THE EFFECT OF DEMOCRATIC LEADERSHIP STYLE, ORGANIZATIONAL CULTURE, COMMITMENT TO THE ORGANIZATION, AND CONFIDENCE ON THE PERFORMANCE OF HIGH SCHOOL TEACHERS IN TANGERANG CITY

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ABSTRACT

This study aims to determine the direct effect of democratic leadership style on organizational culture, the direct influence of democratic leadership style on commitment to the organization, the direct influence of democratic leadership style on teacher performance, the direct influence of commitment to the organization to confidence, direct influence of self-confidence on the performance of teachers, the direct influence of organizational culture on commitment to the organization, and the direct influence of organizational culture on the teachers' performance. This research was conducted at college in high school teachers in Tangerang city, Banten by using survey method with path analysis, taking sample from one population and using questionnaire as a basic data collection tool. Technique of collecting data is done through questionnaire which have been compiled beforehand. This research design is descriptive-verification with the aim to present the picture in a structured, factual and accurate and test the empirical hypothesis. The conclusion of this research is that the style of democratic leadership has a direct positive effect on organizational culture. The style of democratic leadership has a direct positive effect on commitment to the organization. Organizational culture has a direct positive effect on self-confidence. Organizational culture has a direct effect on self-confidence. Commitment to the organization has no direct effect on confidence. Democratic leadership style has a direct positive effect on the performance of teachers. Organizational culture has a positive direct effect on teacher performance. Confidence does not have a direct positive effect on teacher performance.

Keywords: Democratic leadership style, organizational culture, commitment to the organization, self-confidence, and teacher performance
1. INTRODUCTION

The quality of education is influenced by the quality of teaching, where teachers play an important role in terms of teaching quality. Teachers come face to face with students in the classroom learning process (Ahmadi, 2011). Student learning achievement depends on the teacher's readiness in learning activities supported by the teacher's knowledge, skills, and practices. The figure of a competent and professional teacher influences student learning and achievement (Barber, M. & Moursched, 2007). While motivation plays a role in shaping the performance of teachers. To improve teacher performance, the government made a teacher certification policy mandated in Law No. 14 of 2005 on Teachers and Lecturers. This law requires teachers to have an educator's certificate to become a teacher. The acquisition of certificates by educators is expected to increase the competence and motivation of teachers in teaching. Teachers who obtain a certificate are entitled to a certification allowance. The cost to support the teacher certification program policy from 2006 - 2015 reached Rp 250 trillion (Data from the Ministry of Education and Culture). Despite various efforts, Indonesia still ranks low in terms of quality of education. Unesco's report in the Education for All Global Monitoring Report, shows Indonesia's ranking is relatively low, which is 64 out of 120 countries. The average ability of students in mathematics, science and literacy skills is still low, which is ranked 62 out of 70 countries (PISA, 2015).

Considering the role of teachers in secondary education is very important and the main reason for researchers to focus more on assessing the performance of teachers and the factors that affect them. A real example in determining accreditation in high school, teacher performance has always been used as the primary standard. In self-evaluation reporting, teacher performance is also used as the main standard on the implementation of education every semester. Assessment of teacher performance at the time of promotion of academic functional positions is the most important to show the increasing career of a teacher (PP No.6. Article 102, 1999).

The performance of teachers in general can be seen from the spirit of work both in teaching, educating, researching, mingling in society and other social activities outside the school environment. Teachers are considered an elite profession in society and are considered people who are more in their social status. The community's more view of teachers makes most teachers especially in the area always change their lifestyle. The status will increase if it is seen leaving in the morning home in the evening because it is increasingly considered an important person in high school.

In a high school environment, teacher performance is considered to have better grades if the teacher is diligent in teaching, never late, always on time, many research and innovative works, relationships with fellow teachers and with students never conflict, can provide inspiration to fellow teachers and students and are active in all activities, especially those in the school environment. Teacher performance can also be seen from the results of the number of certified teachers and community service that has been implemented.

Teacher performance will be optimal if it gets support from various components in the school, including principals, teachers, employees, and the work climate in the school. This is in accordance with the opinion expressed by Pidarta (1995: 173), that that can affect the performance of teachers in carrying out their duties, among others: (1) leadership of the principal, (2) the working climate in schools, (3) expectations, and (4) the trust of school personnel. The opinion shows that the leadership of the principal and the work climate in the school will affect the performance of teachers. The principal as the highest leader in the school is considered successful if it can improve teacher performance through various forms of coaching activities on the ability of teachers in learning in school. For this reason,
the principal must be able to carry out his role and responsibilities as an education manager, education leader, education supervisor and administrator. The principal is expected to be able to create a comfortable and conducive work atmosphere in the school, so that every teacher can work optimally.

