

The Analysis Role of Social Skills and Principal's Performance on School's Culture of Private Islamic School

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Abstract

This study's objective is to determine whether school culture is influenced by the social abilities of the principal. Does the principal's performance have any impact on the culture of the school. And does the success of school principals have any bearing on the culture of the schools. This study employs quantitative methodologies, with questionnaires and non-experimental designs serving as data gathering tools. The sample for the study consisted of 72 people who worked as teachers or staff. The study's findings demonstrate that principals' social abilities have a big impact on the culture of schools. School culture is positively impacted by the performance of the principals. Each school principal has a varying level of influence over school culture, but all of them positively affect it with their performance and social abilities.

Keywords: School Culture, Social Skills, Performance, Principal

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah budaya sekolah dipengaruhi oleh kemampuan sosial kepala sekolah. Apakah kinerja kepala sekolah berdampak pada budaya sekolah. Dan apakah keberhasilan kepala sekolah ada hubungannya dengan budaya sekolah. Penelitian ini menggunakan metodologi kuantitatif, dengan kuesioner dan desain non-eksperimental yang berfungsi sebagai alat pengumpulan data. Sampel penelitian sebanyak 72 orang yang berprofesi sebagai guru atau staf. Temuan penelitian menunjukkan bahwa kemampuan sosial kepala sekolah berdampak besar pada budaya sekolah. Budaya sekolah dipengaruhi secara positif oleh kinerja kepala sekolah. Setiap kepala sekolah memiliki tingkat pengaruh yang berbeda-beda terhadap budaya sekolah, namun semuanya berpengaruh positif dengan kinerja dan kemampuan sosialnya.

Kata Kunci: Budaya Sekolah, Keterampilan Sosial, Kinerja, Kepala Sekolah

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INTRODUCTION

The formation of character in each individual takes a long time. Character can be born or formed from habits that are ingrained in the surrounding environment, especially those formed in the family and school. Many factors can shape the good or bad character of each individual. Character education is one way to form a positive character. Character education can not only build a personality that understands and practices morals to overcome the moral crises that are rife but also build other positive characters such as independence, democratic character, critical thinking, other

beneficial skills that might raise the standard of Indonesia's human resources (Khasanah et al., 2021). Thus, the purpose of character education taught in schools is to equip each student to become a good member of society. So that schools are not only for achieving achievements or understanding the material in each lesson (Adi, 2013).

Planting character education is applied in schools because it has a strategic role in forming a dignified human person. In order to educate the country and compete on a global scale with other countries without losing our identity as an Indonesian nation founded on Pancasila and the 1945 Constitution, character education aims to develop a dignified national character and civilization. The development of character education in schools is inextricably linked to the principles of Pancasila and the 1945 Constitution, instilling in each person a sense of nationalism. The application of character education does not only shape the individual character of every school member, but is also one of the factors that can shape character in school culture. In this case, the application of character education can create its own characteristics in each school. Every school tries to create a school atmosphere that is safe, comfortable, and conducive for effective and efficient learning to take place (Bali, 2017).

School culture has a role in shaping the behavior of school members. School culture is closely related to how the school members behave, such as how they treat other people, how they judge other people, and how they work together to produce progress both professionally and personally (Patimah, 2015). Thus, the formation of a good school culture is fundamental so that school principals can direct school members to have behaviors that represent the school's vision and mission. An optimally built school culture can increase the creativity of school members (Cameli & Vinarski, 2010). The emergence of school creativity and innovation performance is significantly influenced by organizational and school culture (Panji et al., 2023). So that a positive and comfortable school culture will have a positive influence on the performance of school members, one of which is teacher performance (Dewi, 2013).

It is crucial for the principal to have a leadership role in creating a successful school climate. Leadership is understood as the use of power and influence to direct the behavior of others to achieve certain goals (Gresham & Elliot, 1984). Thus, it can be understood that the principal, as a leader, has the power and influence to shape the expected school culture. In addition, the principal consciously or unconsciously influences the change or formation of school culture. Every organization that is formed will have a leader. A good leader should have the competence, quality, and innovation to advance the organization. In the school organization, the highest position is held by the principal. Hartini (2012) argues that without the backing of competent and excellent school leaders, initiatives to increase the quality of education would not have a meaningful impact. In this case, it is not an easy thing to find a leader, hence the need for selection in choosing a leader who feels appropriate and is able to carry out the mandate to improve the organization (Harijanto, 2010).

