



The Effect of Principal's Leadership and School Culture on Teachers' Performance

Totok Sasongko^{1✉}, Suyitno²

Universitas Tribhuwana Tungadewi Malang, Indonesia¹

STIE Indonesia Malang, Indonesia²

E-mail : totoksasongko21@gmail.com¹, drsuyitno@yahoo.co.id²

Abstrak

Tujuan dari penelitian ini untuk mengetahui dan menganalisis pengaruh variabel kepemimpinan kepala sekolah dan budaya sekolah terhadap motivasi kerja guru MTs Negeri se Kabupaten Tulungagung. Metode penelitian yang dilakukan dengan rancangan kuantitatif eksplanatori dan teknik pengumpulan data dilakukan dengan kuesioner sebelumnya sudah diuji tingkat validitas dan reliabelitasnya terhadap 120 responden sebagai sampel dalam penelitian ini. Data yang sudah terkumpul selanjutnya dianalisis dengan uji regresi linier berganda dengan bantuan software SPSS versi 17.0. Hasil penelitian diketahui bahwa (1) secara deskriptif variabel motivasi kerja guru dalam kategori baik, kepemimpinan kepala sekolah dan budaya sekolah dalam kategori baik, (2) terdapat pengaruh positif dan signifikan antara kepemimpinan kepala sekolah terhadap motivasi kerja guru sebesar 37,1%, (3) ada pengaruh positif dan signifikan budaya sekolah terhadap motivasi kerja guru sebesar 56,8%, (4) ada pengaruh positif dan signifikan kepemimpinan kepala sekolah dan budaya sekolah secara bersama-sama terhadap motivasi kerja guru sebesar 52,4%. (5) Diantara kedua variabel bebas tersebut, kepemimpinan kepala sekolah yang berpengaruh dominan terhadap motivasi kerja guru.

Kata kunci: kepemimpinan kepala sekolah, budaya sekolah, motivasi kerja guru

Abstract

The purpose of this study was to calculate and analyze the effect of the principal's leadership variables and school culture on the teachers' motivation at Tulungagung Regency. Research methods used in this study included an explanatory quantitative design and data collection techniques made use of a questionnaire that had previously been tested for its validity and reliability with 120 respondents as the sample. A multiple linear regression test is then conducted with the help of SPSS version 17.0 to analyze the collected data. The results show that (1) Descriptively, teacher work motivation was in a good category, principal leadership and school culture were both in the good category. (2) 37.1% of teachers cited the principal's leadership as a significant influence on their motivation to work, (3) School culture has a significant positive impact on teacher work motivation by 56.8%, (4) The principal leadership and school culture together have a significant and positive influence on the teacher work motivation of 52.4%. (5) Principal leadership dominates the two independent variables determining teachers' motivation to work.

Keywords: principal leadership, school culture, teachers work motivation

INTRODUCTION

Successful leadership requires leaders who can unite, create alignment, and produce effective results. In schools, where there is a culture of unity and a shared vision that results in harmony and better outcomes. A principal who can bring faculty and staff together, articulate a vision and reinforce that vision until others are inspired to embrace it achieve leadership success thus enabling students to achieve greater academic fulfillment. Schools are considered successful by teachers and students when the principal focuses on creating a climate conducive to that success. The principal's main task in creating a positive atmosphere is to contribute to the creation of strong school culture. As a result, the formal and informal dimensions of school are integrated.

Leadership is an individual ability in influencing others, motivating many people to work together in carrying out targeted activities on a common goal involving the process distribution of power between leaders and members (Mourão, 2018); (Abubakar et al., 2018); Eyal & Roth, 2011), and the principal's leadership style influences the efficiency and also the effectiveness of the teacher's performance in school (Chen, 2017; Goode, 2017; Shamaki, 2015). As leaders, principals are aware of the needs of teachers in their professional and personal lives ((Wasserman, et al., 2016; Nasrun, 2016), they show teachers and students that they care about their employees and students when interacting with them, they are aware of informal groups, and they visit classrooms and establish close relationships with relevant stakeholders to create a positive school culture (Hongboontri & Keawkhong, 2014; Day & Sammons, 2014).

