

## The Influence Of Principal Leadership, Organizational Culture And Work Motivation On Teacher Performance In SMA Plus Yayasan Persaudaraan Haji Bogor (YPHB) Bogor City

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Article Info	ABSTRACT
<p><b>Keywords:</b> Principal Leadership, Organizational Culture, Teacher Motivation, Performance.</p>	<p>The principal's leadership is expected to encourage all subordinates to empower themselves. Organizational culture is a framework that guides daily behavior. Work motivation provides driving force to create enthusiasm for a person's work so that they are able to work together. Performance is the work result that can be achieved by someone in an organization. The purpose of this research is to determine the influence of school principal leadership, organizational culture and work motivation on teacher performance at the Bogor Haji Brotherhood Foundation (YPHB) Bogor City Plus High School. The author's sampling technique uses the Total Sampling technique or the overall population is 53 and the sample is used using the formula Suharsimi Arikunto, 2017 so there are 53 samples in this study. Based on the results of the partial correlation analysis, it was stated that there was a positive influence of Principal Leadership on Teacher Performance, a value of 0.897 was obtained, so it could be concluded that the level of influence was very strong or a Determination Coefficient value of 80.5% was obtained. Then, a hypothesis test was carried out to obtain a t value of <math>= 8,710 &gt; t_{0,05 (51)} = 1.680</math>, so <math>H_0</math> was rejected and <math>H_a</math> was accepted, meaning there was sufficient evidence that there was a significant influence. Meanwhile, the results of the partial correlation analysis of Organizational Culture on Teacher Performance obtained a value of 0.871, so it can be concluded that the influence is very strong or the Coefficient of Determination value is 75.9%. Proven by hypothesis testing, the value of <math>t = 7.448 &gt; t_{0,05 (51)} = 1.680</math> is obtained, so <math>H_0</math> is rejected and <math>H_a</math> is accepted, meaning there is evidence, there is a significant influence. Meanwhile, the results of the partial correlation analysis of Work Motivation on Teacher Performance obtained a value of 0.791, so it can be concluded that the influence is strong or the Coefficient of Determination value is 62.6%. Proven by hypothesis testing, the value of <math>t = 3.784 &gt; t_{0,05 (51)} = 1.680</math> is obtained, so <math>H_0</math> is rejected and <math>H_a</math> is accepted, meaning there is evidence, there is a significant influence. Simultaneously, the Principal's Leadership, Organizational Culture and Work Motivation on Teacher Performance were processed using the SPSS Version 28 for Windows computer program. The Model Summary value or R value of 0.832 was very strong and while the R Square value was 0.692 or 69.2%, there was a positive influence. Proven by the ANOVA test or <math>F_{count}</math> for the Principal Leadership, Organizational Culture and Work Motivation variables on Teacher Performance, a value of 36.612 was obtained, which is greater than <math>F_{table (52)}</math> of</p>

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2.790 with a significant level of 0.000 because  $0.000 < 0.05$ , so it can be said together -sama has a very significant effect.

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## INTRODUCTION

In the digital era like today, the world of education is always undergoing changes, developments and improvements in accordance with developments in all areas of life. Changes and improvements in the field of education include various components involved in it, be it the implementation of education in the field (teacher competence and the quality of educators), the quality of education, curriculum tools, educational facilities and infrastructure, and the quality of education management, including changes in more innovative learning methods and strategies. These efforts to change and improve aim to bring better quality of education in Indonesia in the future.

Considering that education plays an important role in the development of the Indonesia nation in the future, this aspect should be the government's concern in order to improve quality human resources. Therefore, it is necessary to realize that to make education a driving force and support for the development process is very determined by the relevance of the programs that are being pursued by every educational institution in Indonesia.

The principal is the leader of a formal educational institution who is responsible for the continuity of teaching and learning, as well as developing the potential that exists in the institution. The principal is also a teacher who is given additional duties to lead a school that has a strategic position in order to grow and develop teacher work motivation and teacher performance in the school itself. Leadership includes the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, influencing to improve the group and its culture. The principal is a teacher functional staff who is given the task of leading a school where the teaching and learning process is held or a place where there is interaction between the teacher who gives the lesson and the student who receives the lesson. The leadership of the Principal is one of the components of education that plays the most role in improving the quality of education.

