



The Influence of Principal Leadership, Teacher Work Motivation, and Organizational Culture on the Performance

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Abstract: This study examines the influence of principal leadership, teacher work motivation, and organizational culture on the performance of vocational school teachers in Malinau Regency. Using a quantitative approach, the research involved a population of 93 teachers from state vocational high schools, with a sample of 69 teachers selected through proportional random sampling. Data were collected through a structured questionnaire and analyzed using multiple regression analysis at a significance level of $\alpha = 0.05$. The findings indicate that principal leadership, teacher work motivation, and organizational culture each have a significant positive impact on teacher performance. Additionally, when examined collectively, these three factors contribute substantially to overall teacher performance. The results highlight the critical role of strong leadership, high work motivation, and a supportive organizational culture in enhancing teaching effectiveness. These findings provide valuable insights for school administrators and policymakers in improving teacher performance through targeted leadership development, motivation strategies, and cultural strengthening initiatives.

Keywords: Organizational culture; Principal leadership; Teacher performance; Teacher work motivation

Introduction

A school is a formal educational institution whose primary objective is to equip students with knowledge, skills, and positive attitudes. In this regard, schools aim to produce individuals who are not only competent but also responsible citizens capable of contributing to society, the nation, and the world in the future. Students are expected to embody the school's cultural values, possess critical thinking skills, and derive satisfaction from their work (Samsudin, 2015). These aspirations are closely tied to the role of the school principal as a leader. The success of a school as an organization is largely dependent on the leadership provided by the principal. As outlined in the fourth paragraph of the Preamble to the Constitution of 1945, one of the nation's core objectives is to "advance the intellectual life of the

nation." This objective is realized through national development, particularly in the field of education, which aims to enhance the quality of human resources and foster community development (Sariane & Prasetyo, 2022).

The achievement of educational goals cannot be attained without adequate human resources. Regardless of the resources a school possesses, the presence of qualified individuals is essential. Even a well-planned school vision and mission will fall short without competent, well-characterized individuals who possess a strong work ethic (Schermerhorn et al., 2010). It is also crucial for schools to align the perspectives of teachers, administrative staff, and the principal to achieve common objectives. This can be achieved by building a positive work spirit, dedication, and a strong sense of responsibility (Yanayirtika, 2021). Furthermore,

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providing motivation, guidance, and clear direction, along with fostering good collaboration, is vital to supporting positive change. Ultimately, the principal holds the primary responsibility for ensuring that educational processes are executed effectively (Sedarmayanti, 2010).

The principal is accountable for the implementation of education, especially in stages that involve planning and carrying out the teaching and learning process, where teachers play a significant role. This aligns with the perspective of Mulyasa (2013), who notes that teachers are the most influential component in creating quality education processes and outcomes. Various education reforms, such as curriculum updates and the adoption of new teaching methods, depend largely on teachers' contributions (Setiyati, 2014). This would not be successful without teachers' mastery of the subject matter, effective teaching strategies, and their ability to motivate students to engage deeply in learning (Wibowo, 2016). In addition, teachers must exhibit discipline in preparing and organizing teaching administration, such as lesson plans (RPP), to ensure that the teaching process is both effective and directed. It is equally important for teachers to be punctual in their lessons and refrain from spending excessive time in informal conversations with their colleagues, ensuring that student priorities remain at the forefront (Wukir, 2013).

Recognizing the vital role of teachers in improving educational quality, the government has initiated various programs aimed at enhancing the overall quality of education nationally (Siagian, 2013). One such program is the "Guru Penggerak" (Teacher Activator) program, which aims to create teachers capable of inspiring and leading change within their schools. This program focuses on developing teachers' competencies in areas such as instructional leadership, character strengthening, and their ability to encourage positive change in the school environment (Uswatun et al., 2023). The government also provides support through training, certification, and various professional incentives to improve teachers' professionalism. As stated by Fitriani (2020), "Teacher performance is one of the keys to the success of the teaching process at school. Teaching is the key to education. Teacher professionalism is a fundamental obligation for every teacher."