Based on the results of observations obtained by researchers that the phenomenon that occurs in high schools in Tangerang City there are problems about the realization of teacher performance that is still low, this can be seen from the results of teacher PKG scores that the pedagogical average in 2019 90, in 2020 98, personality in 2019 averaged 75 and in 2020, 80, Social in 2019 average 70 and social average in 2020, 80. Professionals in 2019 averaged 76 and averaged in 2020, 80. Total average Teacher Performance Assessment in 2019 71.70 and total average Teacher Performance Assessment in 2020 84.35. This is due to the performance of teachers who are strongly influenced by the leadership style of the principal and the head of the administrative department. Each officer who leads has a different leadership style. For example, in the initial analysis found some cases in some high schools there are teachers who are lazy, rarely enter the classroom, rarely do teaching, and lack communication between teachers and their leaders. Another thing found in some high schools there are teachers who are very diligent both in teaching and at meeting meetings, and there is a good relationship between teachers and their leaders. After initial observations through interviews with several high school teachers in Tangerang city, it was due to the influence of the principal's leadership style.

Furthermore, teachers must be able to master various forms of learning methods and models and the use of learning media aids so that in learning activities teaching learners do not feel monotonous and feel saturated. But there are still many teachers who do not understand about creative and effective learning methods or models to make learners become more active and participatory in conducting learning activities in accordance with the mandate of legislation. Teachers only consider their work as a regular routine, so they are less able to instill the educational values of learners.

In addition, the problem also lies in confidence in teachers that can be seen from the results of the many involvement of teachers in personal progress. The issue that occurred in Tangerang city high school that not so many teachers have a level of confidence in themselves. This is seen from the data taken from staffing data in 2020 that from 17,418 teachers there are 15,202 teachers to be national level speakers, 780 teachers become international level speakers, 11,234 teachers become representatives of national institutions, 136 teachers become representatives of international institutions, 3,335 teachers become associate members of the national level, and 1,26 teachers become representatives of international institutions, 3,335 teachers become associates of the national level, and 1,26 Teachers become associates of the international level. So that of all the teachers in high school not all teachers are advanced in personal matters.

According to high school staffing data that will be examined that of the 17,418 teachers remain and not fixed in fact the performance of teachers who work in secondary schools can be said to be good when viewed from quality assurance data but not one hundred percent maximum when viewed based on education and teaching data. To find out various factors, which affect teacher performance, it is important to conduct research, regarding factors that affect teacher performance in high school in Tangerang city. With the hope that the results of the research will help high schools in Tangerang get a good formulation in an effort to improve leadership style, organizational culture, organizational commitment, confidence and teacher performance.
Based on the symptoms of teacher performance problems in Tangerang City above it is very interesting to conduct research whose purpose is to reduce the problems that occur above. Measurement of teacher performance is done through several factors including leadership, organizational culture, organizational commitment, and confidence in teacher performance. The selection of the above variables for teacher performance measurements is due to a look from previous research. Therefore, this research aims to examine the direct influence of democratic leadership styles on organizational culture, the direct influence of democratic leadership styles on commitment to organizations, the direct influence of democratic leadership styles on confidence, direct influence of democratic leadership styles on teacher performance, direct influence of organizational culture on commitment to organizations, direct influence of organizational culture on confidence, Direct influence Organizational culture on teacher performance, direct influence Commitment to organization to believe in and direct influence Confidence on teacher performance.

II. RESEARCH METHODOLOGY

The method used in this study is a survey with path analysis. The survey method takes a sample from one population and uses questionnaires as a basic data collection tool. Data collection techniques are carried out through questionnaires that have been compiled first. Research examines the relationship of one variable to another. In this study there were five variables tested, namely democratic leadership style, organizational culture, confidence, commitment to the organization, and teacher performance. The analysis unit in this study is a high school in Tangerang city as well as a population in this study which amounted to 15 schools representing schools in Tangerang city. The sample in this study was the representative of civil servant teachers in high schools in Tangerang city who were studied, which totaled 120 teachers. This research design is a comprehensive plan of research work steps, from preparation to the creation of research reports completed. It includes a working step that proposes what the researcher should do from the time of the stated research hypothesis up to the final analysis of the collected data. The sample withdrawal method used in this study was purposive-sampling. In this case purposively choose high school teachers in Tangerang city. The data used to analyze and answer the problems in this study comes from the staffing section of the college and study programs studied, as well as other documents that may help in sharpening the analysis, as well as from teachers who answer questions in variable-related questionnaires.

Research is conducted by reading, exploring, and studying various literature from libraries sourced from textbooks, journals, the internet, and previous studies related to the problems studied. This becomes very important considering that this research also uses a qualitative approach so that an in-depth literature review is needed.

III. FINDING

This research measured variable-variables, consisting of endogenous and exogenous variables. Endogenous variables are variables whose values are determined in the system studied in accordance with the theoretical model in the research. What is meant by endogenous variable in this study is teacher performance(X5), Vexogenous variable is variables whose value is not specified in the system, but outside the system studied. The exogenous variable in this study are Democratic Leadership Style(X1), Organizational Culture(X2), Commitment to Organization(X3),and Confidence (X4).
Descriptive statistical calculations are presented ranging from teacher performance development variables ($X_5$), Democratic Leadership Style ($X_1$), Organizational Culture ($X_2$), Commitment to Organization ($X_3$), and Confidence ($X_4$).