The Principal is the person in charge of the implementation of education, school administration, the development of other education personnel, the utilization and maintenance of facilities and infrastructure as well as a supervisor in the school he leads. Principal leadership is an achievement given from the leadership of a school principal quantitatively or qualitatively, which is interchanged in helping the achievement of school goals. The principal as a person who is given the task of leading the school, is responsible for the achievement of the role and responsibility of the school. Organizational culture has a very important influence on the progress of the organization which grows through the process of

developing ideas created by organizational leaders, then instilled in teachers in the organization. Furthermore, culture is developed in accordance with the development of the environment and organizational needs. In an organization, the organizational culture will not develop into an advanced organization without maintaining its culture. A strong culture has an influence on the strategy carried out in achieving the goals that have been set. The development of the organization can be determined by the creation of a conducive work environment so that an opportunity will be opened for the development of the learning process at work, and can create enthusiasm in solving all problems that arise both from within and outside the organization. Organizational culture is an important factor that can affect the response to its external environment. A shared value system regarding important matters and beliefs about how to work. With this, organizational culture provides a framework that organizes and directs positive and significant behavior towards organizational culture variables in order to improve teacher performance.

Organizational culture is a special feature of an organization, so that it can distinguish one organization from another. In displaying these characteristics, members of the organization are required to obey the organization's policies in achieving conducive results. Members of the organization need active participation in contributing to the formation of the organization's culture. The behavior of organizational members is essential in creating and maintaining organizational reality. Part of the reality of an organization is determined by the symbols and identities of the members of the organization. Organizational culture will form the identity of organizational members which is necessary in fostering pride and effectiveness in work. Effectiveness that is solidly formed within the organization will not only improve performance but will also form a good image in the future.

Work motivation is the basis for an organization to develop both government-owned and privately-owned educational institutions because of the desire to realize goals and efforts that are carried out jointly, systematically, and planned. Work motivation can be said to be a driving force or encouragement that can trigger a sense of enthusiasm and is also able to change individual behavior towards better things. Teachers' work motivation can come from within a person, which is often known as internal motivation and external motivation that arises due to external influences to encourage someone to do something according to the expected goals. Work motivation is the force that causes individuals to act in a certain way. The way to increase teachers' work motivation is to increase work motivation through training, for example holding training to improve work, providing rewards (bonuses) for outstanding teachers, taking approaches to optimize teacher performance, holding special activities to build kinship between teachers and leaders. In essence, work motivation is to move and direct teachers in their work so as to prevent obstacles, mistakes and failures in work. Work motivation indicates the existence of discipline in work so that teachers are more diligent, careful and more active or enthusiastic to do a job that is an obligation for a teacher. With this, teachers carry out their duties in accordance with the work program that has been made and follow the rules at work. So as to produce quality and quantity work that can be satisfactory.

Teachers' performance in teaching is one of the determining factors for the realization of a good education, but the continuation of the world of education in the future has changed. Teacher performance is an important element in education. In addition, it is also a determinant of the high or low quality of education. Therefore, every teacher must understand the goals of national education, so that every attitude and action in teaching students is directed to the national education goals that have been formulated. Teacher performance is one of the factors that is a benchmark for school success. Teacher performance is the result of teachers' work that is reflected in planning, implementing, and assessing the process of teaching and learning activities whose intensity is based on work ethic, as well as teachers' professional discipline in the learning process. The factors that can affect teacher performance are the principal's leadership, organizational culture, teachers' work motivation and so on.

Improving teacher performance has an important role, especially affecting the learning outcomes of its students. The better the performance of a teacher will have a positive impact on the learning achievement of students. Teacher performance will be considered effective and optimal if the teacher has adequate competence. Teacher performance is the ability shown by teachers in carrying out their duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with the set standards. Thus, in order to obtain the predicate of teacher performance well, many things must be done and shown by teachers in learning process activities, both written and unwritten work so that as teachers must be able to understand their duties as learning managers, carry them out, and succeed in teaching so that learning goals are well achieved is determined by the consequences in choosing teaching strategies in their schools.

## METHODS

The types of research used are descriptive and correlational (Quantitative) research, which solves a case being studied. The method used is a survey method using a questionnaire. In the descriptive method and associative data, data is collected, arranged systematically, factually and carefully, but it is not explained that the relationship between variables is not tested or predicted. In the correlation method, the influence between variables is studied and explained. This sought-after influence is called correlation. So the correlation method is to find the relationship between the independent variables X1, X2 and X3 to the dependent variable Y.

## RESULTS AND DISCUSSION

To be able to find out whether each of the variables of this study, including Principal Leadership (X1), Organizational Culture variable (X2) and Work Motivation variable (X3), partially has a significant influence on the Teacher Performance variable (Y), a tcount and ttable test was carried out. For this t-test, the author does it by comparing the tcount with the table, which has the following values:

**Table 1.** t-Test Results (Hypothesis)

Variable	Nilai	Standard Error	$t_{hitung}$	$t_{tabel}$
Principal Leadership ( $X_1$ )	0,770	0,063	8,710	1,680
Organizational Culture ( $X_2$ )	0,527	0,061	7,448	1,680
Work Motivation ( $X_3$ )	0,436	0,060	3,784	1,680

