

## The Relationship Of Organizational Culture And School Principal Leadership With Decision Making In State High Schools In Balige District

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### Abstract

*The aims of this research are to 1) analyze the relationship between organizational culture and decision making of school principals in public high schools in Balige District; 2) analyze the relationship between leadership and decision making of school principals in State High Schools in Balige District; and 3) analyze the relationship between organizational culture and leadership, together with the decision making of school principals in State High Schools in Balige District. The method used in this research is quantitative inferential. The population is all teachers in public high schools in Balige District, totaling 100 people and a sample of 50 people was determined using random sampling techniques. Data was collected using a closed questionnaire with 80 items. The results of data analysis show that: 1) the value of  $t_{count} > t_{table}$  ( $\alpha=0.05$ ;  $n-2=48$ ) between organizational culture and decision making is  $4.420 > 2.021$ , thus it is known that there is a relationship between organizational culture and decision making in state high schools throughout -Balige District; 2) the value of  $t_{count} > t_{table}$  ( $\alpha=0.05$ ;  $n-2=48$ ) between school principal leadership and decision making is  $3.547 > 2.021$ , thus it is known that the relationship between principal leadership and decision making in State High Schools throughout Balige District; 3) the value of  $F_{count} > F_{table}$  ( $k=2$ ;  $n-2=48$ ) between organizational culture and principal leadership and decision making is  $12.706 > 3.23$ , thus it is known that there is a relationship between organizational culture and principal leadership simultaneously with decision making in public high schools in Balige District, thus  $H_a$  is accepted and  $H_0$  is rejected.*

**Keywords:** Organizational Culture, Principal Leadership, Decision Making

### INTRODUCTION

Social and educational changes will continue, along with the development of science and technology which cannot be limited, this proves that nothing is constant (static) except change itself. In conditions of uncertainty with many sudden changes, decision-making activities are the most difficult element in governance (management) in all aspects, supported by the provision that decision-making is the most important effort for leaders. Decision making includes the skill of selecting and determining the most appropriate decision from many alternative answers or problem solutions.

Decision making is closely related to the burden of ethical responsibility so it is quite a difficult task to ensure decisions in the midst of uncertain situations, which are not previously known or which often arise suddenly, as is currently being experienced by Indonesia, especially in the field of education.

Likewise, the power of globalization as an unstoppable force has been able to influence the totality of human life as dynamic creatures. The influence of globalization certainly cannot be stopped, so it is necessary to seek and carry

out positive actions that result in improving human living standards in a better direction. These actions must be carried out by humans themselves as creatures who are blessed with responsible freedom. Globalization has not only changed world culture but also local culture. Indonesia, as a country in a circle of society that is experiencing the influence of globalization, is also experiencing this. This condition is characterized by the very rapid development of science and technology which is almost evenly distributed throughout the territory of the Republic of Indonesia. Indonesian society, which has a social spirit which is the main capital inherited from its ancestors, is also experiencing a decline which is indicated as a negative consequence of the influence of globalization. Likewise, the world of Indonesian education has not been able to show the identity of the Indonesian personality which should be able to provide solutions in dealing with existing problems as a result of the influence of globalization.

Education should be a conscious and planned effort to create a learning atmosphere

and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society are very difficult to find. In Indonesian education which is currently ongoing. Recently, national education seems to have lost its vision because it is not the vision of national education as a means of building national identity in accepting global change that is being fought for, but Indonesia tends to be swept away in the flow of globalization. Likewise, the government as an element of education stakeholders does not believe in its own education system, namely national education which should be able to compete globally with other countries. The government must strengthen the education system itself, not instead create a multi-class education system which will create social problems in the future. This condition occurs due to the pressure of globalization which has influenced the character of Indonesian society which is more market-oriented, which is very contrary to the essence of Education is a process of forming humans in a society so they are able to face global change. This condition is thought to also be caused by the weakness of elements of education stakeholders in Indonesia to make decisions in each situation and make choices regarding problems and opportunities that are occurring along with the implementation of education in Indonesia.

