

Influence of school principal leadership and organizational culture on teacher performance with work motivation as a moderating variable

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ABSTRACT

National education has an important role in a country to create students who are intelligent, qualified, creative, independent and have character. Through education, students can gain knowledge, skills, values and other behavioral patterns to support life success and continue their existence. This research was conducted at SMP Negeri 9 Pinggir with the aim of finding out the influence between the principal's leadership and organizational culture on teacher performance with work motivation as a moderating variable. The population in this study was 31 teachers and the sample was determined using a saturated census technique so that the total sample in this study was 31 respondents. The data analysis technique uses Structural Equation Modeling (SEM) using SmartPLS version 3.0 software. The results of the research show that the principal's leadership has a significant direct influence on teacher work motivation, organizational culture has a significant direct influence on teacher performance, the principal's leadership has a significant direct influence on teacher performance, organizational culture has a significant direct influence on teacher performance, work motivation has a significant direct effect on teacher performance, principal leadership has a significant indirect effect on teacher performance through work motivation, organizational culture has a significant indirect effect on teacher performance through work motivation.

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1. Introduction

SMP Negeri 9 Pinggir is one of the providers of national education which is located on Jalan Tambusai Suka Maju, Sungai Meranti Village, Pinggir District, Bengkalis Regency. This school is headed by Mr. Syafriful with the assistance of 31 teachers who are tasked with educating, teaching and guiding students to become students who excel in achievement, progress, intelligence and noble character. Every teacher continues to carry out self-fulfillment and self-development in order to meet the standards as a teaching staff in accordance with the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, which states that teachers must have academic qualifications, competencies, educational certificates, be physically and spiritually healthy and capable. to realize national education goals.

As an effort to ensure that a quality education process is carried out by schools, it is necessary to assess teacher performance achievements as stated in the Regulation of the Minister for Administrative Reform and Bureaucratic Reform (PANRB) No. 16 of 2009, the implementation of teacher performance assessments is carried out to create professional teachers, because the essence and dignity of a profession is determined by the quality of professional services. Teacher performance is defined as the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes planning

learning, implementing learning, evaluating learning and building interpersonal relationships with students. The profession as a teacher and the moral responsibility it bears will be seen in whether or not a teacher is satisfied with their work, both in the classroom and outside the classroom.

Information obtained indicates that the average value of teacher performance achievement is still not optimal because each indicator of teacher performance assessment in the last three has continued to decline. This condition shows that there are still some teachers who have not been able to complete the Learning Plan (RPP) according to the time specified and have not brought the learning plan when the Teaching and Learning Activities (KBM) take place. Some teachers also still use conventional methods during the learning process. The conventional method can be interpreted as a traditional learning method or also called the lecture method so that not all students have the best way of learning by listening, teachers also often have difficulty keeping students interested in what is being taught, so that students also do not understand and deepen what is being taught, learned that day.

There is still a lack of teachers in building communicative and responsive relationships with students so that they have not elicited responsive responses from all students and the learning atmosphere is felt to be less enjoyable. The implementation of evaluating student learning outcomes is also considered to be still not optimal, so that students are not able to give the best grades according to their level of ability and interest. The effectiveness of enrichment in enriching and expanding students' knowledge by giving additional assignments, both assignments done at home and in class, is also considered to be still not optimal. Furthermore, the implementation of remedial measures as an effort to improve and change the way students learn for the better is also indicated as not being optimal. According to Akasa (2015), there are many factors determining teacher performance such as compensation, job satisfaction, work motivation, learning models, organizational culture, work environment, principal leadership, workload, work supervision and several other factors.

In ensuring the smooth running of school activities, a school principal must first set leadership standards. This leadership standard is a benchmark for comparison that is used to determine what has been done versus what is expected. In this era of globalization, the principal needed is a leader who has high competence, and that competence itself is obtained from maximum experience and knowledge. School principals can encourage the quality of teachers' work by showing a friendly, close attitude towards their subordinates and being considerate towards their teachers. In order to create harmony between fellow teachers, each teacher must be able to adapt to the culture that develops within the school environment. This culture will determine what teachers can and cannot do.