The formation of school culture is a complex process involving many variables, such as socialization, rituals, language, authority, economy, technology, and influence. For this reason, culture emerges as a product of the interaction of many dimensions (Buchanan, 2015; Schneider et al., 2013). Some of these dimensions may be more dominant than others. However, the formation of a shared culture depends primarily on the presence and association of a group of people interacting with each other (Hassi & Storti, 2012; Spicer, 2016). In educational organizations, where humans are at the center, every school has a culture that is built in the process of its formation (Yunusa Dangara., 2016; Stoll, 2000). Organizational culture unites its units and shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends that give it a distinctive identity. School culture is unique and distinctive. They are created and recreated by people considered members of the context; namely, teachers, students, parents, and society, among many others. School culture is a collection of "traditions and" rituals that have been built up over time as teachers, students, parents, and administrators work together and face crises and accomplishments (Toom, 2018). School culture determines how teachers and students behave, feel, and think. Furthermore, a positive school culture guides people to focus on certain aspects, encourages commitment, increases motivation, and stimulates individuals to improve performance and feel competent (Hongboontri & Keawkhong, 2014). Several studies show that school culture affects teacher work motivation (Febriantina et al., 2020; L. Alvarez, 2019; Hasan & Hynds, 2014). Therefore, leaders in schools must work to create a school culture that is safe, caring, responsive, and positive to ensure individuals are provided with opportunities for success throughout their lives. Highlight how positive school culture is important for student achievement in summary as, "The key to successful school performance is the heart and passion that is instilled into the relationships among people, their efforts to serve all students, and a sense of shared responsibility for learning" (Pont et al., 2008; Nehez & Blossing, 2020).

According to this point of view, leadership in schools is not only a function of the principal but also a tendency to achieve common goals with stakeholders. School leadership and school culture can also be defined as an integrated process. Even though the school culture is built on the history and deep values of the school community, changing and renovating the school culture is contributed through the leadership function. The aspect of the relationship between school culture and leadership is associated with changing culture

positively or negatively (Toom, 2018). The results of research describe leader behaviors that are directly related to school culture including (a) increasing cohesion among staff, (b) increasing a sense of well-being, (c) developing an understanding of goals among staff, and (d) developing a shared vision. Principals' leadership constructs, vision, trust, power, and self-efficacy, reinforce the pathways between leadership, change in teacher practice, and student achievement (Bernardus Grobler et al., 2012; Turan & Bektaş, 2013; V. Spicer, 2016).

Judging from school activities, teacher work productivity is the output while teacher performance is the result of school products. Teacher productivity will increase if it is supported by high work motivation. Teacher work motivation is the force that can encourage the work activities of a teacher. In a school, the work motivation of a teacher is closely related to teaching activities in the teaching and learning process, of course, it cannot be separated from the organizational environment and the organization's efforts to improve their skills. Work motivation is one of the factors that determine a person's performance. Revealed that teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals that have been set (Kolleck, 2019). Furthermore, reveals that work motivation is something that creates enthusiasm or work motivation (Shkoler & Kimura, 2020). This encouragement can be internal or external and can be strong or weak so motivation is a model in moving and directing teachers to be able to carry out their duties in achieving the goals/goals that have been set with full awareness and full responsibility. Teacher work motivation is strongly influenced by several factors including the competence of the principal. The success of an educational process in schools is very dependent on the role of the principal in trying to achieve the goals that have been set and being able to see changes in a better-globalized life. In this case, it is a task that must be carried out by a school principal in fostering teacher characteristics under the principal's task as a teacher motivator to improve his performance (Eyal & Roth, 2011).

Several previous studies with the same theme were mostly conducted in only one school as the research location. This study examines the relationship between the principal's leadership and school culture with the work motivation of teachers in State MTs in Tulungagung Regency. Based on the description above, the purpose of this study was to determine the influence of the principal's leadership and school culture on the work motivation of teachers in MTs Negeri in Tulungagung Regency.