Based on the results of the t-test mentioned above, that in fact the Principal Leadership variable ( $X_1$ ) on Teacher Performance ( $Y$ ) has a very strong influence where the  $t_{count}$  value is  $>$  from the  $t_{table}$ , thus it can be said that  $H_0$  is rejected  $H_a$  is accepted, meaning that there is a very significant influence. The variable Organizational Culture ( $X_2$ ) on the variable Teacher Performance ( $Y$ ) on Teacher Performance ( $Y$ ) has a very strong influence where the value of  $t_{count} >$  from the table, thus it can be said that  $H_0$  is rejected  $H_a$  is accepted, meaning that there is a very significant influence. While the variable of Work Welfare ( $X_3$ ) on Teacher Performance ( $Y$ ) where the value of the  $>$  calculation from the table, has a real influence, so it can be said that  $H_0$  is rejected  $H_a$  is accepted, meaning that there is a very strong influence.

Based on the results of the hypothesis test of the Principal Leadership variable ( $X_1$ ) on Teacher Performance ( $Y$ ), a calculated value of  $= 4,973 > t_{0.05 (43)} = 1,680$ , then  $H_0$  was rejected and  $H_a$  was accepted, which means that there is enough evidence that there is a significant influence. From the results of the hypothesis test of the variable Organizational Culture ( $X_2$ ) on Teacher Performance ( $Y$ ), a  $t_{cal}$  value of  $= 7.448 > t_{0.05 (51)} = 1.680$ , then  $H_0$  was rejected and  $H_a$  was accepted, which means that there is evidence that there is a significant influence. From the results of the t-test mentioned above, the hypothesis proposed in the previous chapter of the literature review of hypothesis points turns out to have enough evidence of its truth.

From the results of the hypothesis test of the variable Work Motivation ( $X_3$ ) on Teacher Performance ( $Y$ ), a calculated value of  $= 3.784 > t_{0.05 (51)} = 1.680$ , then  $H_0$  was rejected and  $H_a$  was accepted, which means that there is evidence that there is a significant influence. From the results of the t-test mentioned above, the hypothesis proposed in the previous chapter of the literature review of hypothesis points turns out to have enough evidence of its truth.

#### Fourth Hypothesis

Based on the results of the multiple regression significance test, together the two variables, both Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance, have a positive and significant influence. The influence of Principal Leadership, Organizational Culture and Work Motivation together on Teacher Performance is shown by a multiple correlation coefficient ( $R_{y12}$ ) of 0.832.

**Table 2.** Multiple Regression Significance Test

n	Correlation Coefficient ( $R_{y12}$ )	$F_{hitung}$	$F_{tabel}$	
			0,05	0,01
53	0,832	36,612	2,970	4,200

Based on the table above, it was found that the determination coefficient of  $R^2_{y12}$  was 0.832 or 69.2% of the variance of Teacher Performance was influenced jointly by the variables of Principal Leadership, Organizational Culture and Work Motivation. Multiple linear regression analysis regarding the variables of Work Discipline, Organizational Culture and Work Motivation on Teacher Performance produced the following regression equation:  $Y = 7.429 + 0.770 X_1 + 0.527 X_2 + 0.436 X_3$ . Test the significance as shown in the following table.

**Table 3.** Multiple Regression of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance

Model	Coefficients <sup>a</sup>			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error			
1 (Constant)	7.429	3.294		6.506	.000
Principal Leadership (X1)	.770	.063	.747	8.710	.000
Organizational Culture (X2)	.527	.061	.682	7.448	.000
Work Motivation (X3)	.436	.060	.442	3.784	.000

a. Dependent Variable: Teacher Performance (Y)

Based on the table above, the results of the above analysis can be concluded that there is a positive influence of the variables of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance at SMA Plus Yayasan Persaudaraan Haji Bogor (YPHB) Bogor City together with a plural correlation coefficient of  $R_{y12}$  of 0.832 or 69.2%.

**Table 4.** Results of the F Test Together ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2391.758	3	797.253	36.612	.000 <sup>b</sup>
Residual	1066.997	49	21.775		
Total	3458.755	52			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Work Motivation (X3), Principal Leadership (X1), Organizational Culture (X2)

From the results of the analysis using the Computer program *Statistical Package for Social Sciences (SPSS) Version 28 for windows*, namely the ANOVA test or the  $F_{cal}$  variables of Principal Leadership (X1), Organizational Culture (X2) and Work Motivation (X3) on Teacher Performance (Y), the value of  $F_{cal}$  was obtained of 36.612 which was greater than the  $F_{table (52)}$  2.790 with a significant level of 0.000 because  $0.000 < 0.05$ , it can be said that

jointly or simultaneously there is a significant influence.