This culture will determine what teachers can and cannot do. determine the normative limits of teacher behavior; determine the nature and forms of school control and supervision; determine the managerial style acceptable to teachers; determine appropriate work methods, and so on. An important role played by culture is to help create teachers' sense of ownership of the school; creating the identity of teachers; creating an emotional attachment between the school and the teachers involved in it; help create stability of the school as a social system; and find patterns of behavioral guidelines as a result of habitual norms formed in carrying out daily school activities.

Musfah (2018), the principal not only has the task of being an educator but also someone who is given the authority to manage a school institution. Not only does he manage an institution, but the principal has the functional authority to supervise the teachers under his leadership. The purpose of the school principal is to focus the teachers under his leadership to carry out more planned and reliable teaching, so that the students being taught can capture and receive the knowledge provided by the teacher in their daily assignments. As an educator who has a large position, a school principal is certainly obliged to have sufficient knowledge, ability, skills and expertise with a lot of experience. Furthermore, Tumanggor et al (2021), school principal leadership is defined as the ability to drive the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently in achieving educational and teaching goals. The leadership of the school principal is required to be able to coordinate teaching staff and teaching staff to be able to comply with the rules and ensure the implementation of these rules in an educational institution. To realize educational goals in accordance with social roles, the school principal's leadership must operate optimally. Operationally, the principal's leadership must take place efficiently. Several factors can influence the leadership of the school principal in this research, namely (1) providing an ideal influence, (2) inspiring all teachers, (3) having high intelligence, (4) paying attention to all school members, providing overall supervision. , and (6) have a high level of responsibility (Tumanggor et al, 2021).

Fahmi (2020), when we talk about culture, it means we are discussing guidelines which contain work-related rules which are then implemented in real life in the daily school environment which results in compliance by all school members who are relevant to the demands his job. This work culture is then mechanically and organizationally found within every school member so that it is expressed in their lives while they are in the school environment. As a guideline for attitude and behavior, work culture is a set of knowledge for each individual school member which becomes the basis for acting or behaving in the world of education. This work culture has become a part of a person's life so that even without the supervision of the school principal, someone will definitely do it according to these guidelines. Hakim (2018), the formation of an organizational culture can become a school's distinctive character and a school value system consisting of a number of norms, values and attitudes and habits, can be an adequate tool for every teacher. This is because the elements contained in organizational culture in the school environment such as behavioral regularity, norms, dominant values, philosophy, regulations and school climate can shape the attitudes and behavior of school residents, including supporting and maximizing teacher performance. As a special character that is shared by all school members, organizational culture can be a guide that provides a framework and foundation in the form of ideas, enthusiasm, notions and ideals that direct teacher performance to achieve school goals and the expected quality of education. Several factors can influence the work culture in this research, namely (1) the habits that are carried out, (2) the level of loyalty of the school community to the rules, (3) the togetherness that is shared, (4) the level of compliance with school rules and (5) clarity of tasks carried out according to main duties and functions (Hakim, 2018).