The world of education in Indonesia is increasingly dependent on power politics for the interests of groups or groups, this is one of the many serious problems in our world of education today. Past history hopes that our national education will be in accordance with the 1945 Constitution, based on multicultural Indonesian culture, but not just descriptive multiculturalism, and achieving this mandate is inevitably the government's responsibility, but the reality of what is happening in our education now is being disrupted. From the culture we have. Indonesia is losing ground. This situation is very dangerous in the current changes in globalization. It is clear that the education strategy that the Indonesian State has is still far from perfect, the result is not Indonesia's glory, but truly a tragedy in the life of the nation. Education for state children should be

tasked with bringing state children to a level of moral development, able to choose good and bad rationally, but there is only the ability to do questions because in the learning process what occurs is only the transfer of knowledge, in this case the national education system is problematic, the implementation education in Indonesia merely maintains its status so that student learning outcomes are only measured by numbers, although obtaining these numbers is not necessarily done with proper and noble methods and efforts. Quoting the opinion of Indonesian National education expert H.A.R. Tilaar stated eight educational issues that must be of concern, concerning: education policy, development of Indonesian children, teachers, relevance of education, quality of education, equity, education management, and education financing. These eight problems are inherent in the levels of education in Indonesia as educational stages that are determined based on the level of development of students, the goals to be achieved, and the abilities developed. These education levels include: basic education (SD/MI/Package A and SLTP/MTs/Package B), secondary education (SMU, MA, SMK), and higher education. Even though it is not included in the education level, there is also early childhood education, education provided before entering primary education. Secondary education is a continuation of basic education consisting of general secondary education and vocational secondary education. Secondary education takes the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), and Vocational Madrasah Aliyah (MAK), or other equivalent forms.

Education management as one of the eight educational problems in the description above is very easy to find in the world of education in Indonesia, at almost all levels of education, even in the smallest loci, namely classrooms and schools. Decision making as part of educational management has a huge impact on the future of education, this has not been fully realized so the demands for knowledge, experience and expertise in decision making have not become a priority in producing a decision.

The difficulty of decision making as explained at the beginning of this discussion is felt from the highest to the lowest levels, not only experienced by the leadership of this country but also the principals who lead a school. Decision making by the school principal is certainly very difficult because he will be faced with various alternatives, almost all of which are in the good category, supported by the pressure of the education system in Indonesia which still does not have a clear direction. In this case, the ability of school principals to be able to see education is not limited to the classroom and within the school walls, but is a process in society, the country and even the global context.

Based on temporary observations by the author of decision making at the school level, there are problems in the management of education, where in some schools there is still a tradition that decision making is entirely in the hands of the principal, meaning that the principal has extraordinary power in the decision making process, but "at the implementation level, even if "There is already an agreement among the school components to make decisions. There are still many school principals who do not dare to make decisions before getting approval from their superiors" (Source: Region VIII Service Branch - Toba Regency).

This condition occurs as a result of educational management problems which are part of the eight educational problems as described above. Realizing the reality of what is happening as described above, the position of the school principal as a decision maker really requires courage, expertise, knowledge and experience in the decision making process for each policy. Mistakes in determining alternative options will have a big influence on policy decisions, school programs, teacher duties and student learning activities which are being controlled by educational stakeholders in which the school principal plays a very active role.

School principals who should be able to integrate educational philosophy with the ability to lead and administer, manage schools have not really been found in the school environment. The high level of influence that school principals can produce in efforts to improve national education is able to develop a national culture that is in