METHOD

This research was conducted with a quantitative research design using a survey method consisting of two independent variables, namely the principal's leadership (X1), school culture (X2), and the dependent variable, namely teacher work motivation (Y). To obtain primary data in the field, a questionnaire was used which was compiled based on the indicators contained in the research variables. This research was carried out for 3 months, namely August-October 2021. This study focused on 8 State MTs in Tulungagung Regency, namely MTsN 1 Tulungagung, MTsN 2 Tulungagung, MTsN 3 Tulungagung, MTsN 4 Tulungagung, MTsN 5 Tulungagung, MTsN 6 Tulungagung, MTsN 7 Tulungagung and MTsN 8 Tulungagung, where the sample in this study using proportional random sampling (proportional random sampling) sampling technique using the Slovin formula and obtained a sample of 210 teachers. The research instrument was tested for validity and reliability before being used in data collection. The research data were analyzed through descriptive statistical tests with the norm category according to Azwar (Kristianto & Jannah, 2014) and shown in table 1.

Table 1
Norm Category

Category	Formula
Very low	$X \leq \mu - 1,5 \sigma$
Low	$\mu - 1,5 \sigma < X \leq \mu - 0,5 \sigma$
Currently	$\mu - 0,5 \sigma < X \leq \mu + 0,5 \sigma$

Tall	$\mu + 0,5 \sigma < X \leq \mu + 1,5 \sigma$
Very high	$X > \mu + 1,5 \sigma$

Description: μ = Mean; σ = Standard Deviation

While the inferential statistical test was carried out with Multiple Linear Regression with the equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

Y = Teacher's Work Motivation

α = constant number

X1 = principal's leadership

X2 = school culture

β_1 = principal's leadership coefficient

β_2 = school culture coefficient

Hypothesis testing in this study used t-test (t-test), F-test, and coefficient of determination test, while to ensure the feasibility of the model in this study, classical assumption tests were carried out including normality test, multicollinearity test, and heteroscedasticity test.

RESULT AND DISCUSSION

Descriptive Analysis

The presentation of descriptive statistics from the results of this study is used as a basis for describing the tendency of respondents' answers for each variable regarding the principal's leadership, school culture, and teacher work motivation. Research questionnaires were given to 210 respondents with a total of 60 statement items, with details of 20 items for assessing principals' leadership, 20 statement items for school culture, and 20 statement items for teacher work motivation.

1. Principal leadership

The questionnaire of the principal's leadership variable (X1) consists of 20 statement items, each of which has 4 alternative answers with a score range of 1-4. Based on the results of the principal leadership questionnaire (X1), the following statistical data is presented on the results of questionnaire:

Table 2
Statistics of Principal Leadership (X1)

Statistics		
Total		
N	Valid	210
	Missing	0
mean		70.07
Std. Error of Mean		.800
median		70.00
Mode		70
Std. Deviation		6.194
Variance		38,368
Range		23
Minimum		58
Maximum		80
Sum		12768

Based on table 2, the mean value of X1 data is 70.07; a median of 70; a mode of 70; a standard deviation of 6.194; and a variance of 38,368. Meanwhile, the maximum score obtained is 80 and the minimum is 58. Hypothetical and empirical data on principal leadership variables showed in table 3.

Table 3
Hypothetical and Empirical Data on Principal Leadership Variables

Hypothetical					Empirical				
Max Value	Min Value	mean	Range	Standard Deviation	Max Value	Min Value	mean	Range	Standard Deviation
80	20	50	60	10	80	58	70.07	22	6,194

In the categorization of the principal's leadership scale, researchers classify into five categories of principal leadership diagnoses, subject categorization is carried out by manual calculation of categorization norms as follows in table 4:

Table 4
Categorization of Principal Leadership Variables

Category	Score Interval	Frequency	Percentage (%)
Very Low/very bad	$X \leq 60.779$	12	5.7
Low/ugly	$60.779 < X \leq 66.973$	19	9
Currently	$66.973 < X \leq 73.167$	56	26.6
High/good	$73.167 < X \leq 79.293$	92	43.8
Very High/very good	$X > 79.293$	31	14.7
	Amount	210	100

Based on table 4, it is known that the lowest score obtained is at the value of 58 which is 5.7% or only 12 respondents. While the score with the most frequency was obtained by 43.8% or by 92 respondents, namely the score between 73.167 and 79.293. Based on the assessment of the majority of respondents, it was concluded that the leadership of the principals of state MTs in Tulungagung Regency was in the high/good category.