Sahabuddin (2017), teachers have a very influential role in modeling (example of trustworthiness). Teachers are examples or models for students or learners. The teacher is a figure who is imitated and has a very strong role and influence on students, so there are three principles in developing students' knowledge, abilities and attitudes or behavior, namely first, example, second, and third. Teachers are models for both positive and negative aspects and also provide a picture of life for students. Through this example, the teacher indirectly contributes to passing on his image and thinking patterns to students. The role of modeling is a very basic one. Through modeling positive motivational attitudes, students will learn about the meaning of respecting time and there will be consequences for violations committed so that in the end it will determine the level of quality of competence and attitudes or behavior of students when they have graduated and want to continue to the next level of education as a form of implementation of teacher performance achievements in carrying out their duties. Furthermore, Marini (2016), teacher motivation in teaching is also a factor that cannot be ignored in contributing to creating student achievement. Teachers who have high internal motivation can be seen as having high responsibility in carrying out their duties, carrying out tasks with clear targets and prioritizing student learning outcomes. The encouragement to achieve will make teachers work hard to improve the quality of their work in achieving educational goals. Several factors can influence work culture in this research, namely (1) the urge to fulfill life's needs, (2) the urge to become an outstanding teacher, (3) the urge to affiliate oneself, (4) the urge to get awards; and (5) the teacher's encouragement to actualize himself (Marini, 2016).

Tirtoni and Wulandari (2021), measuring teacher performance within a predetermined time period, a teacher must carry out his performance, namely comparing the results of his performance with those planned. In other words, these targets must be examined one by one, and which ones have been achieved completely or above the target standard and which ones have not achieved the target and this assessment must be carried out by the teacher concerned. Several things that need to be considered in determining teacher performance include: personal and professional qualities; teaching preparation; formulation of teaching objectives; the teacher's appearance when teaching in class; student appearance while studying; evaluation; teaching planning and preparation; teacher's ability to teach and student's ability to learn to teach; ability to collect and use information from teaching results; interpersonal relationship skills which include relationships with students, supervisors and fellow teachers; as well as relationship skills with professional responsibilities. Furthermore, Sewang (2015), teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. In this case, the teacher is not only a teacher who transfers knowledge, but also an educator who transfers values as well as a mentor who provides direction and guides students in learning. Teachers must also teach according to school procedures and carry them out with full responsibility. In order to realize competent teacher performance, schools must provide adequate facilities so that teachers work optimally. Several factors can influence teacher performance in this research, namely (1) the effectiveness of the implementation of the Learning Plan (RPP), (2) optimization of the active learning process, (3) personal relationships between teachers and students, (4) the effectiveness of evaluating learning outcomes students, (5) the effectiveness of implementing student enrichment, and (6) optimizing the implementation of remedial students (Sewang, 2015).

Afidah's research (2020), concluded that teacher competency has a direct and significant influence on teacher performance in Makassar City; Teacher competency has a direct and significant influence on student learning achievement in Makassar City; teacher performance has a direct and significant effect on student learning achievement in Makassar City; Teacher competency has a significant indirect effect on student learning achievement through teacher performance in Makassar City. Furthermore, Keizer and Pringgabayu's (2018) research concluded that the principal's leadership had a significant effect on teacher performance at ICB Cinta Niaga Vocational School, Bandung City; motivation has a significant effect on teacher performance at ICB Cinta Niaga Vocational School, Bandung City; school culture has a significant effect on teacher performance at ICB Cinta Niaga Vocational School, Bandung City; The principal's leadership, motivation and school culture have a significant influence on the performance of ICB Cinta Niaga Vocational School teachers in Bandung City.

Indriyansyah's research (2018), concluded that the principal's leadership had a significant effect on the performance of 15 state junior high school teachers in Palembang City; work discipline has a significant effect on the performance of 15 state junior high school teachers in Palembang City; professionalism has a significant effect on the performance of 15 public junior high school teachers in Palembang City; as well as the principal's leadership, work discipline and professionalism have a significant influence on the performance of 15 state junior high school teachers in Palembang City. Furthermore, Darlima's (2017) research concluded that professionalism had a significant effect on teacher performance at SMP Negeri 14 Palembang; the principal's leadership has a significant effect on teacher performance at SMP Negeri 14 Palembang; organizational culture has a significant effect on teacher performance at SMP Negeri 14 Palembang; as well as professionalism, principal leadership and organizational culture have a significant influence on teacher performance at SMP Negeri 14 Palembang.