accordance with the socio-political system of the Indonesian state based on Pancasila and the 1945 Constitution, which is also a process of cultural transformation towards Indonesian civilization that will reflect the character of the nation as mandated in Law no. 20 of 2003 concerning the National Education system, the quality of school principals' decision making must really need to be improved in order to achieve the mandated national education goals. Efforts to increase the abilities of school principals can also be achieved by developing careers through education and training, improving the quality of the organizational climate at the school level, or by providing special supervision for the performance of school principals. Decision making by the principal is also greatly influenced by the principal's internal motivation and the motivation of the educational institution led by the principal. Efforts to increase the ability of school principals in decision making must go through a comprehensive study of several factors that influence the decision making process. These factors can be internal and external, such as: organizational culture, organizational structure, where the principal is leading, the leadership of the principal as well as several other factors that are still related to the position as Headmaster. Low understanding of several variables that are thought to be closely related to decision making is very easy to find even if only limited to observation. School principals are still focused on daily activities which are scheduled routines, even though there is an evaluation of the principal's performance, it is still in the form of a report which will be documented without any effort to follow up towards achieving total quality management (TQM) in the world of education which is oriented as an improvement process. the quality of Indonesia's human resources. This low decision-making ability results in decisions that ignore relevance, effectiveness and efficiency.

## RESEARCH METHODS

According to Ratna Wijayanti (2021: 22) data analysis is carrying out the process of analyzing data using statistics. Selection of analytical tools using statistical tests can be done manually or using software. The research data

will be described using descriptive analysis techniques. To analyze the data that has been obtained during the research, there are several data analysis techniques that will be used, namely:

### Descriptive Analysis

Descriptive analysis is a method used to analyze data by describing the data that has been collected from each variable studied so that it is easier to understand.

### Classic assumption test

To determine the feasibility of the multiple regression model, a classic assumption test will be carried out which aims to find out whether the results of the regression estimates carried out are really suitable for use or not. The classical assumption test that is often used, namely:

### Normality test

The normality test aims to find out whether the collected data is normally distributed or not. With the normality test, it will be known whether the sample taken comes from a normally distributed population or not. If the test is normal, then the results of statistical calculations can be generalized to the population. The normality test in this study uses the Kolmogorv-Smirnov test, the criterion is significance for a two-sided test, the calculation results are greater than 0.05 with a normal distribution.

### Regression Linearity Test

The linearity test is carried out on each independent and dependent variable with the criterion that the calculated F value is listed in dev. From linearity it is stated that the form of regression is linear. In other terms, if the Fcount value is greater than Ftable then the regression direction is declared meaningful, and conversely if the Fcount value is smaller than Ftable then the regression direction is declared meaningless. You can also see the magnitude of the significance value. If the significance value is <0.05, it can be concluded that the regression test carried out is linear and vice versa.

### Carrying out partial relationship tests

By searching according to Arikunto, (2002: 213), the correlation coefficient between variables X1, X2 and Y. with the Pearson Product Moment correlation formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Information:

$r_{xy}$  = Correlation coefficient of variable X with variable Y

$\sum x$  = Total Score of Variable X

$\sum y$  = Total Score of Variable Y

$\sum xy$  = Total score of XY multiplication

N = Number of respondents

### Carry out relationship tests simultaneously

$R_{yx1x2}$  multiple correlation, using the following formula:

$$R_{yx1x2} = \sqrt{\frac{r^2_{yx1} + r^2_{yx2} - 2r_{yx1}r_{yx2}r_{x1x2}}{1 - r^2_{x1x2}}}$$

Where:

$R_{yx1x2}$  = correlation between variables X1 and X2 together with variable Y

$r_{yx1}$  = correlation of X1 with Y

$r_{yx2}$  = correlation of X2 with Y

$r_{x1x2}$  = correlation between X1 and X2

### Hypothesis testing

#### Partial Test (t Test)

The t test is carried out to partially test the influence of the independent variable on the dependent variable with the assumption that the other variables are considered constant. According to Kuncoro (Rusiadi, et al. 2013: 279) The t test basically shows how far the influence of an independent variable individually is in explaining variations in related variables with a significance level of 5%. The test criteria are as follows:

Accept H0 (reject H1), if t count < t table with sig t >  $\alpha$  5%

Reject H0 (accept H1), if t count > t table with sig t <  $\alpha$  5%

The t test formula is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{(1-r^2)}} \text{ with } dk = n - 2$$

Information:

t = Partial effect test

r = Correlation coefficient

n = Number of data

#### Simultaneous Test (F Test)

Test significant multiple correlation with the formula:



$$F_h = \frac{\frac{R^2}{k}}{(1 - R^2) / (n - k - 1)}$$

Where:

R = Multiple correlation coefficient

k = number of independent variables

n = number of samples.