### Discussion

Based on the results of the data analysis, the variables of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance both partially and simultaneously have a significant influence. Especially the Principal's Leadership Variable on Teacher Performance. The results do not show the magnitude of the influence, so the magnitude of the influence is calculated manually using the determination coefficient formula as follows:  $KD = r^2 \times 100\%$ . Where  $r$  is the value of the correlation coefficient analysis of 0.897. The results of the next calculation are as follows:  $KD = r^2 \times 100\% = 0.8972 \times 100\% = 0.805 \times 100\% = 80.5\%$ . With these results, it can be said that the Principal Leadership variable has an influence of 80.5% on Teacher Performance and the remaining 19.5% is caused by other factors not observed by the author.

Meanwhile, the variable of Organizational Culture on Teacher Performance. The results do not show the magnitude of the influence, so the magnitude of the influence is calculated manually using the determination coefficient formula as follows:  $KD = r^2 \times 100\%$ . Where  $r$  is the value of the correlation coefficient analysis of 0.871. The results of the next calculation are as follows:  $KD = r^2 \times 100\% = 0.8712 \times 100\% = 0.759 \times 100\% = 75.9\%$ . With these results, it can be said that the Organizational Culture variable has an influence of 76.9% on Teacher Performance and the remaining 23.1% is caused by other factors that are not observed by the author as a whole.

Meanwhile, the variable of Work Motivation on Teacher Performance. The results do not show the magnitude of the influence, so the magnitude of the influence is calculated manually using the determination coefficient formula as follows:  $KD = r^2 \times 100\%$ . Where  $r$  is the value of the correlation coefficient analysis of 0.791. The results of the next calculation are as follows:  $KD = r^2 \times 100\% = 0.7912 \times 100\% = 0.626 \times 100\% = 62.6\%$ . With these results, it can be said that the Work Motivation variable has an influence of 62.6% on Teacher Performance and the remaining 37.4% is caused by other factors that are not observed by the author which is not entirely observed by the author.

Simultaneously, the results of data analysis interpreted the variables of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance simultaneously had a significant influence. The results of the analysis produced an  $R$  value of 0.612, the level of influence was very strong, while the  $R$  Square value was 0.672 or 67.2%, this can be stated by the results of the analysis together, the variables of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance have a positive value and in fact there is a very strong influence.

### CONCLUSION

Based on the results of the partial correlation analysis, it was stated that there was a positive influence of the Principal's Leadership on Teacher Performance, a value of 0.897 was obtained, so it can be concluded that the level of influence is very strong or the Determination Coefficient value is obtained at 80.5%. Therefore, a hypothesis test of the Principal's

Leadership variable on Teacher Performance was carried out, a  $t_{cal}$  value of  $= 8,710 > t_{0.05 (51)} = 1,680$  then  $H_0$  was rejected and  $H_a$  was accepted, meaning that there was enough evidence that there was a significant influence. This can be seen from the leadership of a good school principal will provide positive support for improving teacher performance, such as direct communication with teachers, directing and guiding teachers in various matters, especially in making teaching modules, holding training in using technology devices. Meanwhile, the results of the partial correlation analysis stated that there was a positive influence of Organizational Culture on Teacher Performance, a value of 0.871 was obtained, so it can be concluded that the influence is very strong or a Coefficient of Determination value of 75.9% is obtained. It is proven by the hypothesis test of the variable of Organizational Culture on Teacher Performance obtained a  $t_{cal}$  value  $= 7.448 > t_{0.05 (51)} = 1.680$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is evidence, that there is a significant influence. With organizational culture, foster cohesiveness and a sense of togetherness, for example, community service work together, cleaning the school environment, or visiting and helping friends affected by disasters. Meanwhile, the results of the partial correlation analysis stated that there was a positive influence of Work Motivation on Teacher Performance with a value of 0.791 so that it can be concluded that the influence is strong or the Determination Coefficient value of 62.6% is obtained. It is proven by the hypothesis test of the variable of Work Motivation on Teacher Performance obtained a  $t_{cal}$  value  $= 3.784 > t_{0.05 (51)} = 1.680$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is evidence, that there is a significant influence. A teacher who has work motivation wants to develop his skills and knowledge and contribute positively to the development of the school. Simultaneously having a positive effect on the Principal's Leadership, Organizational Culture and Work Motivation on Teacher Performance was processed with the computer program *Statistical Package for Social Sciences (SPSS) Version 28 for Windows*, the *Model Summary* value or R value of 0.832 was very strong and while the *R Square* value was 0.692 or 69.2%, There is a positive influence. As evidenced by the ANOVA test or the calculation of the variables of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance, a value of 36.612 was obtained which was greater than  $F_{table (52)}$  of 2.790 with a significant level of 0.000 because  $0.000 < 0.05$ , so it can be said that together they have a very significant effect. Principals who provide positive support for improving teacher performance, Such as direct communication with teachers can foster cohesiveness and togetherness so that there is a sense of developing skills and knowledge that contribute positively to the development of the school.

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