

# The Influence Of The Principal's Leadership, Work Motivation, Organizational Culture And Work Environment On Teacher Performance At SMK PGRI 5 Jember

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## ABSTRACT

The performance of teachers is a teacher's ability to plan and implement teaching learning proses, how to manage classes well, evaluate the result of the students' achievement, and use learning media. The teachers performance in carrying out their duties and responsibilities will have a major impact on success of education. Many factors influenced the success of the teachers work, namely the leadership of the principal, motivation, organizational culture and work environment. The purpose of this study is to determine and analyze the partial and simultaneous on the influence of principal leadership, motivation, organizational culture and work environment on teachers' performance at SMK PGRI 5 Jember. The sample in this study is 58 teachers. Meanwhile, the sampling technique used to collect data is using non-probability sampling (saturated census sampling). This study uses a quantitative method by looking at the influence of the variables studied. Data collection technique is questionnaire. The data analysis technique used multiple linear regression. The results showed that the principal's leadership, motivation, organizational culture, and work environment partially and simultaneously had a positive and significant effect on the performance of teachers.

**Keywords:** principal's leadership, motivation, organizational culture, work environment, teacher's performance.

## INTRODUCTION

Education is an effort to develop the human potentials of students both physical, creative, sense or intention potential, and so that these potentials become real and can function in their life journey (Nurhuda, 2022; 1). The role of teachers in education is not only to transfer knowledge but also to educate, set an example, and guide and train students to become human beings who are good at science and technology and have good character and personality. Teachers are educators or learning agents who have a role as facilitators, motivators, boosters and provide learning inspiration for students (Ngalim Purwanto in Indrawan, I, et.all, 2020; 2). The success of education implementation is largely determined by the level of teacher readiness in preparing students through teaching and learning activities. Therefore, performance is very important to show one's work ability.

The principal has a role to improve teacher performance by providing the right motivation so that it can encourage teachers to change their behavior to continue to grow and develop to achieve success in work. Soewadji Lazaruth in Gafur, A (2020; 13) school principals have three main functions, namely as 1) administrator, 2) supervisor, and 3) educational leader. By conducting supervision in class programmatically by the principal, it has indirectly encouraged teacher performance to have increased motivation, skills and creativity (Basri, H, 2021; 22). To optimize the achievement of achievements, teachers need the support of a principal in its implementation, one of which is motivating teachers, so that teachers can improve their abilities as desired by the school so as to encourage the achievement of the expected organization. In previous research, Ansyary, N (2021) showed that there was a partially significant effect of work motivation on teacher performance. Furthermore, research by Rohmat, et al (2022) shows that teachers' work motivation in carrying out their duties and responsibilities as teachers well to be able to meet clothing and board needs can increase teacher work achievement.

Organizational culture also has an important role in improving teacher performance. Organizational culture serves to unite the differences in character and nature of each teacher, so that teachers can work together to achieve the vision, mission and goals. According to Robbin in Sulaksono, H (2015; 2) Organizational culture is a habit, tradition, and general way of doing everything in an organization. Through organizational culture, strong teacher performance can produce good teacher quality and achieve the goals of the school. Organizational culture also has an important role in improving teacher performance. Organizational culture serves to unite the differences in character and nature of each teacher, so that teachers can work together to achieve the vision, mission and goals. According to Robbin in Sulaksono, H (2015; 2) Organizational culture is a habit, tradition, and general way of doing everything in an organization. Through organizational culture, strong teacher performance can produce good teacher quality and achieve the goals of the school.

The work environment is seen from two things, namely the physical and non-physical work environment (Siagian in Rahmawati, I, 2020; 7). Physical work environment is the condition around the workplace both physically which includes classrooms, lighting, ventilation, learning facilities and others. While the non-physical work environment includes good relationships between employees and leaders or fellow employees. The fulfillment of a good work environment will give the impression of fun, safe, calming, and the impression of being at home working, so that it can improve performance and one of the supporting factors for school success.

The phenomenon found in the field is the lack of appreciation for the achievements that have been achieved by teachers, there are still teachers who arrive late and innovation and use of learning media are lacking and teachers still often leave the classroom when there are teaching hours. In addition, there is still a habit of arriving late, not doing pickets according to the schedule given. Lack of teacher creativity in the use of learning media and there are some teachers who are less able to use technology to support teaching and learning activities and lack of openness between each other resulting in ineffective cooperation.