In practice, to calculate research data analysis, the author will be assisted by using the Statistical Product and Service Solution 24.00 (SPSS 24.00) software application.

## RESULT AND DISCUSSION

This research was carried out seriously and as optimally as possible to obtain correct research data so that it would be able to answer the research hypothesis so that the research objectives could be achieved, so in chapter IV the research results are presented with data that refers to existing theories and concepts (1) Description research data, (2) Testing analysis requirements, (3) Testing research hypotheses, and (4) Discussion of research results.

### Description of Research Data

Based on the research results obtained from all high school teachers in Balige District, which can be seen in the attachment, the answer data was obtained from 50 respondents. The results of the descriptive analysis of the data display the highest and lowest scores, average, mode, median, standard deviation and distribution. For data to determine the number of interval classes, the Sturges formula is used:  $k$  (number of classes) =  $1 + (3.3) \times \log n$ , while  $L$  (class width) =  $R/k$ . Next, processing the data calculation results will be carried out with the help of the SPSS (Statistical Product and Service Solutions) 24 computer program.

In this regard, this research is intended to measure three variables, namely: Organizational Culture (X1), Principal Leadership (X2), and Decision Making (Y) carried out on respondents. Each variable is measured separately through its respective instrument. The following is a presentation of data from all variables which are summarized in table 4.1

Table 4.1. Data Display Table X1,X2, and Y

	Variabel_X1	Variabel_X2	Variabel_Y
NValid	50	50	50
Missing	0	0	0
Mean	120,1200	65,3400	74,6800
Median	121,0000	65,0000	74,0000
Mode	118,00 <sup>a</sup>	64,00 <sup>a</sup>	70,00
Std. Deviation	10,59388	4,66690	4,82104
Variance	112,230	21,780	23,242
Range	45,00	23,00	22,00
Minimum	96,00	57,00	63,00
Maximum	141,00	80,00	85,00

### Organizational Culture Variable (X1)

Based on the results of research with 50 teacher respondents, the highest score = 141.00 and the lowest score = 96.00 with a mean = 120.1200; median = 121.0000; mode = 118.00; standard deviation = 10.59388; variance = 112.230; range = 45.00.

The interval of numerical values obtained by the teacher from the Organizational Culture performance can be seen in the histogram in Figure 4.1. following:

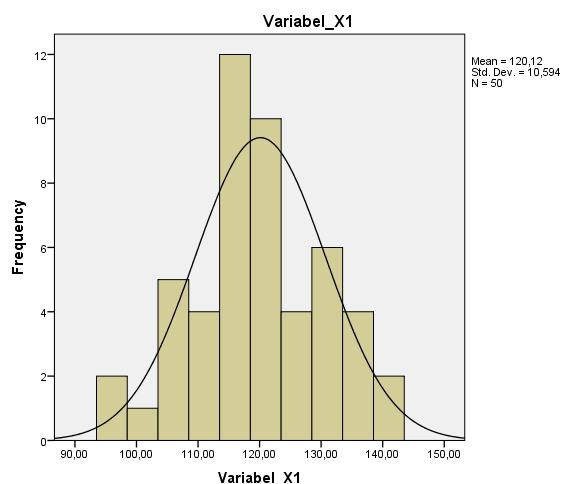


Figure 4.1. Organizational Culture Variable Value Interval (X1)

Based on the distribution of the data above, it can be seen that the item with the highest weight regarding Organizational Culture is item number 26 with a score of 173 and an average value of 3.46, that is, many teachers answered that teachers were given permission to take part in educational activities and competency training. Teacher. Meanwhile, the lowest weight score among the questionnaires

above is number 27 with a score of 151 and an average score of 3.02, namely that many teachers answered that teachers were given permission to continue their education to a higher level. And the sub-indicator that makes the highest contribution is sub-indicator number 3 with an average of 3.38, namely the innovative sub-indicator. And the indicator that makes the highest contribution is indicator number 3 with an average of 3.31, namely direction indicators including achievement targets and expectations regarding achievement.