1. Teacher Performance ($X_5$)

Master Performance ($X_5$), his measurements are used in 35 statement items, with a score range between 35 to 140. The acquisition of data collection results is the lowest score of 50 and the highest of 135. Teacher performance score data is presented in the form of a frequency distribution table consisting of 8 class intervals with interval lengths described in Table 4.1:

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Middle Nilai</th>
<th>$f$ absolute</th>
<th>$f$ kum</th>
<th>$f$ relative %</th>
<th>Relative Kum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50 – 60</td>
<td>55</td>
<td>18</td>
<td>18</td>
<td>5.625</td>
<td>5.625</td>
</tr>
<tr>
<td>2</td>
<td>61 – 71</td>
<td>66</td>
<td>28</td>
<td>46</td>
<td>8.75</td>
<td>14.375</td>
</tr>
<tr>
<td>3</td>
<td>72 – 82</td>
<td>77</td>
<td>31</td>
<td>77</td>
<td>9.7</td>
<td>24.075</td>
</tr>
<tr>
<td>4</td>
<td>83 – 93</td>
<td>88</td>
<td>58</td>
<td>135</td>
<td>18.125</td>
<td>42.2</td>
</tr>
<tr>
<td>5</td>
<td>94 – 104</td>
<td>99</td>
<td>45</td>
<td>180</td>
<td>14.06</td>
<td>56.26</td>
</tr>
<tr>
<td>6</td>
<td>105 – 115</td>
<td>110</td>
<td>67</td>
<td>247</td>
<td>20.93</td>
<td>77.19</td>
</tr>
<tr>
<td>7</td>
<td>116 – 126</td>
<td>121</td>
<td>43</td>
<td>290</td>
<td>13.43</td>
<td>90.62</td>
</tr>
<tr>
<td>8</td>
<td>127 – 137</td>
<td>132</td>
<td>30</td>
<td>320</td>
<td>9.375</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The average value is 91.67, the median is 93.04 and the mode is 100.83. While the standard deviation or standard deviation of teacher performance score of 21.53 and variance of 463.39. Furthermore, if the teacher performance score is grouped into low, medium and high categories, so it can be stated the condition of teacher performance in high school teacher colleges in Tangerang city is: 1) no respondents who have low category qualified score, 2) as many as 162 (50.72%) respondents included in the moderate category, 3) as many as 158 (49.28%), teachers showed performance Teachers in the high category. This shows that most high school teachers in Tangerang city perform good teacher performance in their category.

To find out the visual form of the frequency distribution distribution of teacher performance scores need to be displayed histogram of teacher performance score distribution presented in the following image:
There is the above image visually visible, that the distribution of teacher performance score data rises to the right. Conditions like this have been in accordance with the results of the calculation that the average and median are smaller than the mode.

2. Democratic Leadership Style ($X_1$)

The democratic leadership style variable ($X_1$) on its measurements used 30 statement items, obtained a score range between 30 to 120. The acquisition of data collection results is known to be the highest score of 109, the lowest score is 67. Such conditions mean that the empirical score range between 67 and 109 is 42. Using Sturgess rules, democratic leadership style score data ($X_1$) is presented in the form of a frequency distribution table of groups consisting of 8 interval classes, more clearly presented in table 4.2:

### Table 4.2 Frequency Distribution of Democratic Leadership Styles

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Middle Score</th>
<th>$f$ absolute</th>
<th>$f$ kum</th>
<th>$f$ relative %</th>
<th>Relative Kum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>67 – 72</td>
<td>69.5</td>
<td>20</td>
<td>20</td>
<td>6.25</td>
<td>6.25</td>
</tr>
<tr>
<td>2</td>
<td>73 – 78</td>
<td>75.5</td>
<td>34</td>
<td>54</td>
<td>10.625</td>
<td>16.875</td>
</tr>
<tr>
<td>3</td>
<td>79 – 84</td>
<td>81.5</td>
<td>45</td>
<td>99</td>
<td>14.063</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>85 – 90</td>
<td>87.5</td>
<td>67</td>
<td>166</td>
<td>21</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>91 – 96</td>
<td>93.5</td>
<td>78</td>
<td>244</td>
<td>24.38</td>
<td>76.38</td>
</tr>
<tr>
<td>6</td>
<td>97 – 102</td>
<td>99.5</td>
<td>30</td>
<td>274</td>
<td>9.375</td>
<td>85.693</td>
</tr>
<tr>
<td>7</td>
<td>103 – 108</td>
<td>105.5</td>
<td>20</td>
<td>294</td>
<td>6.25</td>
<td>92</td>
</tr>
<tr>
<td>8</td>
<td>109 – 114</td>
<td>111.5</td>
<td>26</td>
<td>320</td>
<td>8.125</td>
<td>100.00</td>
</tr>
</tbody>
</table>

![Graph showing frequency distribution](image-url)
The average score of a democratic leadership style score is 90.41 with a median of 90.5 as well as a mode of 91.5. The standard deviation or standard deviation of the democratic leadership style score is 10.98 with a variant of 120.47. Furthermore, when the scores of democratic leadership styles are grouped into low, medium and high categories, then no teacher has a low-qualified democratic leadership style score. Fifty-eight (58 or 18.12%) teachers have a moderate democratic leadership style and 262 or 81.98% have a democratic leadership style with a high category. Conditions like this indicate that most high school teachers in Tangerang city have a high democratic leadership style.