2. School Culture

The school culture variable questionnaire (X2) consists of 20 statement items, each of which has 4 alternative answers with a score range of 1 - 4. Based on the results of the school culture questionnaire (X2), the following statistical data are presented in table 5:

Table 5
School Culture Statistics (X2)

Statistics	
Total	
N	Valid 210
	Missing 0
mean	59.63
Std. Error of Mean	1,000
median	60.00
Mode	60
Std. Deviation	7.748
Variance	60.033
Range	37
Minimum	40
Maximum	77
Sum	12710

Based on table 5, the mean value of X2 data is 59.63; median of 60; mode by 60; the standard deviation of 7.748; and variance of 60.033. Meanwhile, the maximum score obtained is 77 and the minimum is 40. Hypothetical and empirical data on school culture variables showed in table 6.

Table 6
Hypothetical and Empirical Data on School Culture Variables

Hypothetical					Empirical				
Max Value	Min Value	mean	Range	Standard Deviation	Max Value	Min Value	mean	Range	SD
80	20	50	60	10	77	40	59.63	37	7,748

In the categorization of the School Culture scale, the researchers classified into five categories of School Culture diagnoses which were carried out by manual calculations, namely the categorization norms as follows in table 7:

Table 7
Categorization of School Culture Variables

Category	Score Interval	Frequency	Percentage (%)
Very Low/very bad	X 48.008	10	4.7
Low/ugly	48.008 < X 55.756	34	16
Currently	55.756 < X 63,504	56	26.6
High/good	63.504 < X 71.252	96	45.7
Very High/very good	X >71,252	14	6.6
	Amount	210	100

Based on table 7, it is known that the lowest score obtained is at a value of less than 48.008 which is 4.7% or only 10 respondents. Meanwhile, the score with the most frequency was obtained by 45.7% or by 96 respondents, namely the score between 63,504 and 71.252. Based on evaluation the majority of the respondents concluded that School Culture at State MTs in Tulungagung Regency is within the high/good category.

3. Teacher's work motivation

The Teacher Work Motivation variable questionnaire (Y) consists of 20 statement items, each of which has 4 alternative answers with a score range of 1-4. Based on the results of the Teacher Work Motivation questionnaire (Y), the following statistical data is presented on the results of the questionnaire in table 8:

Table 8
StatisticsTeacher work motivation (Y)

Statistics	
Total	
N	Valid 210
	Missing 0
mean	65.08
Std. Error of Mean	.936
median	65.00
Mode	65
Std. Deviation	4.251
Variance	52,579
Range	28
Minimum	49
Maximum	77
Sum	12704

Based on table 8, the mean value of Y data is 62.88; the median is 62; the mode of 62; the standard deviation of 7.251; and the variance of 52.579. Meanwhile, the maximum score obtained is 80 and the minimum is 49. Hypothetical and Empirical Data Variables Teacher's work motivation showed in table 9.

Table 9
Hypothetical and Empirical Data Variables Teacher's work motivation

Hypothetical					Empirical				
Max Value	Min Value	mean	Range	Standard Deviation	Max Value	Min Value	mean	Range	SD
80	20	50	60	10	77	49	65.08	28	4.251

In scale categorization teacher work motivation, researchers classify into five categories of diagnosis teacher work motivation, subject categorization is done by manual calculation, namely the categorization teacher work motivation as shown in table 10:

Table 10
Variable Categorization teacher work motivation

Category	Score Interval	Frequency	Percentage (%)
Very low	X ≤ 58,703	9	4.3
Low	58,703 < X ≤ 62,954	17	8.2
Currently	62,954 < X ≤ 67,205	59	28.1
Tall	67,205 < X ≤ 71,456	97	46.1
Very high	X > 71,456	28	13.3
	Amount	210	100

Based on table 10, it is known that the lowest score obtained is at a value of less than 58.703 which is 4.3% or only 9 respondents. While the score with the highest frequency was obtained by 46.1% or by 97 respondents, namely the score between 67,205 and 71.456. Based on the assessment of the majority of respondents, it was concluded that the work motivation of State MTs teachers in Tulungagung Regency was in the high category.

