



**The Influence of Leadership and Organizational Culture on The Performance of Educators
of Women Police Schools (Sepolwan) Polri Lemdiklat**

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ABSTRACT

This research was conducted with the aim of knowing whether there is an influence of leadership behavior and organizational culture on the performance of educators at the Women's Police School (Sepolwan) Lemdiklat Polri. Measuring the performance of educators at Sepolwan Lemdiklat Polri is based on factors of leadership behavior and organizational culture. The method used in this research is survey research with a quantitative approach. The analysis used is path analysis, which tests and measures the direct effect of one variable on another. The population in this research was 158 respondents. The sample in this study was taken using a simple random technique and a sample technique from Slovin with the calculation results of 78 educators. The finding of the research is that leadership has a positive direct effect on the performance of the National Police's teaching staff. Good leadership will have a positive influence on improving the performance of the National Police's teaching staff. Organizational culture has a positive direct effect on the performance of Polri's educators. The stronger the organizational culture of the National Police, the better the performance of its educators. Organizational culture has a positive direct effect on the performance of the National Police's teaching staff. The leadership of a qualified National Police principal can have an impact on enhancing a conducive organizational culture.

Keywords: performance, leadership, organizational culture

INTRODUCTION

The National Police of the Republic of Indonesia is one of the functions of the state government in the field of maintaining public security and order, law enforcement, protection, protection and services to the community, which aims to realize domestic security which includes maintaining security and public order, order and upholding the law, its management.

protection, protection, and services to the community, as well as building community peace by upholding human rights (Hartini et al., 2020).

Polri as part of the state government function in the field of maintaining security and public order, law enforcement, protection, protection and services to the community in developing itself in the form of a vision, mission, strategy, policies and targets as well as programs and activities must be in line with the national development agenda which contains principles - Good Governance principles in a main strategy design or what is known as the Grand Strategy which is the embodiment of the National Police reform which began in 2005-2025 which is divided into three stages, namely the Thrust building stage (2005-2009), the Partnership Building stage (2010-2014)), and the Strive For Excellence stage (2015-2025).

The National Police Education System of the Republic of Indonesia refers to the Polri Strategic Plan in the future which is prepared based on the needs of organizational development as well as following the principles contained in the National Education System Law. Polri reform aims to increase the professionalism of the National Police in carrying out its mission as a protector, guardian and public servant, guardian of security and order and law enforcement in a professional and proportional manner by upholding the rule of law and human rights leading to legal certainty and a sense of justice. To achieve this goal requires optimal changes in structural, instrumental and cultural aspects.

In an effort to realize the various changes mentioned above, it will take quite a long time. One of the ways to achieve this is through the Polri education and training system organized by the National Police Education and Training Institute as an element of the supervisor and executor of education. Polri has a duty and responsibility to improve the quality of Polri's human resources who are professional, modern and reliable and are required to always be able to keep up with the impact of change. development by optimizing the education of the National Police, especially the Education for the Formation of Women Police Officers held at Sepolwan Lemdiklat Polri. In carrying out the duties and tools of the state that provide protection, protection and services to the community, the existence of the Police is always together and one with the community. The public's assessment of the National Police's performance is seen from the performance in carrying out its duties as well as possible (Riana et al., 2018)

The success of educational goals at Sepolwan depends on human resources, namely Kasepolwan, educators, administrative staff, and other education personnel in managing the organizational culture at the Women's Police School. Organizational culture is essentially a value system developed by Sepolwan into habits, customs and the like that have been going on for a long time in education, are permanent, obeyed and carried out by all members and students. Thus it shows that there is an organizational culture when an organization has established a value system that has been in effect, norms about what can and cannot be done, ceremonies that are carried out routinely, adherence to the rules, both written and unwritten, and so on. A good organizational culture can improve the performance of educators, both Kasepolwan, students, staff and other work users. This situation will be realized when the cultural qualifications are healthy, solid, strong, positive, and professional. In this way, a family atmosphere, collaboration, learning resilience, enthusiasm for progress, encouragement to work hard and learning to teach can be created.

