

## **The Influence of School Culture, Principal Instructional Leadership and Work Motivation on the Teacher Performance of Elementary School**



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**ABSTRACT:** This research approach is quantitative. The population of this study was all elementary school teachers in Sampanahan District, Kotabaru Regency with 116 teachers, and the sample size was determined by Issac & Michael's table of 89 people. Data collection techniques using questionnaires are disseminated online to samples through a Google form link. Analysis of research results using descriptive statistics, simple regression, and multiple regression using SPSS Version 20. The results showed that there is an influence between (1) school culture on teacher performance, (2) principal instructional leadership on teacher performance, (3) work motivation on teacher performance, (4) school culture on work motivation, (5) principal instructional leadership on work motivation, (6) school culture on teacher performance through work motivation, (7) principal instructional leadership on teacher performance through work motivation. Based on the findings of this study, several things can be suggested such as: (1) Teachers as educators should be more active and creative to improve teacher performance, (2) Principals should encourage positive efforts to increase teacher motivation at work, (3) educational institutions should provide opportunities for teachers to develop themselves (4) This research should be used as a reference and reference to conduct related research.

**KEYWORDS:** School Culture, Principal Instructional Leadership, Work Motivation, Teacher Performance

### **INTRODUCTION**

Quality learning is learning that can put the teacher's position correctly so that the teacher can carry out his performance well to the learning needs of students. Teacher performance can be interpreted as a series of behaviours or activities carried out by teachers based on their ability to provide teaching services that are by student needs and expectations and learning objectives to be achieved effectively and efficiently.

There are several reasons why there is a low quality of education in Indonesia. First, the organizer's policy is too oriented and focuses on outputs and inputs, so it pays less attention to the process. Even though the purpose of education itself is the process of producing changes in behaviour and personality, as well as how to apply the knowledge gained in real life. While the holder of the educational process is the teacher, if the process does not get attention then the teacher does not get attention as well (Kholis, 2003).

Second, the lack of role of the community, especially parents of students in the provision of education, both academically and non-academically. This hinders the relationship between schools and parents/communities to form community-based education, namely a model of an educational approach that comes from, by, and for the community. Fuad (2014) stated that community-based education is seen as one of the most appropriate and adequate alternatives to meet the needs of the nation.

Looking at the problems above, it seems that it all boils down to the existence and duty of teachers in carrying out their duties as teachers and other functions. The back and forth of an educational institution is greatly influenced by the performance of individual teachers who serve in the institution. Likewise, the quality of education cannot be separated from the role of teacher performance in improving the quality of education. Without good performance, the goal of quality improvement will not be achieved. Thus, teacher performance is indispensable and decisive in the world of education (Winarto, 2020).

Based on the results of preliminary observations conducted at SDN se Sampanahan District, some things are not expected. Some teachers enter the classroom to start learning and leave the classroom when ending the lesson often not on time. This is coupled with the fact that when carrying out learning activities in the classroom, it is still predominantly teacher-centred, resulting in a passive learning situation. Some teachers are still at low competence in understanding learning strategies when viewed in the teaching process in the classroom.

Another thing found during observations where very fatal findings were found was that there were teachers who sometimes did not make teaching preparations or did not prepare Learning Implementation Plans (RPP), did not use Syllabus, and did not make Annual and Semester Programs. There are even others who do not create Learning Activity Journals and Assessment Journals which

# The Influence of School Culture, Principal Instructional Leadership and Work Motivation on the Teacher Performance of Elementary School

are an obligation for them to make them. Many teachers also still do not understand the learning models that are by the characteristics of students and the material taught. In addition, there are still many teachers who are unable to compile and evaluate learning. With this, many neglected school cultures are related to school progress, the leadership of the principal who lacks understanding of the latest government programs related to the latest curriculum and low work motivation due to various circumstances, due to various factors such as economic, social and dependence on traditional things in school management.

## METHODOLOGY

The research conducted by the author uses descriptive analysis methods, namely research on problems in the form of current facts of a population. The purpose of descriptive research is to test hypotheses or answer questions related to the current status of the subjects studied and use quantitative methods to look for influences between variables studied (Musfiqon, 2012). While quantitative means the type of data collected and processed through the calculation of theoretical structures to build research models and hypotheses and requires quantitative and statistical testing Hartono (Aslamiah, 2016). By using the descriptive method, it is hoped that data will be obtained whose results will be processed and analyzed and finally a conclusion is drawn. The conclusions made will apply to the entire population that is the object of study. Therefore, researchers determined this study using a significance level of  $\alpha = 0.05$  (5%). This means that the confidence level of the test is 95%.