Multiple Linear Regression Test

Statistical results through multiple regression testing in this study obtained results as shown in the table below:

Table 11
Multiple Linear Regression Results Summary

Variable	Coef. Regression	Std. error	t. stat	sign
Principal's leadership	0.371	0.226	2.864	0.013
School culture	0.568	0.132	3,792	0.000
Constant	1,404	0.561	0.752	0.457
Dependent variable: Teacher's Work Motivation				
Multiple R	0.66319			
R square	0.54318			
Adjusted R. Square	0.52402			
Standard Error	46,67638			
F. stat	11.4539			
Durbin Watson Test	1.85715			

Source: print out the results of statistical calculations

From the table above, multiple linear regression equations can be made as follows:

$$Y = 1.404 + 0.371X_1 + 0.568X_2 + e$$

The above equation means that if the principal's leadership (X1) increases by one unit, the teacher's work motivation (Y) will increase by 0.371 units assuming the other variables are constant. If the school culture (X2) increases by one unit, the teacher's work motivation (Y) will increase by 0.568 units assuming the other variables are constant. The R square value of 0.543 means that the relationship between the independent variables of the principal's leadership and school culture on the dependent variable, namely the work motivation of teachers is close and strong. This is indicated by the value of R square above 50%, which is 54.3%. The value of simultaneous determination (R square Adjusted) of 0.524 means that the variation in changes in teacher work motivation (Y) is influenced by the leadership of the principal (X1) and school culture (X2) by 52.4% while the remaining 47.6% is influenced by other variables not examined in this study.

First Hypothesis Testing

The first hypothesis is that it is suspected that there is a significant influence between the variables of the principal's leadership and school culture simultaneously on the work motivation of State MTs teachers in Tulungagung Regency as shown in table 12.

Table 12
Simultaneous Test Calculation Results (F Test)
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	115,540	3	107,770	31,453	.000a
Residual	126,460	207	4.285		
Total	242,180	210			

a. Predictors: (Constant), Principal Leadership, School culture

b. Dependent Variable: Teacher's work motivation

Multiple linear regression calculation produces an F-count value of 31,453 and an F-table of 2.65 with df numerator 3 and denominator 207. Thus, it is evident that F-count is greater than the F-table, which means H_0 is rejected and H_a accepts at a significance level of 0.000. This means that there is a significant influence on the variables of the principal's leadership and school culture simultaneously (simultaneously) on the work motivation of teachers State MTs in Tulungagung Regency.

Second Hypothesis Testing

The second hypothesis is that it is suspected that there is a significant influence between the variables of principal leadership and school culture partially on the work motivation of teachers at State MTs in Tulungagung Regency. Testing the second hypothesis by using the t-test and shown in table 13.

Table 13
T-Test Calculation Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,404	.431		.457	.351
Principal's Leadership	.371	.132	.368	2,299	.021
School Culture	.568	.141	.566	3,504	.000

Dependent variable: teacher's work motivation

The degrees of freedom $df = (nk-1) = 210-3-1 = 207$ and the level of confidence level is 5% or 0.05, then the value of ttable is 1.956. The explanation for each variable is as follows:

1. Principal leadership variable (X1)

The value of t-count in this study is 2.299 with a significance level of 0.021 which is greater than the t-table of 1.956. This shows that there is a rejection of H_0 and acceptance of H_a , which means that there is a significant influence of the principal's leadership variable on the teacher's work motivation variable of State MTs in Tulungagung Regency. The influence of the principal's leadership on the work motivation of teachers shows the results of the regression coefficients which are positive and significant. This shows that teachers' work motivation will increase significantly if it is supported by high school principals' leadership as well.

2. School culture(X2)

The internal t-value for this variable is 3.504 with a significance level of 0.000, which is greater than the t-table of 1.956. This shows that there is a rejection of H_0 and acceptance of H_a , which means that there is a significant influence of the school culture variable on the teacher's work motivation variable. School culture has a positive and significant influence on teachers' work motivation. It can be concluded that if the school culture is applied optimally, it will increase the teacher's work motivation of State MTs in the Tulungagung Regency.

Third Hypothesis Testing

Furthermore, for testing the third hypothesis, it is to see which of the independent variables has a dominant effect on the dependent variable. More details can be presented in the following table 14:

Table 14
Value comparison t-count of the two independent variables

Model	t-count	Sig	Information
1 Principal Leadership (X1)	2.299	0.021	-
2. School culture (X2)	3,504	0.000	Dominant

From the table above, it can be seen that partially all the principal's leadership variables (X1) and school culture (X2) affect the dependent variable (teacher's work motivation). However, based on the t-count value of the two variables studied, as shown in the table above, the t-count value of school culture (t-count = 3,504) is greater and has a positive value compared to the principal's leadership (t-count = 2.299). Thus, it can be concluded that school culture has a dominant influence compared to the principal's leadership on the teachers, work motivation of State MTs in the Tulungagung Regency.