To find out the visual form of the frequency distribution distribution of the frequency distribution of democratic leadership style scores it is necessary to display a histogram of the distribution of democratic leadership style scores, which are presented in the following figure:

In figure 4.2 above, it can be explained that the highest score is located at the midpoint of 93.5 which is in the range of scores 91 - 96 while the lowest frequency is located in the range of scores 109 - 114.

3. **Organizational Culture (X<sub>2</sub>)**

Organizational culture variables are measured using 30 statements, then the maximum score ideally is 30 and the ideal minimum score is 120. The acquisition of data collection results is known to be the highest score of 59 highest 106. Conditions like this mean the range of empirical data between 59 and 106 is 47. Using sturgess rules, the data of the organizational culture score value (X<sub>2</sub>) needs to be presented in the form of a group frequency distribution table consisting of 8 interval classes that can be seen in the following table:
Table 4.3 Distribution of Organizational Culture Frequency

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Middle score</th>
<th>f absolute</th>
<th>f kum</th>
<th>f relative %</th>
<th>Relative Kum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>59 – 64</td>
<td>61.5</td>
<td>27</td>
<td>27</td>
<td>8.44</td>
<td>8.44</td>
</tr>
<tr>
<td>2</td>
<td>65 – 70</td>
<td>67.5</td>
<td>45</td>
<td>72</td>
<td>14.06</td>
<td>22.5</td>
</tr>
<tr>
<td>3</td>
<td>71 – 76</td>
<td>73.5</td>
<td>33</td>
<td>105</td>
<td>10.31</td>
<td>32.81</td>
</tr>
<tr>
<td>4</td>
<td>77 – 82</td>
<td>79.5</td>
<td>38</td>
<td>143</td>
<td>12</td>
<td>44.81</td>
</tr>
<tr>
<td>5</td>
<td>83 – 88</td>
<td>85.5</td>
<td>54</td>
<td>197</td>
<td>17</td>
<td>61.81</td>
</tr>
<tr>
<td>6</td>
<td>89 – 94</td>
<td>91.5</td>
<td>46</td>
<td>243</td>
<td>14.375</td>
<td>76.185</td>
</tr>
<tr>
<td>7</td>
<td>95 – 100</td>
<td>97.5</td>
<td>57</td>
<td>300</td>
<td>19</td>
<td>95.185</td>
</tr>
<tr>
<td>8</td>
<td>101 – 106</td>
<td>103.5</td>
<td>20</td>
<td>320</td>
<td>6.25</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td></td>
<td>320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The average score of the organization's culture score is 82.54 with a median of 82.5, and the mode is 81.41. The standard deviation or standard deviation of the organizational culture score is 11.56 and the variance is 133.62. Furthermore, when the organizational culture score is grouped into low, medium and high categories, it can be concluded: no teachers have low qualifications, 137 (42.75%) have moderate qualifications and 183 (57.25%) teachers have a high category organizational culture.

To find out the visual form of the frequency distribution distribution of the frequency distribution of the organizational culture score needs to be displayed histogram of the distribution of the organization's culture score, which is presented in the following image:

Gambar 4.3 Grafik Histogram Budaya Organisasi
In figure 4.3 above, it can be explained that the highest score is located at the midpoint of 79.5 with a score range of 77 – 82, while the lowest frequency is located at the midpoint of 103.5 with a score range of 101 – 106.

4. Commitment to Organization (X3)

Commitment variables in organizations are measured using 30 statements, each problem item is given a score with intervals of 1 to 4, for which the maximum score is ideally 120 and the ideal minimum score is 30. The results of data collection are known to have the highest score of 68 highest 104. This condition means that the range of empirical data between 68 and 104 is 36. Using sturgess rules, the data of commitment score values in organizations (X3) needs to be presented in the form of a group frequency distribution table consisting of 8 interval classes that can be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Middle Nilla</th>
<th>f absolute</th>
<th>f kum</th>
<th>f relative %</th>
<th>Relative Kum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68 – 72</td>
<td>70</td>
<td>31</td>
<td>31</td>
<td>9.7</td>
<td>9.7</td>
</tr>
<tr>
<td>2</td>
<td>73 – 77</td>
<td>75</td>
<td>37</td>
<td>68</td>
<td>11.56</td>
<td>21.26</td>
</tr>
<tr>
<td>3</td>
<td>78 – 82</td>
<td>80</td>
<td>40</td>
<td>108</td>
<td>12.5</td>
<td>33.76</td>
</tr>
<tr>
<td>4</td>
<td>83 – 87</td>
<td>85</td>
<td>45</td>
<td>153</td>
<td>14.06</td>
<td>47.82</td>
</tr>
<tr>
<td>5</td>
<td>88 – 92</td>
<td>90</td>
<td>54</td>
<td>207</td>
<td>16.875</td>
<td>64.695</td>
</tr>
<tr>
<td>6</td>
<td>93 – 97</td>
<td>95</td>
<td>40</td>
<td>247</td>
<td>12.5</td>
<td>77.195</td>
</tr>
<tr>
<td>7</td>
<td>98 – 102</td>
<td>100</td>
<td>38</td>
<td>285</td>
<td>12</td>
<td>89.195</td>
</tr>
<tr>
<td>8</td>
<td>103 – 107</td>
<td>105</td>
<td>35</td>
<td>320</td>
<td>11</td>
<td>100.00</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>320</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The average commitment score in organizations is 87.90 with a median of 84.68 and the mode is 84.97. The standard deviation or standard deviation of the commitment score in the organization is 10.11, and the variance is 102.12. Furthermore, if the commitment score in the organization is grouped into low, medium and high categories, then no respondents have a commitment to organizations with low categories, respondents who have a commitment to organizations with moderate categories are 77 (23.91%), and high categories as many as 243 (76.09%), so it can be put forward the condition of commitment to the organization to high school teachers in Tangerang city is very good.