A good organizational culture will effectively produce the best performance for each individual, work group / unit and work as an institution, and a synergistic relationship between the three levels. Organizational culture is expected to improve work quality, work performance and quality of life which are expected to have healthy, dynamic or active, positive and professional characteristics. A healthy organizational culture provides job opportunities and work citizens to function optimally, work efficiently, be energetic, full of vitality, have high enthusiasm, and will be able to continue to grow. Therefore, this organizational culture needs to be developed.

Kasepolwan leadership can be said to be good in managing education if a Kasepolwan is aware of his role and function. More operationally, these tasks include activities to explore and utilize school resources in an integrated manner within the framework of achieving school goals effectively and efficiently and being able to create a conducive organizational culture. A strong organizational culture will influence every behavior. This will not only have an impact on the benefits of school organization in general, but will also have an impact on the development of the ability and work effectiveness of educators themselves. Organizational culture can also influence the attitudes and behavior of members of the organization including the attitudes of educators which have a consistent positive effect on student achievement at the Polri Institute for Women Police Education and Training.

A school organization can run well and smoothly to achieve educational goals if it has a strong leader. The leader in a school organization holds the main control in the world of education because Kasepolwan leadership is Kasepolwan's effort in influencing, educating, mobilizing, encouraging / motivating educators and education staff, students, and the school environment community. Kasepolwan's goal in the world of education is to create a quality, effective and efficient education process. Meanwhile, to create a quality, effective, and efficient education process, it is necessary to have the performance of quality educators. Educator performance is an activity carried out by an educator in learning in accordance with his / her authority and responsibility. This means that the performance of quality educators can be influenced by strong leadership by the management carried out by the Head of the Police and Training Center of the Police through the correct organizational culture in accordance with the expected organizational goals.

RESEARCH METHODOLOGY

This research was conducted in the South Jakarta area at the Women Police School Agency (Sepolwan) Lemdiklat Polri with the address: Jalan Ciptat Raya No.41, RT.8 / RW.9, Pondok Pinang, Kebayoran Lama District, South Jakarta City, Special Capital Region of Jakarta. 12310. The research was carried out in September-December 2020. In the 2nd to 3rd week of December 2020, instrument testing, validation and instrument perfection were used. Whereas in the 4th week of December 2020 it is used to collect data, analyze data until the preparation of research reports or research writing

The method used in this research is survey research with a quantitative approach. The analysis used is path analysis, which tests and measures the direct effect of one variable on another. In this study, there are two exogenous variables, namely leadership behavior and work culture, and one endogenous variable, namely the performance of educators.

So the population in this research is 158 respondents. The sample in this study was taken using simple random sampling technique or simple random sampling which was carried out by means of random selection to determine the number of educators to be the object of the study determined by using the sample technique formula from Slovin, the calculation obtained that the number of samples was rounded to 78 educators at the Women's Police School National Police Education and Training Institute. The sample in this study was selected using simple random sampling technique (simple random technique).

The data collection techniques used in the study, entitled the influence of leadership behavior and organizational culture on teacher performance, included questionnaires, documents, and interviews. This instrument consists of several statement items that represent each variable. All items of the statement are measured using a Likert scale. Each positive question item or statement contains five alternative answers, namely: SS (Very Often) = 5, S (Often) = 4, J (Rarely) = 3, P (Ever) = 2, TP (Never) = 1. Meanwhile For negative questions or statements, the opposite score is used, namely: SS (Very Often) = 1, S (Often) = 2, J (Rarely)

= 3, P (Never) = 4, TP (Never) = 5. Collected in writing this thesis is the data of all educators at the School of Women Police (Sepolwan) Lemdiklat Polri.

Table 1. The Research Instrument Grid

Instrumen Kinerja	Instrumen Kepemimpinan	Instrumen Budaya Organisasi
1. Work according to standards	1. There is a clear command giver	1. Work discipline
2. Initiative at work	2. Consistent	3. educator development
3. Achievement ority of goals		4. Responsibility for work
		5. Cooperation with colleagues
		6. Respect each other

RESEARCH RESULTS AND DISCUSSION

The following is a description of the research data X₃ as a performance variable, X₂ as a variable of organizational culture, and X₁ as leadership. All item scores for each instrument were inputted from the questionnaire results in the form of google forms and processed using Microsof Excel.