2. Research Method

This research was conducted at SMP Negeri 9 Pinggir which is located on Jalan Tambusai Suka Maju, Sungai Meranti Village, Pinggir District, Bengkalis Regency. The research was conducted for 10 months starting from January to October 2023. The population of this research was all 31 teachers at SMPN 9 Pinggir. The sample is part of the population. The sample in this study was all teachers at SMPN 9 Pinggir, so the number of samples used was 31 respondents. Thus, sampling was carried out using the saturated census method. The data analysis technique used in this research is PLS inferential analysis, which is a Structural Equation Modeling (SEM) technique that is capable of analyzing latent variables, indicator variables and measurement errors directly. PLS was developed as an alternative if the theory used is weak or the indicators do not meet the reflective measurement model or the data is not normally distributed.

3. Results and Discussions

This research predominantly uses primary data obtained directly from the results of respondents' responses, and in this case the respondents are all teachers at SMP Negeri 9 Pinggir, which is known to number 31 teachers. Before carrying out further research analysis, it is first necessary to review the identity of the respondents who have filled out the questionnaire in this research, with the aim of seeing whether these respondents are representative or not to be used as sources in this research study. The SmartPLS output results for the coefficient of determination values in this study are as seen in Table 1.

Table 1. R Square and Adjusted R Square Values

No	Research variable	R Square	R Square Adjusted
1	Work Motivation (Y)	0,565	0,554
2	Teacher Performance (Z)	0,649	0,643

Source: Processed Data, 2023

From Table 1, it shows that the principal's leadership and organizational culture are able to explain the variability of the work motivation construct, namely 55.4%, while the remaining 44.6% is explained by other constructs outside those examined in this research. Furthermore, the principal's leadership and organizational culture were able to explain the variability of teacher performance constructs, namely 64.3%, while the remaining 35.7% was explained by other constructs outside those examined in this research. Then the results of the hypothesis test based on the path coefficient test in this research can be seen in Table 2.

Table 2. Path Coefficients Test Results

Variable	t Statistics (O/STDEV)	P- Values	Information
Leadership -> Work Motivation	2,803	0,005	Accepted
Organizational Culture -> Work Motivation	4,947	0,000	Accepted
Leadership -> Teacher Performance	2,322	0,022	Accepted
Organizational Culture -> Teacher Performance	2,606	0,008	Accepted
Motivasi kerja -> Teacher Performance	2,814	0,006	Accepted
Leadership n -> Work Motivation -> Kinerja	2,001	0,049	Accepted
Organizational Culture -> Work Motivation -> Teacher Performance	2,736	0,008	Accepted

Source: Processed Data, 2023

The findings of the first hypothesis of this research show that the principal's leadership has a direct and significant influence on the work motivation of teachers at SMP Negeri 9 Pinggir. This means that the better the principal's leadership attitude, the more the teachers' morale will increase in carrying out their duties as educators. Education is essentially a conscious effort that aims to guide students towards perfect physical and spiritual maturity. Education is a process of forming a child's personality which is based on values which are the philosophy of educators which are believed to be true. Education also means efforts made to turn students into a new generation and have the courage to welcome their future. With education, students can be aware of their duties and obligations. In order for the school education process to run well, of course teachers are needed who are qualified, have loyalty and have high work motivation. This will certainly be very helpful in achieving educational goals, while to realize high work motivation from teachers, it is necessary to have a leader who is truly capable in carrying out his duties and responsibilities as a school principal.