To know the visual form of the frequency distribution of the commitment score in the organization it is necessary to display a histogram of the distribution of commitment scores in the organization, which is presented in the following figure:
In figure 4.4 above, it can be explained that the score that respondents get the most is located in the range of scores 88 - 92, while the lowest frequency is located in the range of scores 68 - 72.

5. **Self-Confidence (X₄)**

Empirically, the score obtained by respondents after answering 30 points of confidence instruments was the lowest 72 and the highest 110. Using Sturges rules, confident score value data (X₄) needs to be presented in the form of a frequency distribution table of groups consisting of 5 interval classes that can be seen in the table as follows:

**Table 4.5 Distribution of Confident**

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Middle Score</th>
<th>f absolute</th>
<th>f kum</th>
<th>f relative %</th>
<th>Relative Kum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72 – 76</td>
<td>74</td>
<td>25</td>
<td>25</td>
<td>7.8</td>
<td>7.8</td>
</tr>
<tr>
<td>2</td>
<td>77 – 81</td>
<td>79</td>
<td>45</td>
<td>70</td>
<td>14.06</td>
<td>21.85</td>
</tr>
<tr>
<td>3</td>
<td>82 – 86</td>
<td>84</td>
<td>50</td>
<td>120</td>
<td>15.625</td>
<td>37.475</td>
</tr>
<tr>
<td>4</td>
<td>87 – 91</td>
<td>89</td>
<td>56</td>
<td>176</td>
<td>17.5</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>92 – 96</td>
<td>94</td>
<td>35</td>
<td>211</td>
<td>11</td>
<td>66</td>
</tr>
<tr>
<td>6</td>
<td>97 – 101</td>
<td>99</td>
<td>46</td>
<td>257</td>
<td>14.375</td>
<td>80.375</td>
</tr>
<tr>
<td>7</td>
<td>102 – 106</td>
<td>104</td>
<td>38</td>
<td>295</td>
<td>12</td>
<td>92.375</td>
</tr>
<tr>
<td>8</td>
<td>107 - 111</td>
<td>109</td>
<td>25</td>
<td>320</td>
<td>7.8</td>
<td>100.00</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td></td>
<td>320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average result of the confidence score value is 91.21 median 90.94, and mode 89.42. Deviasi standar or standard deviation score of 9.00, and variance 81.02. A total of 288 (89.86%) respondents had a confidence score with a high
category, 32 (10.14%) moderate category, and none of the respondents scored confidently with a slight or low category.

To know the visual form of the frequency distribution of the frequency distribution of the confident score it is necessary to display a histogram of the confident score distribution, which is presented in the following image:

![Histogram of Confident Score Distribution](image)

**Gambar 4.5 Grafik Histogram Percaya Diri**

From figure 4.5 above, it can be explained that the highest score is located in the range of scores 87 - 91, while the lowest frequency is located in the range of scores 72 - 76 and 107 - 111.

From the calculation obtained the value of the path coefficient $p_{54} = 0.116$ with $t_{	ext{hit}} = 1.439$ and $t_{	ext{table}} = 1.978$ in $\alpha = 0.05$ or $2.613$ in $\alpha = 0.01$, because $t_{\text{hit}} < t_{\text{table}}$, then $H_0 : p_{54} \leq 0$ accepted, and $H_1 : p_{54} > 0$ rejected, then the path coefficient $p_{54} = 0.116$ is insignificant at the level of significance $\alpha = 0.01$ and $\alpha = 0.05$. So in the test rejected $H_1$, that confidence has no direct effect on the performance of teachers. Meaning with indicators; the existence of independence, the existence of responsibility, the belief in his ability, the existence of liveliness, and the existence of ordinary and non-awkward attitudes have no effect on the performance of teachers.

**Table 4.13 Recapitulation of Hypothesis Testing Results**

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypothesis</th>
<th>Statistical Test</th>
<th>Decision $H_0$</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Democratic leadership style towards organizational culture</td>
<td>$H_0 \ p_{21} \leq 0$ $H_1 \ p_{21} &gt; 0$</td>
<td>$H_0$ is rejected and $H_1$ is accepted.</td>
<td>Positive direct effect</td>
</tr>
</tbody>
</table>
Based on the results of the final model of positive direct influence of democratic leadership style, organizational culture, commitment to organization, confidence and teacher performance, the results of the study prove the nine hypotheses proposed in discussing the influence of democratic leadership style, organizational culture, commitment to organization, confidence in teacher performance in high school in Tangerang City, p. This research shows results that are not much different and even supports the theories presented in the previous chapter, democratic leadership style is closely related to organizational culture, commitment to organization, confidence in teacher performance.