Discussion

Based on the results of the study that analyzed the influence of principal's leadership and school culture on the teachers' work motivation of State MTs in Tulungagung Regency, it can be described in the chart in Figure 1.

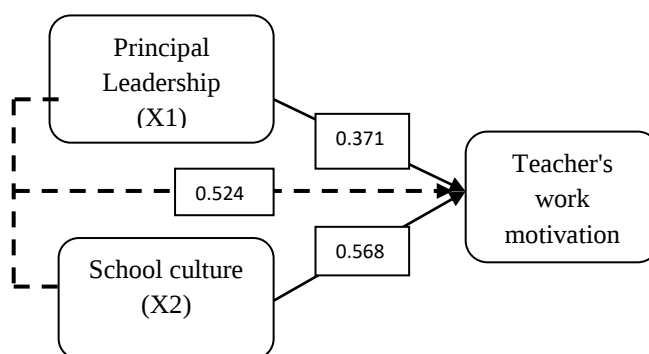


Figure 1. Result Model of Research

The picture above shows the influence of the principal's leadership on the work motivation of teachers according to the regression coefficient of 0.371 or 37.1% with a significance level of 0.021, which means that good principal leadership has an impact on the teachers' work motivation of State MTs in Tulungagung Regency. This can be interpreted that if the principal's leadership is good and able to optimize the potential of its main human resources in the school he leads, the work motivation of teachers will increase. The results of this study are in line with the results of Jones research where it is known that there is a direct positive influence of the principal's leadership on the work motivation of teachers 136 K-12 teachers from two school districts in the southeast United States (Shepherd-Jones & Salisbury-Glennon, 2018). As well as research conducted by Wasserman et al which states the research findings indicate a number of significant correlations: a significant correlation was found between the principal's styles of leadership and the teacher's perception of the teaching profession as positive at elementary and secondary schools in the State of Israel (Wasserman, et al., 2016) and (Nasrun, 2016) noted the results of the study obtained the path coefficient value between the significant influence of head leadership school on the teacher work motivation of 0.249 in Senior High School of Medan. A leader is essentially someone who has the ability to influence others in their work by using power. So that the implementation of work motivation can be implemented properly, it is necessary to have the leadership of school principals who have the ability to foster members to support the teaching and learning process in schools.

Furthermore, based on the findings of research of the school culture (X2) it has a positive and significant effect on teacher work motivation according to the regression coefficient obtained by 0.568 or 56.8% with a significance level of 0.000. It is interpreted that if the school culture is optimized in the life of the school organization, the work motivation of teachers will also increase. The results of this study are in line with the results of research by (Spicer, 2016; Nehez & Blossing, 2020), which states that school culture has a reciprocal relationship between school culture and teacher beliefs, behaviors, and instructional practices, teachers' perceptions of social organization which will be a reinforcement in increasing work motivation. In addition, research results that are in line with the findings of this study, among others, were carried out by Anam et al, who stated that Organizational Culture also had a significant effect on the Work Motivation of Honorary Teachers at Public Elementary School in Selaparang District, Mataram City (Anam et al., 2016). Furthermore, the results of research by Abigail L. Alvarez, the results showed that the level of Teacher Motivation is high with the drive dimension as highest and control dimension the lowest. The level of School Culture is high with Support as the highest and lowest is Unity. Among the five dimensions of School Culture, it was found that Support and Collaboration have a significant influence on Teacher Motivation (Alvarez, 2019). This good cultural behavior will be able to lift the work motivation of teachers which is marked by the openness of a co-worker to shortcomings in carrying out tasks, the behavior of maintaining good relations with colleagues to avoid disputes, being willing to accept the salary that is obtained according to his work without any prejudice. on the work of another coworker.

The two independent variables, namely the principal's leadership (X2) and school culture (X2) can explain their influence together on the teacher work motivation of 0.524 or 54.2% with a significance level of 0.000. This illustrates that the effect is quite large because it is more than 50%, which means that these two variables are very important and decisive in an effort to increase the work motivation of State MTs teachers in the Tulungagung Regency.