Table 2. Description of Research Data

No.	Description	X₃	X₁	X₂
1.	Mean	163.06	179.42	163.68
2.	Standard Error	3.20	1.74	2.35
3.	Median	159.77	165.08	163.88
4.	Mode	163.70	160.06	167.62
5.	Standard Deviation	28.28	15.38	20.72
6.	Sample Variance	799.8154	236.6628	429.2596
7.	Range	110	79	75
8.	Minimum	104	128	118
9.	Maximum	214	207	193

10.	Sum	10139	12038	9990
11.	Count	78	78	78

Based on the results of the estimation normality test between variables, it can be concluded that all the samples selected come from populations with normal distribution. Recapitulation of the results of the normality test calculation can be seen in the following table.

Table 3. Summary of Research Data Normality Test

Number.	Group	L _{hitung}	L _{tabel}		Conclusion
			$\alpha = 0,05$	$\alpha = 0,01$	
1	X ₃ atas X ₁	0.0869	0.100	0.117	Normal
2	X ₃ atas X ₂	0.0596	0.100	0.117	Normal
3	X ₂ atas X ₁	0.0578	0.100	0.117	Normal

Based on the prices of L_{hitung} and L_{tabel} above, it can be concluded that all data pairs, both performance on leadership, performance on organizational culture, and organizational culture on leadership come from populations that are normally distributed. Before using the regression equation as a conclusion in testing the hypothesis, the regression model obtained is tested first for its significance and linearity using the F test in the ANOVA table, the criteria for testing the significance and linearity of the regression model are determined as follows.

Regression is declared significant if $F_{count} \geq F_{table}$ on the regression line.

Regression is declared linear if $F_{count} < F_{table}$ on tuna line matches.

a. Test of Significance and Linearity of the Performance Regression Equations for Leadership

From the data calculated for the regression equation modeling between performance and leadership, the regression constant $a = 16.45$ and the regression coefficient $b = 0.73$ is obtained. Thus the relationship to the regression equation model $\hat{X}_3 = 16,45 + 0,73X_1$.

The regression equation $\hat{X}_3 = 16,45 + 0,73X_1$ for the significance test, it is obtained that $F_{hitung} = 21,95$ greater than $F_{tabel (0,01;1;76)} = 6,98$ pada $\alpha = 0,01$. Because $F_{count} > F_{table}$ the regression equation is significant. For the linearity test obtained $F_{hitung} = 8,37$ lebih dari $F_{tabel(0,05;33;43)} = 1,66$ pada $\alpha = 0,05$. Karena $F_{count} > F_{table}$ the linear model can be accepted. Visualizing the regression lines for the two variables looks like this:

From the data calculated for the regression equation modeling between performance and organizational culture, the regression constant $a = 40,47$ and the regression coefficient $b = 0,66$ is obtained. Thus the relationship to the regression equation model $\hat{X}_3 = 40,47 + 0,66X_2$.

Regression Equation $\hat{X}_3 = 40,47 + 0,66X_2$ or the significance test obtained $F_{count} = 36.81$ is greater than $F_{tabel (0,01;1;74)} = 6,98$ at $\alpha = 0,01$. Because $F_{count} > F_{table}$ the regression equation is significant. For the linearity test, it was obtained that $F_{count} = 0,32$ less than $F_{tabel (0,05;52;24)} = 1,86$ at $\alpha = 0,05$. Because $F_{count} < F_{table}$ the linear model can be accepted. From the data calculated for the regression equation modeling between performance and leadership, the regression constant $a = 38,47$ and the regression coefficient $b = 0,85$ is obtained. Thus, the relationship to the regression equation model $\hat{X}_2 = 38,47 + 0,85X_1$.

The Regression Equation $\hat{X}_2 = 38,47 + 0,85X_1$ for the significance test obtained $F_{count} = 49,65$ is greater than $F_{tabel (0,01;1;76)} = 6,98$ at $\alpha = 0,01$. Because $F_{count} > F_{table}$ he

regression equation is significant. For the linearity test, it was obtained that $F_{count} = 1,11$ less than $F_{table (0,05;21;55)} = 1,75$ at $\alpha = 0,05$. Because $F_{count} < F_{table}$ the linear model can be accepted.