1. Democratic leadership style towards organizational culture

Democratic leadership style has a positive direct influence on organizational culture with a coefficient of influence of 0.968 or equivalent to a determinant coefficient of direct influence of 63.061. Such conditions indicate that variations in democratic leadership styles exert a direct influence on the organization's culture. This gives the impression that organizational culture is influenced by variations in democratic leadership styles, namely Guidance, encouragement, guidance, motivation, and coaching that is carried out programmatical and
effectively by the head of the study program on the implementation of teacher duties in the form of further studies, as well as training, implementation of teaching duties, community service, research and promotion of promotion will result in an increase in the organizational culture owned by teachers.

This research is in accordance with research conducted by Gönül Kaya Özbag (2016) with the results of the study: As a result of the research implemented in order to determine the effect of big five personality traits on ethical leadership behaviour, it can be concluded that three of the Big Five personality traits, leaders' agreeableness, conscientiousness and openness to experience, were positively related to subordinate perceptions of ethical leadership.

2. Democratic leadership style towards commitment to the organization

Democratic leadership style has no positive direct influence on commitment to the organization, the coefficient of influence 0.684 or equivalent to the determinant coefficient of direct influence 14,194. Such conditions indicate that variations in democratic leadership styles have an indirect influence on commitment to the organization. Conditions like this provide an idea that the diversity of commitment to the organization is not influenced by variations in democratic leadership styles such as guidance, encouragement, guidance, and coaching, which is carried out programmatically and effectively by the head of the study program on the implementation of teacher duties in the form of further study, as well as training, the implementation of teaching duties, community service, research and promotion of promotion will result in increased commitment to the organization owned by teachers. This research is in accordance with research conducted by Dargahi Hossein, Rajabnezhad Zeynab and Reshadatjou Hamideh (2017) with the results of research: This research assessed direct and significant relationship between spiritual quotients, transformational leadership styles of the managers and the organizational commitments of the staffs in Tehran University of Medical Sciences. As, human capital is the most valuable asset of every organization, focusing on this capital could considerably contribute to success of the organization. Therefore, managers should attempt to raise their spiritual quotients and also follow transformational leadership styles to encourage the staffs to enhance their organizational commitments. A committed and professional workforce could provide the organizational development.

The study assessed the direct and significant relationship between the spiritual determination, transformational leadership style of managers and the organizational commitment of the staff at Tehran University of Medical Sciences. Like, human capital is the most valuable asset of any organization, focusing on this capital can contribute to an organization's success. Therefore, managers should strive to increase their spiritual resolve and also follow the transformation of leadership styles to encourage staff to increase their organizational commitment. A committed and professional workforce can provide it with organizational development.
3. Democratic leadership style towards self-confidence

Democratic leadership style has a positive direct influence on self-confidence, the influence coefficient of 0.568 or equivalent to the determinant coefficient of direct influence 10.082. This shows that variations in democratic leadership styles have a direct influence on the performance of teachers. This gives an idea that diversity of confidence is influenced by variations in democratic leadership styles such as Guidance, instructions, instructions, motivation, and Coaching conducted programmatically and effectively by superiors against the implementation of teacher duties in the form of further study and training, implementation of teaching tasks, community service, research and promotion of promotion will result in increased teacher confidence. This is in accordance with research conducted by Hülya Gündüz Çekmecelioğlu and Gönül Kaya Özbağ (2016) with the results of research: Our findings suggest that transformational leadership behaviours are an important mechanism in the development of individual creativity by activating the employee with intellectual stimulation. By intellectual stimulation, leaders are developing a vision and inspiring followers to generate creativity. Results of the study suggest that transformational leadership style may be appropriate for certain exploitative activities that involve challenging assumptions, taking risks, and approaching problems in new ways. The findings also indicate that regarding Bass' (1985) four dimensions of transformational leadership, intellectual stimulation is the most powerful dimension that facilitate individual creativity. Moreover, the overall relationship between intellectual stimulation and creativity still remained positive when other dimensions are included to the model. Our findings suggest that transformational leadership behavior is an important mechanism in the development of individual creativity by activating employees with intellectual stimulation. With intellectual stimulation, its leaders develop the vision and inspiration of followers to generate creativity. The results showed that it was transformational.

Leadership styles may be appropriate for certain exploitative activities that involve challenging assumptions, risk-taking, and approaching problems in new ways. The findings also suggest that regarding Bass' (1985) four-dimensional transformational leadership, intellectual stimulation is the most powerful dimension that facilitates individual creativity. Moreover, the overall relationship between intellectual stimulation and creativity still remained positive when other dimensions were incorporated into the model.

4. Democratic leadership style towards teacher performance

Democratic leadership style has a positive direct influence on teacher performance, the influence coefficient is 0.564 or equivalent to the determinant coefficient of direct influence 15.085. This shows that variations in democratic leadership styles have a direct influence on teacher performance. Coaching conducted programmatically and effectively by superiors against the implementation of teacher duties in the form of further studies and training, the implementation of teaching tasks, community service, research and promotion of promotion will result in improved teacher performance.