Based on the research findings shown from the results of the hypothesis test with the variables of the principal's leadership and school culture that are associated with teacher work motivation, it still needs to be investigated further in a wider arena. The location in this study was chosen at State Madrasah Tsanawiyah (MTs) in Tulungagung Regency, which amounted to 8 (eight) educational institutions, meaning that the educational institutions that were the object of the study were government-run institutions which were

assumed to have almost the same school culture. This is what distinguishes it from previous similar studies which were more often conducted in one educational institution.

CONCLUSION

The principal's leadership has an impact on the work motivation of teachers in carrying out work so that it will improve the quality of their work professionally in managing learning in the classroom. Studies have shown that there is a positive and significant influence between principals' leadership on teacher work motivation (Wasserman, et al., 2016; Nasrun, 2016). In addition, the results of the study indicate that there is a positive and significant influence between school culture on teacher work motivation, which means that the values and norms developed in schools will increase the integrity and optimize the competence of teachers in carrying out their work. Research conducted by V. Spicer (2016); Nehez & Blossing (2020) also show that the existence of school culture and teacher beliefs, behaviors, and learning practices, teacher perceptions of social organization will be a reinforcement in increasing teacher work motivation in devoting themselves to their work at school.

REFERENCES

- Abubakar, A.-M., Inuwa, B. B., & Hamma, M. (2018). *Principal Leadership Style towards Teachers' Motivation on Secondary Schools in Nigeria*. Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017). 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017), Sidoarjo, Indonesia. <https://doi.org/10.2991/icigr-17.2018.21>
- Alvarez, A. L. (2019). *Influence of School Culture on Teacher Motivation in Selected International Schools in Bangkok, Thailand*. Journal of Education Graduate Studies Research, KKU. Vol.13. No.1, Jan - Mar., 2019.
- Anam, M. C., Wilian, S., & Setiadi, D. (2016). Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Organisasi Terhadap Motivasi Kerja Guru Honorer Sekolah Dasar Negeri Di Kecamatan Selaparang Kota Mataram. Jurnal Ilmiah Profesi Pendidikan, 1(1). <https://doi.org/10.29303/jipp.v1i1.5>
- Buchanan, R. (2015). Worlds in the Making: Design, Management, and the Reform of Organizational Culture. She Ji: The Journal of Design, Economics, and Innovation, 1(1), 5–21. <https://doi.org/10.1016/j.sheji.2015.09.003>
- Chen, Y.-G. (2017). Exploring Differences from Principals' Leaderships and Teachers' Teaching Performances in Public and Private Schools. 12(2), 17.
- Day, C., & Sammons, P. (2014). Successful school leadership (1st ed., Vol. 1). Education Development Trust.
- Department of Education Leadership and Management, University of Johannesburg, Grobler, B., Bisschoff, T., Department of Social Justice and Education, Birmingham University, UK, Beeka, A., & Mpumalanga Department of Education We examined the perceptions of teachers on the importance and. (2012). Changing perceptions of teachers regarding the importance and competence of their principals as leaders. South African Journal of Education, 32(1), 40–55. <https://doi.org/10.15700/saje.v32n1a425>
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. Journal of Educational Administration, 49(3), 256–275. <https://doi.org/10.1108/09578231111129055>
- Febriantina, S., Suparno, S., Marsofiyati, M., & Aliyyah, R. R. (2020). How School Culture and Teacher's Work Stress Impact on Teacher's Job Satisfaction. International Journal of Learning, Teaching and Educational Research, 19(8), 409–423. <https://doi.org/10.26803/ijlter.19.8.22>
- Goode, H. M. (2017). *A study of successful principal leadership: Moving from success to sustainability*. Melbourne Graduate School of Education. The University of Melbourne.