The principal is a leader in an educational institution who has an important role in creating a quality school unit supported by quality human resources. The role of the principal in increasing teacher motivation is first, namely the principal as a leader, in this case the principal's way of motivating teachers is by providing direction and advice on every activity or activities that will be carried out by the teachers, providing sanctions or warnings for mistakes and carelessness. teachers carry out their duties and lead all school members, including teachers, so that learning activities can run smoothly without any obstacles. The principal also acts as an administrator who is responsible for the teachers' duties related to school affairs which require consideration and cooperation between fellow school members. In carrying out their duties, every teacher needs a lot of information related to the effectiveness of the learning model and good guidance from the school principal. The findings of the first hypothesis in this research support Carman's (2014) research, which concluded that the leadership of the school principal had a significant effect on the work motivation of Pandeglang Regency State Madrasah Aliyah (MAN) teachers. Research by Juwaeni et al (2014) also concluded that the leadership of the school principal had a significant effect on the work motivation of elementary school teachers at UPTD Dikpora, Jebres District, Surakarta City. Furthermore, Sulastri's (2013) research concluded that the principal's leadership had a significant effect on the work motivation of teachers at SMP Negeri 2 Wonogiri and SMP Negeri 1 Selogiri.

The results of testing the second hypothesis of this study show that organizational culture has a significant direct influence on the work motivation of teachers at SMP Negeri 9 Pinggir. This means that the better the habits that develop within the school environment, the more enthusiasm or encouragement for teachers they will maintain, Direct and guide students to develop according to their potential, interests and talents. The habits that develop within the school environment are formed from the loyalty of every school member to adapt to educational norms, togetherness that is built in harmony and the compliance of every school member with the applicable regulations by giving strict sanctions to every school member who is proven to have committed a violation according to with error rate. What is no less important is that there is synchronization between fellow teachers, with the school principal and with educational support staff so that every teacher personnel in the school is able to carry out effective learning activities so as to create student graduates who have a religious attitude, scientific and professional abilities according to the order. life to face in the future.

With strong control, supervision and evaluation of the school principal on the culture that develops within the school environment, there will no longer be any teachers who violate the applicable rules and regulations, for example coming late to school, not attending the flag ceremony on Mondays and being outside the school during school hours. learning. The implementation of this culture will also give rise to fear in each individual teacher of breaking the rules because if the teacher breaks the rules then the principal will be given sanctions in accordance with what was previously agreed upon. Not only that, each teacher's self-awareness will also increase in optimizing the ongoing learning process. Starting from being on time to enter class or being on time to complete material and administrative tasks and reporting student learning outcomes. The

findings of the second hypothesis in this study support the research of Ruhban et al (2019), which concluded that organizational culture has a significant effect on the work motivation of Ar-Raudah Elementary School teachers in Bandar Lampung. Research by Leli et al (2013) also concluded that organizational culture has a significant influence on the work motivation of teachers at SMAN 6 Cimahi. Furthermore, Wilasari's research (2023) concluded that organizational culture influences the work motivation of private high school teachers in Sail District, Pekanbaru City.

The results of testing the third hypothesis of this study show that the principal's leadership has a direct and significant influence on the performance of teachers at SMP Negeri 9 Pinggir. This means that the better the principal's leadership attitude, the more impact it will have on improving teacher performance in carrying out their duties as educators. The principal has a very important role in improving the performance of teachers because the principal has the main task of providing guidance, assistance, supervision, assessment and resolving any problems related to the technical implementation and development of teaching education in the form of improving educational programs and activities. teaching so that an active teaching and learning situation is created for every student in the class. The school principal also plays an important role in providing instructions and direction so that teachers can clearly understand the teaching educational goals to be achieved and the relationship between teaching activities and school goals; guiding teachers so that they can understand more clearly the problems and needs of students; selecting and assigning the most suitable tasks to each teacher according to their respective interests and abilities and then encouraging teachers to develop their interests, talents and abilities; and provide assessments of teacher work performance based on established standards. The findings of the third hypothesis in this research support Afidah's (2020) research, which concluded that the leadership of the school principal has a significant effect on teacher performance in state elementary schools in Geger District, Madiun Regency. In the journal Darlima (2017), it was also concluded that the leadership of the school principal had a significant influence on the performance of junior high school teachers at Negeri 14 Palembang. Furthermore, Indriyansyah's (2018) research concluded that the principal's leadership had a significant effect on the performance of State 15 junior high school teachers in Palembang City.