Optimal teacher performance is reflected through their professionalism, demonstrated by their ability to plan, execute, and evaluate the teaching and learning process effectively, as well as by their discipline in completing teaching administration such as lesson plans and other supporting materials (Siahaan, 2019). Therefore, performance plays a critical role in achieving educational objectives to their fullest potential.

However, it is a reality that some teachers still demonstrate low performance, which can be seen in their ability to plan, implement, and evaluate teaching effectively. In addition, many teachers fail to complete their teaching administration, such as lesson plans, unless they are under supervision from the school principal. This issue is evident among both civil servant (PNS) and non-civil servant (non-PNS) teachers. Despite the more stable job security for PNS teachers, they do not always demonstrate optimal performance, especially in the absence of adequate supervision or encouragement (Wahyuli, 2021). On the other hand, non-PNS teachers, who have more flexible contracts, face challenges related to motivation due to unclear career prospects or a lack of comparable rewards for their workload.

Work motivation is a crucial factor in achieving quality education, particularly in teaching activities. According to Azis & Suwatno (2019) motivation is the driving force that transforms an individual's internal energy into concrete actions aimed at achieving specific goals. A teacher with low motivation is less likely to carry out their tasks effectively. This is in line with Darmawan (2019) assertion that work motivation plays an essential role in determining an individual's performance (Sujatiningtyas, 2018). Moreover, low work motivation and weak leadership from the principal can negatively impact teacher performance, which ultimately affects student learning outcomes. Therefore, efforts to enhance teachers' work motivation and improve principal leadership are vital for the success of the educational process.

Observations conducted in several vocational high schools (SMK) in Malinau District reveal that many teachers have low motivation to perform their duties. This can be observed in teachers' failure to adhere to the stipulated work hours and their lack of presence in school outside of teaching hours. Teachers have been found to neglect their administrative duties, such as preparing lesson plans, unless required by the principal's supervision. Moreover, some teachers are not punctual for class or leave lessons unattended, which negatively impacts the learning environment. This reflects a lack of responsibility, discipline, and motivation among the teaching staff (Sutarto, 2002). Furthermore, the principal's leadership style has been found to be ineffective in motivating teachers, which exacerbates the situation and hampers the achievement of the school's educational goals.

Another factor influencing teacher performance is organizational culture. Organizational culture refers to the norms and values that guide the behavior of members within an organization. In the case of SMK Negeri in Malinau District, the principal has not yet fully maximized the potential of their leadership, particularly

in directing and influencing teachers to work in line with the school's vision and mission without exerting pressure. Although certain informal cultural norms have developed, such as a bureaucratic mentality, this tends to stifle creativity and innovation in teaching, diminish mutual respect among colleagues, and weaken work discipline. As a result, teachers' performance is suboptimal, working hours are mismanaged, and the quality of work does not meet the desired standards. The school has yet to fully position students as "partners," which has left many students unprepared for their careers and unsure about pursuing higher education, as they feel they lack mastery in their chosen vocational fields (Thoha & Miftah, 2010).

Work motivation and organizational culture have a significant impact on teacher performance and the effectiveness of the principal's leadership. Research by Gusti et al. (2012) found that high levels of motivation among teachers not only enhance their performance in the classroom but also foster a positive and productive environment. Additionally, Handoko (2012) highlighted that a strong and supportive organizational culture, where teachers feel valued and involved in decision-making, can improve teacher commitment and job satisfaction, which ultimately leads to better performance. The principal's leadership is crucial in building a positive organizational culture, as an inspiring principal can motivate teachers to achieve common goals. A participatory leadership approach, as demonstrated by Husni et al. (2023) can significantly improve teachers' work motivation, which, in turn, enhances teaching quality and student performance.

Method

This study employs a descriptive correlational research design. According to Judge (2015) descriptive correlational research aims to determine the extent of the relationship between independent and dependent variables. This research investigates the effects of school leadership, teacher work motivation, and organizational culture on teacher performance at State Vocational High

Schools in Malinau Regency. Based on the research focus, a quantitative approach is used. The hypothesis is associative, testing the relationship between two or more variables (Sugiyono, 2019).