## RESULT

Thus obtained a structural drawing diagram as follows:

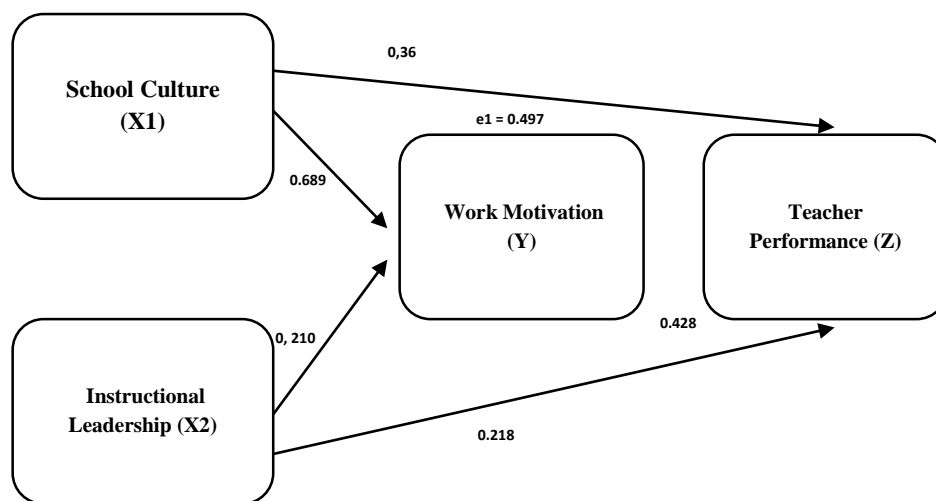


Figure 1. Path Analysis Model  $X_1$ ,  $X_2$ ,  $Z$  and  $Y$

- 1) Analysis of the effect of  $X_1$  on  $Y$ : from the results obtained  $X_1$  sig value of  $0.000 < 0.05$ . So it can be concluded that there is a direct significant influence of the variable  $X_1$  on  $Y$ .
- 2) Analysis of the effect of  $X_2$  on  $Y$ : from the results obtained  $X_2$  sig value of  $0.022 < 0.05$ . So it can be concluded that there is a direct significant influence of the variable  $X_2$  on  $Y$ .
- 3) Analysis of the effect of  $X_1$  on  $Z$ : from the results obtained  $X_1$  sig value of  $0.000 < 0.05$ . So it can be concluded that there is a direct significant influence of the variable  $X_1$  on  $Z$ .
- 4) Analysis of the effect of  $X_2$  on  $Z$ : from the results obtained  $X_2$  sig value of  $0.001 < 0.05$ . So it can be concluded that there is directly a significant influence of the variable  $X_2$  on  $Z$ .
- 5) Analysis of the effect of  $Y$  on  $Z$ : from the results obtained sig  $Z$  value of  $0.000 < 0.05$ . So it can be concluded that there is a direct significant influence of variable  $Y$  on  $Z$ .
- 6) Analysis of the effect of  $X_1$  through  $Z$  on  $Y$ : it is known that the direct influence given by  $X_1$  on  $Y$  is  $0.428$ . While the indirect influence of  $X_1$  through  $Z$  on  $Y$  is the multiplication between the beta value of  $X_1$  against  $Y$  with the beta value of  $Z$  against  $Y$ , namely:  $0.362 \times 0.428 = 0.155$ . Then the total influence given  $X_1$  to  $Y$  is a direct influence coupled with an indirect influence, namely:  $0.362 + 0.155 = 0.517$ . Based on the results of the calculation above, a direct influence value of  $0.428$  and an indirect influence of  $0.517$  was obtained. Indirect influence  $>$  direct influence. These results show that indirectly  $X_1$  through  $Z$  have a significant influence on  $Y$ .
- 7) Analysis of the effect of  $X_2$  through  $Z$  on  $Y$ : it is known that the direct influence of  $X_2$  on  $Y$  is  $0.218$ . While the indirect influence of  $X_2$  through  $Z$  on  $Y$  is the multiplication between the beta value of  $X_2$  against  $Y$  with the beta value of  $Z$  against  $Y$ , namely:  $0.218 \times 0.428 = 0.093$ . Then the total influence given  $X_2$  to  $Y$  is a direct influence coupled with an indirect influence, namely:

## **The Influence of School Culture, Principal Instructional Leadership and Work Motivation on the Teacher Performance of Elementary School**

$0.218 + 0.093 = 0.311$ . Based on the results of the calculation above, a direct influence value of 0.218 and an indirect influence of 0.311 was obtained. Indirect influence > direct influence. This result shows that indirectly X2 through Z have a significant influence on Y.

