence and provide high performance.

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