Sampling is conducted using a random sampling technique, where a sample size of 69 teachers from the total population of 93 teachers in Malinau Regency was determined using the Slovin formula. The Slovin formula calculates the minimum sample size when the behavior of a population is uncertain. The sample size was chosen to be representative of the population for reliable data. The data collection was done using an online questionnaire, distributed via Google Forms to all teachers across the State Vocational High Schools in Malinau. The use of online questionnaires ensures efficiency and effectiveness in gathering the required data, especially considering the geographical distance between schools, which made direct data collection unfeasible.

The research instrument was a validated questionnaire that measures the three main variables: leadership, work motivation, and teacher performance. Prior to data collection, the instruments were tested for validity and reliability. A valid instrument measures what it is intended to measure, while reliability ensures consistent results (Irsyad, 2020). The sample for the instrument pilot test was different from the main research sample to ensure accuracy and reliability. To ensure the reliability and accuracy of the instrument, each of the four questionnaires (leadership, teacher motivation, organizational culture, and teacher performance) contained 30 items. The pilot test involved a sample of 69 respondents, and the final data was collected from the same sample size.

Result and Discussion

In this study, the data obtained include school principal leadership, teacher work motivation, and teacher performance. The descriptive statistics for each variable can be seen in the following table.

Table 1. Descriptive analysis of X1, X2, X3, and Y

Variable	Total	Mean	Median	Modus	Std. Dev	Max	Min
Principal	69	132.144	140	144	25.13334	148	36
Work Motivation	69	128.130	135	146	25.98581	150	30
Organizational culture	69	129.246	137	146	26.91457	150	32
Teacher performance	69	126.449	133	146	26.16775	150	30

Table 2. Results of simple linear regression test (X1, X2, X3-Y)

R	R Square	Coefficient	Constant	T _{Count}	T _{Table}	Total sig
0.920	0.847	10.521	9.544	1.397	2.069	0.007

The data processing results indicate that the correlation coefficient (R) between X1, X2, X3, and Y is 0.920. The positive correlation coefficient suggests that school principal leadership, teacher work motivation, and organizational culture have a positive relationship with the performance of vocational high school (SMK) teachers in Malinau Regency. The table also presents the coefficient of determination (R square) at 0.847, meaning that organizational culture influences teacher performance by 84.7%.

Based on the table, the regression coefficient for school principal leadership, teacher work motivation, and organizational culture (X) is 10.521, with a constant value of 9.544. Using these figures, the regression equation can be expressed as follows:

$$Y = 9.544 + 10.521 X_1, X_2, X_3 \quad (1)$$

This equation indicates that the regression coefficient of 10.521 means that if school principal leadership, teacher motivation, and organizational culture increase by 1 unit, the performance of vocational high school teachers in Malinau Regency will increase by 10.521.

The empirical test results of X1, X2, X3 - Y show a t-value of 1.397, which is greater than the t-table value of 2.069, meaning that H_a is accepted and H₀ is rejected. The significance value (Sig) is 0.003 < 0.05, indicating that H_a is accepted and H₀ is rejected. Therefore, it can be concluded that the hypothesis is accepted, confirming that school principal leadership, teacher work motivation, and organizational culture simultaneously influence the performance of vocational high school teachers in Malinau Regency. The analysis results are discussed theoretically, based on relevant theories and the framework underlying this study.

The Influence of School Principal Leadership on Teacher Performance in Vocational High Schools in Malinau Regency

The first hypothesis test in this study proves that there is a significant and positive influence of school principal leadership on teacher performance in vocational high schools in Malinau Regency. This result is supported by a beta coefficient of 0.901, with a t-value of 13.985 and an error probability (p) < 0.05. This is further reinforced by a partial correlation coefficient (r_{ly-2}) of 0.044, where all values have an error probability of less than 0.05.

This study aligns with the findings of Priansa (2014) which show that school principal leadership has a positive and significant effect on the performance of vocational high school teachers in Sleman Regency. These findings are consistent with Mulyasa (2013), who states that one of the factors influencing teacher performance is management, including school principal

leadership. Similar results were reported by Putra et al. (2019) who found that teacher performance, as assessed through competency evaluation by school principals, reached 74.5%, which is considered good. This indicates that better school principal leadership results in better teacher performance, and vice versa.