- 2918 *The Effect of Principal's Leadership and School Culture on Teachers' Performance – Totok Sasongko, Suyitno*
DOI: <https://doi.org/10.31004/edukatif.v4i2.2591>
- Hasan, A. R., & Hynds, A. (2014). *Cultural Influence on Teacher Motivation—A Country Study of Maldives*. *International Journal of Social Science and Humanity*, 19–28.
<https://doi.org/10.7763/IJSSH.2014.V4.312>
- Hassi, A., & Storti, G. (2012). *Globalization and Culture: The Three H Scenarios*. In H. Cuadra-Montiel (Ed.), *Globalization—Approaches to Diversity*. InTech. <https://doi.org/10.5772/45655>
- Hongboontri, C., & Keawkhong, N. (2014). *School Culture: Teachers' Beliefs, Behaviors, and Instructional Practices*. *Australian Journal of Teacher Education*, 39(5). <https://doi.org/10.14221/ajte.2014v39n5.7>
- Kolleck, N. (2019). *Motivational Aspects of Teacher Collaboration*. *Frontiers in Education*, 4, 122.
<https://doi.org/10.3389/educ.2019.00122>
- Kristianto, N. A., & Jannah, M. (2014). *Hubungan antara sikap terhadap core values dengan efikasi diri pada pemain national basketball league*. *Character*. Volume 02 Nomor 3 Tahun 2014.
- L. Alvarez, A. (2019). *Influence of School Culture on Teacher Motivation in Selected International Schools in Bangkok, Thailand*. *Journal of Education Graduate Studies Research, KKU*, 13(1), 14–21.
- Mourão, L. (2018). *The Role of Leadership in the Professional Development of Subordinates*. In S. D. Göker (Ed.), *Leadership*. InTech. <https://doi.org/10.5772/intechopen.76056>
- Nasrun, N. (2016). *Pengaruh kepemimpinan kepala sekolah terhadap motivasi kerja dan kinerja guru*. *Ilmu Pendidikan*, 1(2), 63–70.
- Nehez, J., & Blossing, U. (2020). *Practices in different school cultures and principals' improvement work*. *International Journal of Leadership in Education*, 1–21. <https://doi.org/10.1080/13603124.2020.1759828>
- Pont, B., Nusche, D., Moorman, H., & Hopkins, D. (2008). *Improving school leadership*. OECD.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). *Organizational Climate and Culture*. *Annual Review of Psychology*, 64(1), 361–388. <https://doi.org/10.1146/annurev-psych-113011-143809>
- Shamaki (2015) *Influence of Leadership Style on Teacher's Job Productivity in Public Secondary Schools in Taraba State, Nigeria*. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.10, 2015
- Shepherd-Jones, A. R., & Salisbury-Glennon, J. D. (n.d.). *Perceptions Matter: The Correlation between Teacher Motivation and Principal Leadership Styles*. *Journal of Research in Education*, Volume 28, Issue 2.
- Shkoler, O., & Kimura, T. (2020). *How Does Work Motivation Impact Employees' Investment at Work and Their Job Engagement? A Moderated-Moderation Perspective Through an International Lens*. *Frontiers in Psychology*, 11, 38. <https://doi.org/10.3389/fpsyg.2020.00038>
- Spicer, F. V. (2016). *School Culture, School Climate, and the Role of the Principal*. Dissertation, Georgia State University, 2016..
- Stoll, L. (2000). *School culture. Set: Research Information for Teachers*, 3, 9–14.
<https://doi.org/10.18296/set.0805>
- Toom, A. (2018). *School culture, leadership and relationships matter*. *Teachers and Teaching*, 24(7), 745–748. <https://doi.org/10.1080/13540602.2018.1503855>
- Turan, S., & Bektaş, F. (2013). *The Relationship between School Culture and Leadership Practices*. *Eurasian Journal of Educational Research*, 52, 16.
- V. Spicer, F. (2016). *School Culture, School Climate, and the Role of the Principal* (1st ed., Vol. 1). ScholarWorks @ Georgia State University.
- Wasserman, W., eli, B., Yehoshua, Y., & Gal, G. (2011). *Relationship between the Principal's Leadership Style and Teacher Motivation*. *International Journal of Learning, Teaching and Educational Research*, 10(15), 180–192.

- 2919 *The Effect of Principal's Leadership and School Culture on Teachers' Performance* – Totok Sasongko, Suyitno
DOI: <https://doi.org/10.31004/edukatif.v4i2.2591>
- Yunusa Dangara., U. (2016). *Educational Resources: An Integral Component for Effective School Administration in Nigeria*. Research on Humanities and Social Sciences, 6(13).