### **DISCUSSION**

#### **A. The Influence of Work Culture on Teacher Performance**

Organizational culture is behaviour, assumptions, norms, values, beliefs and ways of actions carried out by members of the organization. A conducive organizational culture in which innovation is sprinkled, stability is maintained, respect for fellow school residents is well maintained, oriented to optimal results, cares about small things, prioritizes teamwork orientation and is aggressive in competence, will encourage teachers to be enthusiastic in working, thus allowing their performance to be optimally awakened. The explanation above illustrates that school culture influences teacher performance. Thus, the better and more conducive the school culture, the higher the teacher's performance. A good school culture will lead to good teacher performance so it has an impact on improving the quality of education.

This result also reinforces the results of previous research conducted by Ehtesham et al. (2011) in their research to obtain results that school culture variables have a positive and significant effect on teacher performance variables. The same results were found by Nurwati et al. (2012), that organizational culture has a positive and significant effect on employee performance. Mohamed and Abu Bakar (2013) in their research found that organizational culture variables have a positive and significant effect on employee performance variables. The same results were found by Syauta et al. (2012), that organizational culture has a positive and significant effect on employee performance. This statement is reinforced by the findings of Njugi and Nickson (2014) that organizational culture has a positive and significant effect on employee performance, where a stronger culture will provide direction and values for employees in the organization to carry out tasks and work, so that performance increases. The results of this study support research result (Acar, 2012; Fitri, 2018; Lee & Ahmad, 2009; Keizer, 2018; Prayoga & Yuniati, 2019; Purwoko, 2018; Suriansyah A., 2011; Setiyati, 2014; Suriansyah A., 2014; Suriansyah, Aslamiah, & Noorhapizah, 2019; Xenikou & Simosi, 2006).

#### **B. The Effect of Principal Instructional Leadership on teacher Performance**

The principal's instructional leadership affects the teacher's teaching performance, due to the principal's activities that focus on improving student learning processes and outcomes through the teacher. This means that instructional leadership empowers all teacher abilities in teaching, so that teacher teaching performance increases. Quality teacher teaching performance will in turn improve student learning processes and outcomes because student learning outcomes are not directly from the principal's instructional leadership, but through the teaching process carried out by teachers. This statement is supported by the results of research by Leitwood et al. (Usman, 2015).

According to Emmanouil, Osia, & Loana (2014), an instructional principal tries to create a positive learning environment by supporting professional development, sharing a vision and providing strong motivation and inspiration for learning to faculty (teachers). Instructional principals motivate teachers to develop professionalism so that teachers can improve the quality of teaching.

The results of this study support research found that on the influence of principal instructional leadership with teacher performance. (Aslamiah, Suriansyah, & Amelia, 2019; Elisabet, 2016; Fevre & Robinson, 2015; Marks & Printy, 2003; Sumaryana, 2014; Verawati, 2016; Zakaria, Rohiat, & Afrina, 2016).

#### **C. Effect on Work Motivation on Teacher Performance**

Work motivation is encouragement from within a person and from outside to do something to achieve the desired goal. Good work motivation is characterized by the encouragement of increased work motivation through the individual teacher himself with an increase in intrinsic motivation in the form of self-actualization, recognition of task success or self-esteem, and satisfaction at work in addition to increasing extrinsic work motivation in the form of cooperation, a comfortable work environment and a reward system applied able to affect teacher performance. For teachers, it is applied to have high work motivation, so that it can improve teacher performance even better. Teachers must actualize their abilities in carrying out their duties and responsibilities and also enjoy working with colleagues.

These results also reinforce the results of previous research conducted by Ahmed et al. (2010) in his research obtained results, that work motivation has a positive and significant effect on employee performance. Another study conducted by Ali et al. (2012) states that work motivation has a positive and significant effect on employee performance.

The same result was found by Asim (2013), that work motivation variables have a positive and significant effect on employee performance variables. Wasini (2016) states that work motivation and teacher performance have a positive effect, meaning that the higher the application of work motivation, the higher the teacher's performance. In line with Heryana's research (2015) which states that teachers need knowledge and the ability to create situations that generate motivation for teacher performance. The results of this study found that the motivation variables have a positive and significant effect and on teacher performance variables (Akinyi, 2015; Andriani, Nila & Kristiawan, 2016; Heryana, 2015; Mappamirring, 2015; Rahardjo, 2015; Suriansyah A., 2013; Suriansyah A., 2015;

## **The Influence of School Culture, Principal Instructional Leadership and Work Motivation on the Teacher Performance of Elementary School**

Septiana, 2013; Suriansyah A., 2017; Yayan, 2014).

### **D. Influence School Culture on Work Motivation**

The same results were found by Catania and Ramond (2013), that organizational culture variables have a positive and significant effect on work motivation variables, where the more conducive between superiors and subordinates, teachers and fellow teachers and the support of the school environment, the more comfortable the work environment will increase so that it can encourage work motivation. The results of this study support research result found that that organizational culture has a positive and significant influence on work motivation. (Keizer, 2018; Liliyana, 2011; Mappamirring, 2015; Ndiha, 2016; Patnaik, 2011; Setiyati, 2014; Suriansyah A., 2020).