Based on the description above, it shows that to realize optimal teacher performance at SMK PGRI 5 Jember as expected, it is necessary to have the principal's leadership, work motivation, organizational culture and a mutually sustainable work environment.

## METHOD

This research was conducted at SMK PGRI 5 Jember. The sampling technique used was saturated sampling, where all population numbers were used as samples, namely 58 teachers of SMK PGRI 5 Jember. This study used a quantitative approach. The quantitative method was chosen because the specifications of this design are systematic, planned and clearly structured from the beginning to the creation of the research design. Data collection techniques using questionnaires or questionnaires. The questionnaire used is a questionnaire that has been tested for validity and reliability. The analysis technique used is multiple linear regression. to find out how much influence the variables of principal leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) on teacher performance (Y).

## RESULT

Based on the analysis of multiple linear regression tests using IBM SPSS 25, the study obtained the following results:

Table 3.1. T-Test Partial

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
Model 1	(Constant)	-2,407	4,909		-,490	,626
	Principal leadership (X1)	,011	,076	,015	,146	,884
	Work Motivation (X2)	,601	,216	,324	2,778	,008
	Organizational Culture (X3)	,864	,200	,598	4,314	,000
	Work Environment (X4)	-,034	,159	-,030	-,216	,830

a. Dependent Variable: Teacher's Performance (Y)

From table 3.1 of the SPSS output "Coefficients" above, it is known that the variables Work Motivation (X2) and Organizational Culture (X3) partially affect the variable Teacher Performance (Y) on the basis of a Significance value (Sig) of less than 0.05, then there is an influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted.

Table 3.2. F-Test Simultaneous

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1379,431	4	344,858	36,910	,000 <sup>b</sup>
	Residual	495,190	53	9,343		
	Total	1874,621	57			

a. Dependent Variable: Teacher's Performance (Y)

b. Predictors: (Constant), Work environment (X4), Work Motivation (X2), Principal Leadership (X1), Organizational Culture (X3)

Based on table 3.2, the SPSS output results in the "Anova" table show that there is a simultaneous influence of principal leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) on teacher performance (Y). The table above shows that the significance value (Sig) of Anova's output < 0.05, hence the hypothesis is accepted.

Table 3.3. Determinant Coefficients

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858 <sup>a</sup>	.736	.716	3,057

a. Predictors: (Constant), Work environment (X4), Work motivation (X2), Principal leadership (X1), Organizational culture (X3)

b. Dependent Variable: Teacher performance (Y)

Based on table 3.3 of the SPSS "Model Summary" output above, it is known that the value of the coefficient of determination or R Square is 0.736 or equal to 73.6%. This figure means that the variables of principal leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) simultaneously affect teacher performance (Y) by 73.6%. While the remaining 26.4% were influenced by other variables outside this regression equation or variables that were not studied. Thus, the variables of principal leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) have a simultaneous positive influence on teacher performance (Y).

## DISCUSSION

From table 3.1 of the SPSS output "Coefficients" above, it is known that the variables Work Motivation (X2) and Organizational Culture (X3) partially affect the variable Teacher Performance (Y) based on the value of Significance (Sig)<0,05. While the Principal Leadership (X1) and Work Environment (X4) variables partially have no effect on Teacher Performance (Y) on the basis of a Significance value (Sig.) > 0.05. The principal's leadership variable does not affect teacher performance, this can happen because teachers at SMK PGRI 5 Jember already have high professionalism, so the presence or absence of the principal in carrying out his duties does not affect his duties and functions as a teacher. Furthermore, the variable work environment does not affect teacher performance because SMK PGRI 5 Jember has a comfortable and conducive work environment.

The results of the F test show the influence of the principal's leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) simultaneously on teacher performance (Y).

The calculation of the coefficient of determination means that the variables of principal leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) simultaneously affect teacher performance (Y) by 73.6%.

## CONCLUSION

Thus, the variables of work motivation (X2) and organizational culture (X3) have a partial influence on teacher performance (Y). While simultaneously the variables of principal leadership (X1), work motivation (X2), organizational culture (X3), and work environment (X4) have a positive influence on teacher performance (Y).

## RECOMMENDATION

The variables of principal leadership (X1) and work environment (X4) do not have a partial influence on teacher performance (Y) so that future research is expected to be investigated further.

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