**Principal Leadership Data Variable (X2)**

Based on the results of research with 50 teacher respondents, the highest score = 80.00 and the lowest score = 57.00 with a mean = 65.3400; median = 65.000; mode = 64.00; standard deviation = 4.66690; variance = 21,780; range = 23.00.

The interval of numerical values from the Principal Leadership results obtained can be seen in the histogram in Figure 4.2. following:

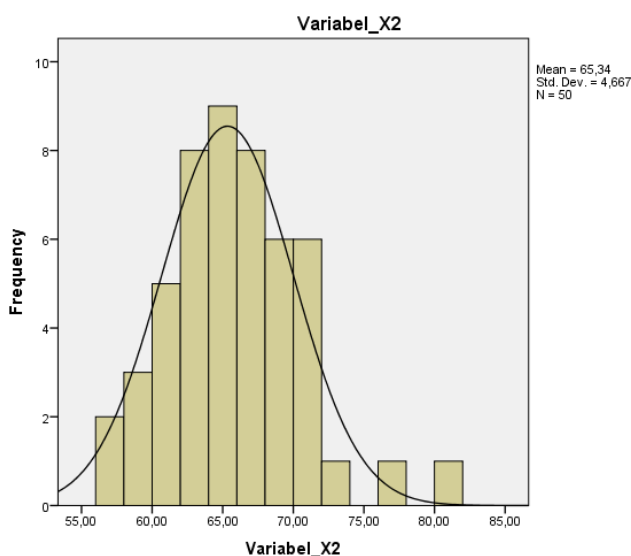


Figure 4.2. Principal Leadership Variable Value Interval (X2)

Based on the distribution of the data above, it can be seen that the items with the highest weight regarding Principal Leadership are items number 51 and number 55 with a score of 180 and an average value of 3.60, that is, many teachers answered that the principal gave an explanation to the teacher. who have difficulty in preparing programs and providing directions in clear and easy to understand language. Meanwhile, the lowest weight score among the

questionnaires above was number 49 with a score of 147 and an average score of 2.94, namely that many teachers answered that the principal was ready to help in resolving conflicts that occurred at school in a family way. And the sub-indicator that makes the highest contribution is sub-indicator number 9 with an average of 3.60, namely the sub-indicator involving teachers in the program.

**Decision Making Data Variable (Y)**

Based on the results of research with 50 teacher respondents, the highest score = 85.00 and the lowest score = 63.00 with a mean = 74.6800; median = 74.0000; mode = 70.00; standard deviation = 4.82104; variance = 23.242; range = 22.00.

The range of numerical values from the Decision Making frequency distribution results obtained by the teacher can be seen in the histogram in Figure 4.3. following:

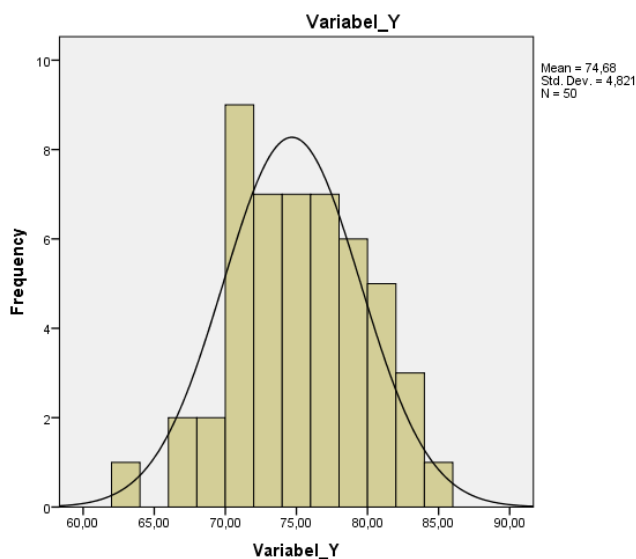


Figure 4.3. Decision Making Variable Value Interval (Y)