METHOD

This research method uses a quantitative approach. This study uses a survey approach. In this study, there is also a sampling technique called convenient sampling. A Likert-scale model questionnaire was the research tool utilized to gather data from the three research variables. Regression analysis, hypothesis testing, and statistical hypotheses are some of the data analytic approaches employed in this study.

RESULTS AND DISCUSSION

The findings of this study's analysis demonstrate that social skills have a favorable impact on school culture. This shows that the increasing social skills possessed by school principals will provide for and build a positive school culture. The results of a basic regression test, which reveal a t-value of 7.629 and a significance value of 0.000, can be used to demonstrate this. The t-table value (df 70) is 1.994 when adopting a significance threshold of 0.05. This indicates that $7.629 > 1.994$, or $t\text{-count} > t\text{-table}$. These findings demonstrate a considerable influence. Based on the findings of this study, it is known that social skills significantly enhance school climate, which is indicated by the existence of indicators of social skills such as skills in interacting with someone, self-management skills, academic skills, behavioral skills, and assertive skills. In line with what was conveyed by Bali (2017: 224), social skills are individual abilities in creating interactive networks with other people and the ability to solve problems, so as to obtain harmonious acclimatization in the community. In other words, when a person can control himself well and can socialize with people around him in a friendly manner, he can have a positive impact on the surrounding culture.

The findings of this research analysis show that school principals' effectiveness has a favorable impact on school culture. This demonstrates how better school administrator performance will support and foster a pleasant school climate. A basic regression test's finding, which show a calculated t value of 6.895 and a significance value of 0.000, can be used to demonstrate this. The value of the t table (df 70), when adopting a significance threshold of 0.05, is 1.994. This indicates that $t\text{-count} > t\text{-table}$, or $6.895 > 1.994$. These results prove that there is a significant influence. According to the findings of this study, it would seem that the effectiveness of school principals has a sizable positive impact on school culture. This offers a great opportunity to create a supportive school climate (Ramli et al., 2023). The competency of the leader, the character of the leader, and the dedication of the leader to be able to influence a positive school culture are three performance indicators that have an impact on the success of the principal's performance. As a result, the principle has demonstrated effective leadership. The findings of this study are supported by research from Spicer (2016), which demonstrates that effective school principals can serve as positive role models for faculty, staff, and students, eventually fostering a supportive school climate.

Positive school culture will result from a capable principal's performance; the opposite is also true, i.e., a conducive environment will enhance the principal's performance. This is consistent with other research findings that usable structures and spaces can provide a comfortable working

environment the cleanliness and beauty of the environment, complete equipment, close relationships and cooperation between school personnel, and mutual help and care. This affects the performance of school principals who show success in learning achievement competitions and improve school status.

The findings of this analysis of the research show that social skills have a favorable impact on school principals' performance. This shows that increasing social skills will improve and build positive school performance. The findings of the simple regression test, which indicate a t-count value of 21.878 and a significant value of 0.000, can be used to demonstrate this. The t-table value (df 70) at a significance level of 0.05 is 1.994. It may be deduced that $21.878 > 1.994$, or $t\text{-count} > t\text{-table}$. These findings demonstrate a considerable influence. Based on the findings of this study, it can be said that social skills significantly enhance a school principal's performance. This is consistent with earlier studies that demonstrate how social abilities including social expressiveness, social sensitivity, and social control influence the process and outcomes of leadership. This is evident in skills like coaching, public speaking, active listening, and image management. One of the soft talents a leader needs to possess in order to inspire confidence in both himself and others is social skills.