The results of this study are in accordance with research conducted by Michael Schaefer, Mary Kern, Gail Berger, Victoria Medvec, Roderick I. Swaab
(2017) with the results of the study: As managers often fail to deliver corrective feedback accurately and a younger workforce increasingly demands candid feedback, scholars and practitioners need to understand how feedback can be delivered more effectively. Combining insights from the literatures on feedback, the illusion of transparency, and accuracy motivation, we proposed that managers suffer from unintentional transparency illusions when delivering negative feedback because they lack accuracy motivation. Our approach is a departure from the traditional approach to treat feedback inflation as intentional and complements this view by showing it also has an unintentional component. Our results show that when managers communicate negative feedback, they do this more clearly when their accuracy motivation is high, reducing and sometimes completely eliminating their transparency illusions.

Because managers often fail to provide corrective feedback accurately and a younger workforce increasingly demands honest feedback, scientists and practitioners need to understand how feedback can be delivered more effectively. Combining insights from the literature on feedback, the illusion of transparency, and the motivation of its accuracy, we propose that managers experience the illusion of unintentional transparency when giving birth to negative feedback due to lack of motivational accuracy. Our approach is a departure from the traditional approach to treating inflation feedback as deliberate and complements this view by showing it also has an involuntary component. Our results show that when managers communicate negative feedback, they do this more clearly when they are accurately accurate, reducing, and sometimes completely eliminating their illusions of transparency.

5. Organizational culture to commitment to the organization

Organizational culture has a positive direct influence on commitment to the organization, the coefficient of influence 0.223 or equivalent to the determinant coefficient of direct influence 2.951. This shows that variation in organizational culture has a direct influence on commitment to the organization. This shows that the variety of organizational culture has a direct influence on commitment to the organization. Conditions like this provide an idea that commitment to the organization is influenced by variations in organizational culture such as insights, knowledge, and skills, as well as attitudes in carrying out tasks that include academic and non-academic, research and community service. This will result in increased commitment to the organization owned by the teacher. This is in accordance with research conducted by Jolianis and Dina Amaluis (2015) demgan research results: From the results of the research and the discussion in the previous chapter do on the conclusion can be drawn that the organizational culture affect performance significantly to hospital. The better the organizational culture which became a role model for employees in the job will surely improve the performance of hospitals.

From the results of research and discussion, it can be concluded that organizational culture has a significant effect on hospital performance. The better the organizational culture that becomes a role model for employees in the job will definitely improve hospital performance. That's when employees have a culture in the work of innovation and courage has solved risks, attention to detail, oriented to
results / people / teams and has aggressiveness in work and has solidity in work will certainly support the success of the hospital in achieving organizational performance.

Commitment to significant impact on the performance of hospital organizations. The higher the commitment to reform in the work will improve the performance of hospitals. This means that when employees feel very active with a high sense of responsibility and conscientious in carrying out work will certainly encourage improvements in hospital performance. Significant effect on hospital performance accountability. The higher the accountability will improve the performance of the hospital. That is, the better the form of hospitals to public accountability for performance that has been done will be able to be a driving factor in improving hospital performance in the future.

6. Organizational culture of confidence

Organizational culture has a direct influence on confidence, the influence coefficient is 0.410 or equivalent to the determinant coefficient of direct influence of 6.225. This condition indicates that variations in organizational culture exert a direct influence on self-confidence of 0.596. This suggests that variation in organizational culture exerts a direct influence on self-confidence. This gives an idea that the diversity of teachers' confidence is influenced by variations in organizational culture such as insights, knowledge, and skills, as well as attitudes in carrying out tasks that include academic and non-academic, research and community service. This will lead to increased teacher confidence. As researched Melisa Erdilek Karabay, Bülent Akyüz, Meral Elçi (2016) with the results of research: Various studies have demonstrated that numerous factors are critical in determining the stress levels of employees in organization. Practically speaking, organizations need to find ways of taking actions that will alleviate the potential stresses their and strains. Various studies have shown that many factors are important in determining employee stress levels in organizations. Practically speaking, organizations need to find ways to take actions that will reduce their potential pressure and tension. Working family balance is one of the determinants of stress that is influential because feelings of family-work conflict among employees can result in higher rates of decline and also make it more difficult to attract new employees. Therefore, the variable nature of a person's work and family life can create conflict is a potential source of stress. As other studies have consistently shown, the conceptual framework of this study supports that a lack of balance in family life causes employees to have negative perceptions of not spending enough time for their work that causes work stress.

7. Organizational culture towards teacher performance

Organizational culture has a positive direct influence on teacher performance, the influence coefficient is 0.321 or equivalent to the determinant coefficient of direct influence of 4,542. This suggests that variation in organizational culture exerts a direct influence on teacher performance. This gives an idea that the diversity of teacher performance is influenced by variations in organizational culture such as insight, knowledge, and skills, as well as attitudes in carrying out tasks that
include academic and non-academic, research and community service. This will lead to an increase in teacher performance.