Based on the distribution of the data above, it can be seen that the item that has the highest weight value regarding the Decision Making variable is item number 63 with a score of 173 and an average value of 3.46, namely that many teachers answered that the principal considers solutions with existing data. . Meanwhile, the lowest weight score among the questionnaires above was number 74 with a score of 148 and an average score of 2.96, namely that many teachers answered that the principal made

decisions by prioritizing the interests of the school. And the sub-indicator that makes the highest contribution is sub-indicator number 1 with an average of 3.31, namely the sub-indicator of subjective feelings.

**Classic assumption test**

Before testing the hypothesis, the classical assumption test is first carried out, namely the normality test and linearity test.

**Normality test**

To obtain a normal distribution of data for each research variable, a normality test was carried out using SPSS 24 with the Kolmogorov Smirnov formula where the data is said to be normally distributed if the Asmp value. Sig. (2-tailed) > 0.05. Complete normality test results can be seen from the SPSS 24 output as in the following table:

**Table 4.5. Summary of Normality Test Results**

		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	3,88402815
Most Extreme Differences	Absolute	,079
	Positive	,079
	Negative	-,056
Test Statistic		,079
Asymp. Sig. (2-tailed)		<b>,200<sup>c,d</sup></b>

Based on table 4.5, it can be seen that the value of Asymp. Sig. (2-tailed) is 0.200, meaning it is greater than 0.05 (0.200 > 0.05). As stated above, if Sig (2-tailed) > 0.05 then the data is said to be normally distributed, so it can be concluded that the research data is normally distributed.

**Linearity Test**

The linearity test is useful for determining whether there is a linear relationship between variable Y and each variable X1 and X2 that is to be tested. The rules for linearity decisions are obtained by comparing the significance value of the deviation from linearity resulting from the linearity test (using SPSS 24) with the alpha value used. If the significance value of Deviation from Linearity > alpha (0.05) then the value is linear.

Based on the data, the significance value of deviation of linearity from the relationship

between variable X1 and variable Y is 0.555 > 0.05. Furthermore, the significance value of deviation of linearity from the relationship between variable X2 and variable Y is 0.127 > 0.05. This means that the relationship between the two variables Organizational Culture (X1) and Principal Leadership (X2) with the Decision Making variable (Y) is a linear relationship.

**Correlation Test**

The correlation test is a test used to find the correlation value of a variable with other variables, whether the correlation is positive or negative.

It is known that the Pearson correlation coefficient value for the Organizational Culture variable (X1) with Decision Making (Y) is 0.538 > rtable (α=0.05; n= 50) namely 0.297, meaning the relationship between the two variables is significant. Meanwhile, the Principal Leadership variable (X2) with Decision Making (Y) is 0.456 > rtable (α=0.05; n= 50) namely 0.297, meaning the relationship between the two variables is significant.

**Multiple Correlation**

Double correlation is a statistical tool that is useful for knowing the relationship that occurs between the variables Organizational Culture (X1) and Principal Leadership (X2) on the Decision Making variable (Y). The following is table 4.8. Summary of multiple correlation test results:

**4.8. Summary of Multiple Correlation Test Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>,592<sup>a</sup></b>	,351	,323	3,96581

From table 4.8. above, it is known that the correlation between the variables Organizational Culture (X1) and Principal Leadership (X2) is 0.592 > rtable (α=0.05; n= 50) namely 0.297, meaning that the presence of the Decision Making variable (Y) is significant because Decision Making is not only related to Organizational Culture but also related to Principal Leadership.