The examination of this study's findings reveals that school principals' social abilities and effectiveness have a favorable impact on school climate. The two factors, however, have varying degrees of impact. The findings of the multiple regression test, which indicate a t-value of 2.511 using a significance level of 0.05 to generate a t-table value of 1.995, show that school administrators' social abilities have a significant positive influence on school culture. This indicates that $2.511 > 1.995$, or $t\text{-count} > t\text{-table}$. On the other hand, the effectiveness of school principals also positively affects school culture, however the effect is not large. The findings of the multiple regression test, which indicate a t-count value of 0.209 utilizing a significance limit of 0.05 to obtain a t-table value of 1.995, provide as evidence for this claim. As a result, $t\text{-count} > t\text{-table}$, or $0.209 > 1.995$, is true. This phenomenon can occur because social skills and the performance of school principals are related variables. This is understandable because several indicators for each variable are related to one another. Gravetter & Wallnau (2013) explained that different predictor variables in a multiple regression analysis usually measure and predict the same thing because these variables can overlap with one another. In addition, the results of previous research show that culture is proven to be more responsive to leadership dimensions than leadership to culture. As a result, the school culture is more influenced by the principal's social abilities than by his or her performance.

The principal's interpersonal abilities and job performance both have an impact on the culture of the school. The results of the f-test for the independent variables, which were determined by the estimated f-value of 28.727 with a significance level of 0.000, serve as proof of this. An f-table (2, 69) with a 0.05 significance threshold is 3.13. This indicates that $f\text{-count} > f\text{-table}$ ($28.727 > 3.13$). In addition, this result can be said to be significant because the significance value is less than 0.05 ($0.000 < 0.05$). Hence, H_0 is deemed unacceptable while H_1 is deemed acceptable. According to this assertion, the social abilities and performance of the school principal are two factors that are

interdependent. This can demonstrate that social skills are one of the soft skills that school principals must possess; these skills can also be one component that can improve school principal performance. This is consistent with earlier research findings showing social skills have an indirect impact on school principal performance. Social skills can also be said to be part of the process carried out by the principal as a leader, which will later be attached to him and become a leader's character. Social skills can be improved systematically and consistently through the development of characteristics. This demonstrates that social skills have a greater impact than the principal's performance.

CONCLUSION

Based on partial testing of the performance of school principals and school culture, the performance of school principals shows a significant influence on school culture. This can be seen from the results of the t-test for the performance variable of school principals, which obtained a t-count of 6.895 with a significance value of 0.000. These results prove that the effect has a fairly high significance. Based on these results, it can be concluded that the performance of school principals has a significant influence on school culture. Based on partial testing of social skills and school principal performance, social skills show a significant influence on school principal performance. This can be seen from the results of the t-test for the social skills variable, which obtained a t-value of 21.878 with a significance value of 0.000. These results prove that the effect has a fairly high significance. Based on these results, it can be concluded that social skills affect the performance of school principals. The performance of school principals demonstrates a considerable influence on school culture, according to partial assessment of the relationship between principal performance and school climate. This is evident from the t-test findings for the school principal performance variable, which had a t-count of 6.895 and a significance value of 0.000. These findings demonstrate the effect's rather high relevance. These findings support the notion that a school's culture is significantly influenced by the performance of its principal. Social skills demonstrate a strong influence on school principle performance based on partial testing of social skills and principal performance. The t-test findings for the social skills variable, which had a t-value of 21.878 and a significance value of 0.000, show this. These findings demonstrate the effect's rather high relevance. These findings suggest that social skills have an impact on school principal performance. Based on simultaneous testing, it shows that the influence of social skills and the performance of school principals on school culture is significantly influential. The results of the f-test for the independent variables, which were determined by the estimated f-value of 28.727 with a significance level of 0.000, serve as proof of this. With a 0.05 significance level, the f-table is 3.13, df 1 is 2, and df 2 is 69. This shows that $f\text{-count} > f\text{-table}$ ($28.727 > 3.13$). In addition, this result can be said to be significant because the significance value is less than 0.05 ($0.000 < 0.05$). Hence, it may be claimed that H_0 is rejected, indicating that both the social skills variable and the principal's performance have an impact on the school's culture.

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