The results of testing the fourth hypothesis of this study show that organizational culture has a direct and significant influence on the performance of teachers at SMP Negeri 9 Pinggir. This means that the better the habits that develop within the school environment, the greater the teacher's performance achievements in preparing learning plans, implementing learning, establishing interpersonal relationships, carrying out evaluations, enrichment and remediation. The habits of school residents that develop within the school environment can become assets that are unique and not the same from one school to another. The existence of this culture can immediately be recognized when people come into contact with the school. Through organizational culture, outsiders will see the unique characteristics of a school which can be identified through the values it adheres to, the attitudes it has, the habits it displays and the actions shown by all school personnel who form a special unit of the school system. This organizational culture can become the school's identity so that teacher performance can be seen from the attitudes and actions carried out in the form of behavioral manifestations displayed in educating students.

The formation of an organizational culture can become a school's distinctive character and a school value system consisting of a number of norms, values and attitudes and habits, can be an adequate means for improving teacher performance. This is because the elements contained in organizational culture in the school environment such as behavioral regularity, norms, dominant values, philosophy, regulations and school climate can shape the attitudes and behavior of school residents, including supporting and maximizing teacher performance. As a special character that is shared by all school members, organizational culture can be a guide that provides a framework and foundation in the form of ideas, enthusiasm, notions and ideals that direct teacher performance to achieve school goals and the expected quality of education. The findings of the fourth hypothesis in this research support the research of Manik and Bustomi (2016), which concluded that organizational culture has a significant effect on the performance of state junior high school teachers 3 Rancaekak. In the journal Keizer and Pringgabayu (2018), also concluded that organizational culture has a significant effect on teacher performance at the ICB Cinta Niaga vocational high school, Bandung City. Furthermore, Handayani and Rasyid's (2015) research concluded that organizational culture has a significant effect on the performance of Wonosobo state high school teachers.

The results of testing the fifth hypothesis of this study show that work motivation has a direct and significant influence on the performance of teachers at SMP Negeri 9 Pinggir. This means that the more motivated teachers are in carrying out their duties as teaching staff and student educators, the higher the level of contribution to their performance. achieved. To ensure that every teacher can always be motivated in carrying out their duties, efforts need to be made by the school principal to foster encouragement and high work enthusiasm internally in each teacher, namely by giving full responsibility for the subjects they will teach,

giving targets, clear assessment of the teaching tasks carried out by teachers, directing and reminding teachers of their responsibilities, providing additional income beyond the basic salary, fostering a sense of joy and comfort in each teacher, providing space for teachers to compete in positive ways and prioritizing teacher achievement versus internal closeness.

What is no less important is to foster encouragement and high work enthusiasm externally in each teacher, namely by continuing to strive to fulfill every living and work requirement of each teacher, giving praise and rewards to teachers who excel, providing additional incentives, and providing space for every teacher conveys constructive thoughts and ideas for the progress of the school. This means that the teacher's teaching motivation will manifest behavior that is directed at the goal of achieving educational targets but its existence can be felt through the behavior it displays. The findings of the fifth hypothesis in this research support the research of Gustiawati (2015), which concluded that teacher work motivation has a significant effect on the performance of high school teachers. Caksana's research (2019), also concluded that teacher work motivation has a significant effect on teacher performance at SMAN 1 Tulungagung. Furthermore, research by Musran et al (2020), concluded that teacher work motivation has a significant effect on the performance of MAN 1 Pangkalpinang teachers.