**Hypothesis test**

Hypothesis testing is a temporary answer to the research formulation, so to answer the hypothesis a hypothesis test calculation is carried

out using SPSS 24. Summary of Hypothesis Testing Results in table 4.9. following:

**Table 4.9. Summary of Hypothesis Testing Results**

Variable X1 Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	45,281	6,677		6,782	,000
Variabel_X1	,245	,055	,538	4,420	,000

Variable X2 Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	43,918	8,694		5,052	,000
Variabel_X2	,471	,133	,456	3,547	,001

Variables X1 and X2 Against Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	399,682	2	199,841	12,706	,000 <sup>b</sup>
Residual	739,198	47	15,728		
Total	1138,880	49			

**First Hypothesis**

There is a positive and significant relationship between Organizational Culture and Decision Making. From the results of table 4.9. above, it is known that the tcount value is 4.420 compared to ttable(k;n-2) (2; 48) = 2.021, meaning tcount > ttable or (4.420 > 2.021) and the Sig value is obtained. equal to 0.000 < 0.05, the conclusion is that there is a significant relationship between Organizational Culture and Decision Making.

**Second Hypothesis**

There is a positive and significant relationship between Principal Leadership and Decision Making. The second hypothesis testing is carried out in the following table. From table 4.9. above, it is known that the tcount value is 3.547 compared to Ftable(k;n-2) (2, 48) = 2.021, meaning tcount > ttable or (3.547 > 2.021) and the Sig value is obtained. amounting to 0.001 < 0.05, the conclusion is that there is a significant relationship between Principal Leadership and Decision Making.

**Third Hypothesis**

There is a positive and significant relationship between Organizational Culture and

Principal Leadership together with Decision Making. From table 4.9. above, the Fcount value is 12.706, while the Ftable (K;N-2) (2;48) is 3.23. Because the value of Fcount > Ftable or (12.706 > 3.23) means that there is a significant relationship between the variables Organizational Culture (X1) and Principal Leadership (X2) together with Decision Making (Y).

**Discussion of Research Results**

The following will explain the discussion of the research results, namely:

**Organizational Culture Variable (X1) Has a Significant Relationship to Decision Making (Y)**

The results of this research show that organizational culture has a relationship with decision making, this is proven by the value of tcount > ttable, namely 4.420 > 2.021. Organizational culture is a set of assumptions or belief systems, values and norms developed within a school which serve as behavioral guidelines for school members to improve the quality of school education. Organizational culture in this research is the behavioral guidelines adhered to by public high school teachers in Balige District in carrying out their duties and responsibilities which influence decision making with indicators, namely: 1. Individual initiative with the dimensions of the level of responsibility, freedom and independence of the individual; 2. Tolerance for risky actions, namely the recommendation to act aggressively, innovatively and take risks; 3. Direction The extent to which the organization creates clear goals and expectations regarding achievement; 4. Integration, namely the relationship of cooperation and mutual support between the school principal and fellow teachers; 5. Support from the school principal, namely the extent to which the principal provides clear communication, assistance and support to teachers; 6. Control, namely regulations and direct supervision used to monitor and control teacher performance; 7. Identity, namely the desire to improve professional expertise; 8. Reward system, namely awards based on teacher achievement criteria; 9. Tolerance for conflict, namely expressing conflict and criticism openly;



and 10. Communication patterns, namely formal and informal forms of communication.

**The Principal Leadership Variable (X2) has a significant relationship with Decision Making (Y)**

The results of this research show that the Principal's Leadership has a relationship with Decision Making as evidenced by the value of  $t_{count} > t_{table}$ , namely  $3.547 > 2.021$ . Principal leadership is the activity of a leader in mobilizing his subordinates to carry out work to achieve organizational goals. Leadership in this research is the activity of the principals of public high schools in Balige sub-district in mobilizing their subordinates to carry out work to achieve educational goals which can be measured by leadership indicators: 1. Empowering subordinates; 2. Help solve problems; 3. Delegating authority; 4. Guide and direct his subordinates; and 5. Making decisions.

The variables Organizational Culture (X1) and Principal Leadership (X2) together have a relationship with Decision Making (Y)

The results of this research show that there is a significant relationship between Organizational Culture and Principal Leadership and Decision Making, proven through a hypothesis acceptance test, based on the  $F_{count} > F_{table}$  value, namely  $12.706 > 3.23$ , so  $H_0$  which states there is no relationship is rejected and  $H_a$  which states that there is an accepted relationship. Thus, it can be seen that the research hypothesis proposed by the author is accepted, namely that there is a positive and significant relationship between Organizational Culture and Principal Leadership and Decision Making in high schools throughout Balige District.