The findings are also in line with Rabiyyah et al. (2013) who found that school principal leadership influences teacher performance both directly and indirectly. Rivai (2012) explains that a leader who prioritizes a behavior-oriented approach towards subordinates creates a more comfortable work environment and enhances productivity. Effective school principals who are present among their teachers, provide attention to challenges faced, and actively assist in overcoming obstacles significantly improve teacher performance.

This study supports Nurrochman (2022) who emphasizes that an effective leader must care about their subordinates. Leaders who acknowledge and assist their staff in solving problems foster better relationships, which ultimately impact teacher performance positively. Therefore, it can be concluded that teacher performance is significantly influenced by school principals who are attentive and responsive to teachers' needs and challenges.

Teacher performance can be measured through various indicators, including work performance, subject mastery, professional teaching skills, adaptability, and personality, as explained by Oemar (2004) these indicators provide insights into how effectively a teacher fulfills their responsibilities, encompassing skills, knowledge, and attitudes necessary for optimal performance in education.

The Influence of Teacher Work Motivation on Teacher Performance in Vocational High Schools in Malinau Regency

The second hypothesis test in this study confirms that there is a significant and positive influence of teacher work motivation on teacher performance in vocational high schools in Malinau Regency. The results show a beta coefficient of 0.12, with a t-value of 12.615 and an error probability (p) < 0.05. This is further supported by a partial correlation coefficient (r_{ly-2}) of 0.044, where all values have an error probability of less than 0.05. The findings show that most teachers have high work motivation, demonstrated by their enthusiasm in completing tasks, eagerness to participate in training, and proactive efforts to enhance their knowledge. Robbins & Coulter (2009) in their self-determination theory, state that autonomy and competence in work play crucial roles in motivating individuals to enhance performance. Teachers who feel

in control of their tasks and competent in their work tend to perform better.

Regression analysis in this study reveals that teacher work motivation significantly influences teacher performance. This aligns with research by Robbins & Judge (2009), who assert that high motivation drives individuals to work harder and more efficiently. Moreover, motivational factors such as achievement, recognition, and responsibility have a more substantial impact on teacher performance than hygiene factors like working conditions and salary. This supports by Robins (2002) which emphasizes the importance of motivators in improving performance.

The Influence of Organizational Culture on Teacher Performance in Vocational High Schools in Malinau Regency

The third hypothesis test proves that there is a significant and positive influence of organizational culture on teacher performance in vocational high schools in Malinau Regency. The results show a beta coefficient of 8.92, with a t-value of 16.133 and an error probability (p) < 0.05. The regression analysis indicates that the t-value for organizational culture is 16.133, which is greater than the t-table value of 2.069, confirming that organizational culture significantly influences teacher performance.

This finding is consistent with Rusman (2012) who states that organizational culture consists of shared attitudes, values, norms, and expectations that guide behavior and interactions within an organization. Research by Samsudin (2015). also affirms that organizational culture directly impacts individual performance, including in educational settings.

The Influence of School Principal Leadership, Teacher Work Motivation, and Organizational Culture on Teacher Performance in Vocational High Schools in Malinau Regency

The fourth hypothesis test confirms that school principal leadership, teacher work motivation, and organizational culture collectively have a significant and positive impact on teacher performance in vocational high schools in Malinau Regency. The findings indicate that these three factors contribute 84.7% to variations in teacher performance. These results emphasize the importance of developing inspirational leadership, enhancing teacher motivation, and fostering a supportive organizational culture to achieve optimal performance in schools.

Conclusion

Based on the results of data analysis and discussions presented in the previous chapters, the following conclusions can be drawn: The leadership of school

principals influences the performance of vocational school teachers in Malinau Regency, contributing 74.5%; Teachers' work motivation influences the performance of vocational school teachers in Malinau Regency, contributing 83.2%; Organizational culture influences the performance of vocational school teachers in Malinau Regency, contributing 79.5%; The combined influence of school principal leadership, work motivation, and organizational culture on the performance of vocational school teachers in Malinau Regency amounts to a total contribution of 84.7%.

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Author Contributions

Author contributions include A. and M.D.N.: collecting data, analyzing data, writing original drafts, methodology and review writing, and so on.

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Conflicts of Interest

The authors declare no conflict of interest.

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