The results of testing the sixth hypothesis of this study show that the leadership of the principal has a significant indirect effect on teacher performance through work motivation at SMP Negeri 9 Pinggir. This means that the leadership role of the principal in organizing and managing all existing resources within the scope is getting better. school, it will make teachers more motivated in carrying out their duties as educators so that it will increasingly have an impact on improving the performance of each teacher. The school's success in producing the best graduates and being able to compete with other schools is one of the goals that every education manager wants to achieve. To achieve this goal of course requires teachers with quality and professional performance. The realization of quality performance is largely determined by good and correct management. Quality management is driven by the school principal as a leader, so to make this happen you must have the right strategy to empower educational staff so they can work optimally by creating high work motivation for each teacher personnel so that the tasks carried out will be able to be completed well. Management management A good school principal will foster high teacher work motivation so that it has an impact on increasing teacher performance in educating students.

Indeed, realizing educational goals cannot be separated from the strategic role of the school principal in carrying out his leadership, meaning that leaders are required to have the competence to manage and optimize the three intelligences through strengthening teacher work motivation so that it can make it easier to realize educational goals in schools. To realize a program, tools are needed to achieve goals effectively and efficiently. In strategy there are long-term goals and general policies which imply that strategy should be related to major decisions faced by schools in doing something, namely decisions that determine the failure and success of the school. Leaders have the authority and obligation to determine school policies regarding local wisdom culture within the school environment which are agreed upon as goals, targets and strategies to be achieved which are realized so that program implementation in schools can be effective and efficient through strengthening teacher work motivation so that it has an impact on achieving teacher performance in schools. . This research supports the opinion of Carman (2014), who concluded that leadership has a significant effect on teacher performance through the work motivation of State Madrasah Aliyah teachers in Pandeglang Regency. Research by Juwaeni et al (2014) also concluded that leadership has a significant effect on teacher performance through the work motivation of elementary school teachers at UPTD Dikpora, Jebres District, Surakarta City. Sulastris's research (2013), concluded that leadership has a significant effect on teacher performance through the work motivation of teachers at SMP Negeri 2 Wonogiri and SMP Negeri 1 Selogiri.

The findings of the seventh hypothesis of this study show that organizational culture has a significant indirect effect on teacher performance through work motivation at SMP Negeri 9 Pinggir. This means that the better the habits that develop in the school environment, the more the teacher's character will improve in motivate himself to carry out his duties and responsibilities as a state servant so that it will have an impact on his performance achievement. Teachers as the front guard in delivering teaching material must be able to guarantee the completeness of students' learning each semester so that this becomes a routine or habit that must be implemented on time. Teachers also have the task of forming the character of students so that they are willing to follow every school rule so that there is no mistake, if sometimes there are some students who use their teacher as a reference and example for them to act or behave so as to form a culture within the school environment. Indeed, the educational context places a large and strategic role in the position of a teacher, because teachers are the spearhead in the implementation of education. Teachers directly meet face to face with students in the process of transferring knowledge and technology while educating students about positive values through example, guidance and example.

The teacher's behavior for students or students is a measure in carrying out their activities. Local cultural wisdom and teacher behavior are the benchmarks for reflecting students. Forming the character of students is a joint task of parents, the school, the community and the government. The example of teachers at school is the most effective way to foster the development of good behavioral attitudes in students. Teachers can be models in learning character education, both national character education (nationalism) or religious character education (akhlik). Exemplary can be realized in the learning process at school, for example mutual discipline, mutual respect, mutual affection, mutual cooperation, social service, congregational prayer. These examples of activities must be followed by all students, including teachers, so that in this case the teacher's role as a model for their students can be carried out well. The example of a teacher in education is very important in the educational process, especially in forming the moral, spiritual and social ethos aspects of students.

4. Conclusion

Based on the results of the research that has been carried out, it can be concluded that: The principal's leadership has a direct and significant influence on teacher work motivation; Organizational culture has a significant direct effect on teacher work motivation; The principal's leadership has a direct and significant influence on teacher performance; Organizational culture has a significant direct effect on teacher performance; Work motivation has a direct and significant effect on teacher performance; The principal's leadership has a significant indirect effect on teacher performance through work motivation; Organizational culture has a significant indirect effect on teacher performance through work motivation.

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