The results of this study are in accordance with Ebru Yildiz (2014) with the results of the study: *Organizational culture helps build shared values and unified efforts among employees, hence contributing to achieving the organization's objectives. Employees would know the objectives of the organization, how to reach them, what tasks and responsibilities and how they should be executed and they behave accordingly.* Organizational culture helps build shared values and integrated efforts among employees, thereby contributing to the achievement of organizational goals. Employees will know the organization's goals, how to achieve them, what the duties and responsibilities are and how they should be executed and they behave accordingly. Therefore, the organization will achieve performance targets.

Organizational performance is strongly influenced by organizational culture and can be evaluated through the use of several criteria. The models and approaches developed are related to the concept of organizational performance as well as the existence of various criteria, making it difficult to evaluate the performance of an organization.

8. Commitment to the organization to self-confidence

Commitment to the organization has no positive direct influence on self-confidence, the influence coefficient of 0.003 is equivalent to the determinant coefficient of direct influence of 0.035. This suggests that variation in commitment to the organization does not have a direct influence on self-confidence. This gives the impression that diversity of confidence is not influenced by variations in commitment to the organization such as trust, sincerity, loyalty and a strong acceptance of the organization's goals and values. So it will not lead to an increase in the confidence of the teacher. This is in accordance with Muhammad Waheed Akhtar, Atif Shabir, Muhammad Shahid Safdar, and Muhammad Saeed Akhtar (2017) with the results of research: Findings of present study revealed that Emotional Intelligence have a positive impact on organizational commitment. Findings of present study revealed that organizational commitment have a significant negative impact on turnover intentions. And that's why organizational commitment mediates the relationship between. The findings of this study reveal that Emotional Intelligence has a positive impact on organizational commitment. The findings of this study reveal that organizational commitment has a significant negative impact on moving intentions and that's why organizational commitment mediated the relationship between EI and turnover intentions. Because high EI employees are more committed to their organization and have less intention.

*Perceived Organizational Support* moderates the relationship between emotional intelligence and organizational commitment. Because employees with high EI look down on organizational support, their level of commitment to the organization also decreases and when EI employees feel high organizational support at that time their level of commitment to the organization is high and that is why POS moderates the relationship between Emotional Intelligence and organizational commitment.
9. Confident in teacher performance

Self-confidence has no positive direct influence on teacher performance, the influence coefficient of 0.116 or equivalent to the determinant coefficient of direct influence 1,439. This suggests that variation in self-confidence does not have a direct influence on teacher performance. This gives an idea that the diversity of teacher performance is not influenced by confident variations such as free attitude, selflessness, ambition, always optimistic, and open to new experiences, so it will not result in improved teacher performance. This is in agreement with Gordana Misevic and Kardievic (2015) who mentioned that: As already mentioned in the introduction, although self-confidence and achievement are probably mutually dependent, it is reasonable to assume that investing in self-confidence would result in better achievement.

As already mentioned in the introduction, although confidence and achievement may be interdependent, it is reasonable to assume that investing in confidence will result in better achievement. This can be achieved with a variety of techniques to boost self-confidence – for example through discussions about one's advantages in learning science, such as the knowledge and skills students have mastered easily, and the content they enjoy learning. Students with low confidence in studying science should be helped by a learning approach that generates their initiatives, encourages and anchors their problem solving, and encourages them to express their opinions.

Perhaps the most important thing is to create a respectful and exhilarating atmosphere in the classroom where students support each other and want to talk openly about their experiences rather than just passively receiving ready-made knowledge and skills. Furthermore, negative emotional responses should be avoided in learning activities because emotional responses have a major influence on the development of self-concept (Mujtaba, Reiss, and Hodgson, 2014). Therefore, activities to strengthen self-concept should primarily result in a positive emotional response compared to. Look, I can complete this task! "With, I again didn't succeed in solving the problem."

Finally, when designing activities to strengthen self-confidence, teachers should remember that a strong, self-concept encourages students to engage with instruction and demonstrate perseverance, effort, and attention. (Martin et al., 2012; p 331) To conclude, the results for Serbia and Slovenia suggest that confidence may be a major dimension of attitude when this relationship between trust and achievement comes into focus.

V. CONCLUSION

The conclusion is obtained as follows democratic leadership style has a positive direct effect on organizational culture. This means that the leadership style of the principal will result in an increase in the organizational culture owned by the teacher. Democratic leadership styles have a direct positive effect on commitment to the organization. This means that the leadership style of the principal will result in increased commitment to the organization owned by the teacher. Democratic leadership styles have a direct effect on self-confidence. This means that the
principal's leadership style will result in increased teacher confidence. Democratic leadership style has a direct effect on teacher performance. This means that the leadership style of the principal will result in an increase in teacher performance. The culture of the organization has a direct effect on commitment to the organization. This means that the organizational culture that is owned will result in increased teacher commitment to the organization. Organizational culture has a direct influence on self-confidence. This means that the organizational culture that is owned will result in increased teacher confidence. Organizational culture has a direct influence on teacher performance. This means that the organizational culture owned will result in increased teacher performance. Commitment to the organization has no direct effect on self-confidence. This means that the teacher's commitment to the organization will not result in an increase in teacher confidence. And self-confidence has no direct effect on the teacher's performance. This means that the confidence that the teacher has will not result in an improvement in the teacher's performance.

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