### **E. Influence on Instructional Leadership of the Head of the School for Work Motivation**

To achieve the quality of education, all elements of the school, especially principals and teachers through instructional leadership and high work motivation, need to work together and partner to improve the quality of learning. Teachers should be involved in several development programs conducted by the principal as instructional leaders constantly update teachers to impart knowledge to students. The results of this study support research that the principal's instructional leadership is related to the teacher's work motivation (Andriani, Kesumawati, & Kristiawan, 2016; Aslamiah, Suriansyah, & Amelia, 2019; Hasanah & Suriansyah, 2019; Aslamiah, 2016; Keizer, 2018; Rahardjo, 2015; Septiana, 2013; Setiyati, 2014; Sumaryana, 2014).

### **F. Influence School Culture on Teacher Performance through Work Motivation**

Organizational culture, especially the teacher-oriented dimension, shows effectiveness in helping teachers believe in the values and norms that apply to achieve school goals. The organization provides support to teachers in working mainly with new teachers or junior teachers. The support provided will make teachers feel comfortable and easy to adapt to their work environment it will affect the level of performance in carrying out their work.

In addition to supporting, the organization also encourages teachers to create teamwork. This encourages teachers to create mutual trust and cooperate in carrying out work that does not deviate from a norm or rule. this situation leads a teacher to have a good relationship with his colleagues and foster cooperation in work so that teachers can consult each other about solving problems when teaching in class. The results of this study support the research result found that the relationship between teachers provides reinforcement and motivation for teachers to improve their performance (Birhasani, Muhammad, Sulaiman, M. 2022; Dudy Rachmat, Aslamiah, S. 2022; Guo, Chaoyou, & Yuqiang, 2014; Hidayati, Risna, Ahmad Suriansyah, S. 2022; Jumi, Puspitasari, Sulaiman, M. S. 2022; Keizer, 2018; Liliyana, 2011; Mappamirring, 2015; Ndiha, 2016; Suratman, Wahyu, S, 2022).

### **G. Influence of Principal Instructional Leadership on Teacher Performance through Work Motivation**

Teacher performance is a demonstration of the teacher's ability to master competence in carrying out their duties. Many factors affect teacher performance, one of which is a factor that comes from within the teacher who predominantly determines the quality of his performance is motivation. Motivation is a person's drive to act in a certain way. Motivation is a mental condition that encourages a person to do something postponement or activity and provides strength that leads to achieving the fulfilment of wants, and needs, giving satisfaction, or reducing imbalances (Danim, 2010). Furthermore, Sunarto (2001) stated that teacher performance will be good if there are stimuli that generate motivation, both motivation from within and from outside. Motivation will lead to positive things if it affects teacher performance and vice versa, if it leads to negative things, it will affect teacher performance. The tendency of teachers to shy away from their work, such as not involving themselves in work, not being enthusiastic in teaching, and rejecting organizational policies and values, can even occur leaving work.

The results of this study support found that work motivation is an important element in improving teacher performance (Aslamiah, 2016; Aslamiah, Suriansyah, & Amelia, 2019; Elisabet, 2016; Enueme & Egwunyenga, 2008; Keizer, 2018; Marks & Printy, 2003; Normianti, Aslamiah, & Suhaimi, 2019; Verawati, 2016; Rahardjo, 2015; Sumaryana, 2014; Thalib & Manda, 2016; Suriansyah A., 2017).

## **CONCLUSION**

Based on the problem formulation, research objectives, research results and discussion, the following conclusions can be drawn: School culture, principal's instructional leadership, work motivation, and teacher performance are very high. There is a direct influence of school culture on the performance of public elementary school teachers in Sampanahan District, Kotabaru Regency. There is a direct influence of the principal's instructional leadership on the performance of public elementary school teachers in Sampanahan District, Kotabaru Regency. There is a direct influence of work motivation on the performance of public elementary school teachers in Sampanahan District, Kotabaru Regency. There is a direct influence of school culture on the work motivation of public elementary school teachers in Sampanahan District, Kotabaru Regency. There is a direct influence of the principal's instructional leadership on the work motivation of public elementary school teachers in Sampanahan District, Kotabaru Regency. There is an indirect influence of school culture on teacher performance through the work motivation of public elementary school

## The Influence of School Culture, Principal Instructional Leadership and Work Motivation on the Teacher Performance of Elementary School

teachers in Sampanahan District, Kotabaru Regency. There is an indirect influence of the principal's instructional leadership on teacher performance through the work motivation of public elementary school teachers in Sampanahan District, Kotabaru Regency.

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