This research is in line with research conducted by Angga Rovita entitled The relationship between leadership and organizational culture and job satisfaction. Which was published in the Scientific Management journal Forkkamma in November 2017 with the conclusion that there was a positive and significant relationship between organizational culture and job satisfaction and a positive and significant relationship between leadership and job satisfaction.

## CONCLUSION

Based on the data and analysis results that have been presented, it can be concluded as follows:

There is a positive and significant relationship between Organizational Culture and High School Decision Making in Balige District. This is indicated by the value of  $t_{count} > t_{table}$  (0.05; 48), namely  $4.420 > 2.021$ .

There is a positive and significant relationship between Principal Leadership and High School Decision Making in Balige District. This is shown by the value of  $t_{count} > t_{table}$  (0.05; 48), namely  $3.547 > 2.021$ .

There is a positive and significant relationship between Organizational Culture and Principal Leadership and High School Decision Making in Balige District, proven by the F test, the value of  $F_{count} > F_{table}$  (2;48), namely  $12.706 > 3.23$ . This means that decision making can be related to the organizational culture and principal leadership variables together.

## SUGGESTION

Based on the research results, conclusions and research limitations, the following suggestions are put forward:

School principals should always be motivated and actively equip themselves with the expected skills and competencies. School principals can take part in training or seminars on leadership, motivation, personality, soft skills, life skills and so on, whether organized by the Education Office or independent institutions. Apart from these technical issues, school principals must also be able to make and determine decisions. without any interference from anyone or any institution because the indicators of a true leader must be able to make decisions that are able to represent the needs of all members of the organization being led for the sake of collective prosperity accompanied by a clear vision from the leader.

School principals should strive to improve Decision Making by making efforts to improve Organizational Culture by showing the following characteristics: 1. Individual initiative with the dimensions of the level of responsibility, freedom and independence that individuals have; 2. Tolerance for risky actions, namely the

recommendation to act aggressively, innovatively and take risks; 3. Direction The extent to which the organization creates clear goals and expectations regarding achievement; 4. Integration, namely the relationship of cooperation and mutual support between the school principal and fellow teachers; 5. Support from the school principal, namely the extent to which the principal provides clear communication, assistance and support for teachers; 6. Control, namely regulations and direct supervision used to monitor and control teacher performance; 7. Identity, namely the desire to improve professional expertise; 8. Reward system, namely awards based on teacher achievement criteria; 9. Tolerance for conflict, namely expressing conflict and criticism openly; and 10. Communication patterns, namely formal and informal forms of communication.

Teachers are expected to increasingly maintain a good organizational culture by achieving performance when given permission to take part in educational activities and teacher competency training and are expected to improve their performance achievements when given permission to continue their education to a higher level.

School principals should make efforts to improve decision making in schools by making efforts to improve leadership. For this reason, it is recommended that school principals truly become high leaders, namely by empowering subordinates, helping solve problems, delegating authority, guiding and directing their subordinates and making decisions.

Based on the achievement of the highest item weight regarding Principal Leadership, principals are expected to maintain their achievements by providing explanations to teachers who experience difficulties in preparing programs and providing direction in clear and easy to understand language. And in accordance with the lowest achievement, the principal is expected to increase his achievement by assisting in resolving conflicts that occur at school in a family manner.

Teachers must be able to improve decision making in order to achieve learning goals and improve student learning outcomes and achievements.

For future researchers who want to research decision making, it is recommended to study using other variables that influence decision making. And also those who want to research other influences of Organizational Culture Leadership on learning and Principal Leadership should relate it to other variables because it does not rule out the possibility of influencing other things related to the teacher.

## ACKNOWLEDGMENTS

Thanks are addressed to the lecturers of the Christian Education Management Study Program at the Tarutung State Christian Institute as the parties who helped carry out the research.

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