The research hypothesis testing was carried out by using path analysis techniques. The purpose of path analysis is to investigate the effect of exogenous variables on endogenous variables. From the results of the previous analysis and calculations, it can be summarized as follows.

Table 4. Simple Correlation Coefficient Matrix between Variables

Matrix	Correlation coefficient		
	X ₁	X ₂	X ₃
X ₁	1	0.629	0.398
X ₂	0.629	1	0.481
X ₃	0.398	0.481	1

Based on table 4.9 it can be seen that the correlation between leadership and organizational culture is 0.629. The correlation between leadership and performance is 0.398. The correlation between organizational culture and performance is 0.481.

1. First Hypothesis

Leadership has a positive direct effect on performance.

$$H_0 : \beta_{32} \leq 0$$

$$H_a : \beta_{32} > 0$$

H_0 was rejected if $t_{count} > t_{table}$

Based on the results of the calculation of the path analysis of the direct influence of leadership on performance, the path coefficient value is 0.398 and the t_{count} is 3.07. The t_{table} value for $\alpha = 0.01$ is 2.6. Because the value of t_{count} is more than t_{table} , H_0 is rejected and H_a is accepted, thus leadership has a positive direct effect on performance can be accepted.

The results of the analysis of the first hypothesis provide findings that leadership has a positive direct effect on performance. Thus it can be concluded that increased leadership results in increased performance.

Table 5. Path Coefficient of Effect X₁ on X₃

Direct Effect	Path Coefficients	t_{count}	t_{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X ₁ towards X ₃	0,300	2,42**	1,99	2,64

** the path coefficient is very significant ($2,42 > 1,99$ on $\alpha = 0,01$)

2. Second Hypothesis Organizational culture has a positive direct effect on performance

$$H_0 : \beta_{32} \leq 0$$

$$H_a : \beta_{32} > 0$$

H_0 was rejected if $t_{count} > t_{table}$

Based on the results of the calculation of the path analysis of the direct influence of organizational culture on performance, the path coefficient value is 0.381 and the t_{count} is 3.07. The t_{table} value for $\alpha = 0.01$ is 2.64. Because the value of t is greater than the value of t_{table} , H_0 is rejected and H_a is accepted, with organizational culture having a positive direct effect on performance can be accepted.

The results of the second hypothesis analysis provide the findings that organizational culture has a positive direct effect on performance. Thus it can be concluded that increasing organizational culture results in increased performance.

Table 6. Path Coefficient of Effect X_2 on X_3

Direct Effect	Path Coefficients	t_{count}	t_{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X2 terhadap X_3	0,381	3,07**	1,99	2,64

***) the path coefficient is very significant ($3,07 > 2,64$ at $\alpha = 0,01$)

3. Third Hypothesis

Leadership has a positive direct effect on organizational culture.

H_0 : $\beta_{32} \leq 0$

H_a : $\beta_{32} > 0$

H_0 was rejected if $t_{count} > t_{table}$

Based on the results of the calculation of the path analysis of the direct influence of leadership on organizational culture, the path coefficient value is 0.629 and the t_{count} is 7.05. The t_{table} value for $\alpha = 0.01$ is 2.64. Because the value of t_{count} is more than the value of t_{table} , H_0 is rejected and H_a is accepted, thus leadership has a positive direct effect on organizational culture. The results of the analysis of the third hypothesis provide findings that leadership has a positive direct effect on organizational culture. Thus it can be concluded that increased leadership results in increased performance

Table 7. Path Coefficient of Effect X_1 on X_2

Direct Effect	Path Coefficients	t_{count}	t_{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X_1 terhadap X_2	0,629	7,05**	1,99	2,64

***) the path coefficient is very significant ($7,05 > 2,64$ on $\alpha = 0,01$)

A summary of the path analysis model can be seen in the following figure:

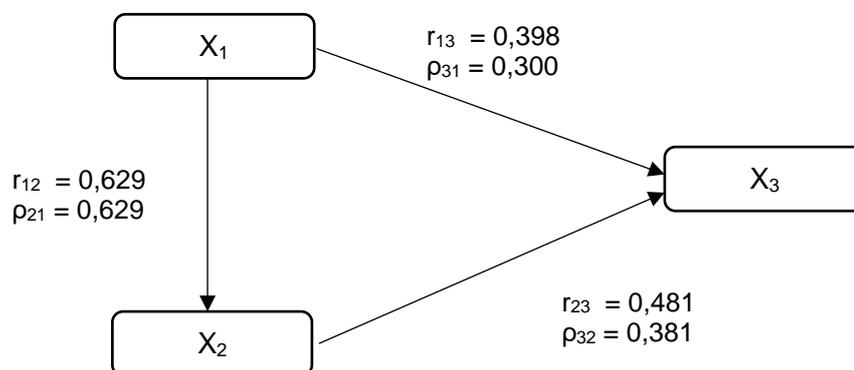


Figure 1. Image of Empirical Model Between Variables

Based on the literature review that has been discussed and previous empirical studies, the following are the results of the study as an attempt to synthesize between theoretical studies and empirical findings. The detailed discussion of the results of the analysis and testing of the research hypothesis is described as follows: Pengaruh Kepemimpinan terhadap Kinerja Tenaga pendidik Polri

Based on the results of hypothesis testing, it is known that performance has a positive influence on the leadership of the National Police's teaching staff. This finding means that the higher the performance and the more quality the leadership of the National Police's teaching

staff will be achieved, the higher the achievement will be significantly. Conversely, the lower the performance and the worse the leadership of Polri's teaching staff, the lower the performance of Polri's teaching staff.

In relation to the influence of performance on the leadership of Polri's teaching staff, this means that awareness as a learning organization must be created within the Police. The potential performance in Polri schools will greatly assist the success of the National Police institution by guiding the behavior of Polri educators in providing quality teaching and education so that in the end produce high-achieving student graduates.

1. The Influence of Organizational Culture on the Performance of National Police Educators

Every person who works in an organization, must make achievements first, then the hope is that the students will follow it. If a Polri educator does not have a desire to excel at work, the goals of the institution will not be achieved. However, sometimes a Polri school pays less attention to the Polri organizational culture, resulting in reduced performance and reduced employee loyalty. The organizational culture of an Polri educator is very important because in this way an Polri educator can be more successful with the quality of learning than an employee who does not have the desire to improve the organizational culture. One of the factors that influence organizational culture is performance. In this study, organizational culture has a strong influence.

2. The Influence of Leadership on Organizational Culture

The leadership role is important enough to strengthen organizational culture as the identity of an institution and differentiator from others. This is due to the leadership of the National Police's teaching staff being able to show a significant influence in strengthening the organizational culture. In other words, the leadership quality of Polri's educators will continue to carry out learning individually, in groups or organizations, so as to be able to influence the organizational culture to be better, this happens because Polri schools, through the leadership of Polri's educators, will be able to respond and work smartly. in dealing with various situations and circumstances. In addition, basically a good organizational culture is able to withstand shocks and problems that arise in Polri schools when employees are able to continuously improve teaching performance and educate students.

CONCLUSION

Leadership has a positive direct effect on the performance of the National Police's teaching staff, the correlation value is 0.398 and the path value is 0.300. Good leadership will have a positive influence on improving the performance of the National Police's teaching staff. Organizational culture has a positive direct effect on the performance of the National Police's teaching staff, the correlation value is 0.481 and the path value is 0.381. The stronger the organizational culture that is owned by an institution, the better its performance will be. Leadership has a positive direct effect on organizational culture, the correlation value is 0.629 and the path value is 0.629. The leadership of a qualified National Police principal can have an impact on enhancing a conducive organizational culture. The performance of Polri's educators in supporting the success of the plans and goals of the organization has become the main task of a leader by providing a living example. Therefore, the leadership of a person at the National Police Institute has a strong influence on the performance of teachers. A leadership style that is able to control, influence and encourage subordinates in carrying out their duties honestly, responsibly, effectively and efficiently. This will encourage the work performance of Polri's teaching staff to give their best in supporting the plans and goals of the organization.

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