

## THE EFFECT OF PRINCIPLE'S LEADERSHIP STYLE AND SCHOOL CULTURE ON TEACHER PERFORMANCE MEDIATED BY WORK MOTIVATION

Febriana Kristin Marjono, Andreas Heryjanto

Universitas Bunda Mulia, Indonesia

Email : [febrianakristin@gmail.com](mailto:febrianakristin@gmail.com), [andreasherry007@yahoo.com](mailto:andreasherry007@yahoo.com)

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### KEYWORDS

principal's leadership style, school culture, teachers' performance, work motivation

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### ABSTRACT

The purpose of this study is to examine the Influence of School Principal's Leadership Style and School Culture on Teacher Performance Mediated by Work Motivation in XYZ School, Lampung, Indonesia. This study is quantitative research with 142 teachers' population at XYZ School, Lampung, Indonesia. The respondent criteria include teachers who have been teaching for a minimum of 6 months, based on the teacher data available in May 2023 in XYZ School, Lampung, Indonesia, with no restrictions on gender and age. Based on the Slovin sample size calculation above, the sample size used in this study was 105 respondents. The data analysis technique used descriptive analysis of Partial Least Square Structural Equation Modeling (PLS-SEM) to measure the relationship between variables with the assistance of SmartPLS software. The research findings indicate that the variables of principal's leadership style, school culture, and work motivation have a positive and significant influence on teacher performance. In addition, the principal's leadership style has a positive and significant effect on teacher performance, school culture has a positive and significant effect on teacher performance, the principal's leadership style has a positive and significant effect on work motivation, school culture has a positive and significant effect on work motivation, work motivation has a positive and significant effect on teacher performance, the principal's leadership style has a positive and significant effect on teacher performance mediated by work motivation, and school culture has a positive and significant effect on teacher performance mediated by work motivation.

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## 1. Introduction

In an organization, human resources are very important because they determine the success of the organization in achieving its vision and mission. From the point of view of organizational survival, human resources play a large and very important role. Similarly, the role of teachers as human resources in schools as educational institutions greatly affects the implementation of all learning activities in schools.

Teachers are an important component that determines the success of the school in realizing the vision and mission that has been set. Teacher is a pedagogy that regulates the achievement of educational goals since the teacher communicates directly with students. Therefore, teachers must always improve the quality of their work because the role of teachers is very important in all educational activities carried out in schools.

In practice, a teacher is not only a teacher who shares knowledge, but also as an educator who shares values and a guide who guides and guides students in learning. The performance of a teacher is strongly influenced by various factors that are directly or indirectly related to teaching performance.

The success of the school in implementing all aspects that have been planned needs to be supported by the leadership of the principal. The principal as the leader of the education unit is the driving force of school resources, especially teachers and school employees. Therefore, the decline and deterioration in teacher effectiveness is most likely due to the principal's inability to manage teachers. This is in accordance with (Zulkarnaen, Supriyati, & Sudiarditha, 2020) view that school principals are required to develop a culture of quality, carry out the task of having a very strong vision of total quality for their institution, a clear commitment to the process of improving the quality of students in vocational high schools, and continuously communicate about the quality of service to all levels of components. In other words, the role of a true leader must be to be able to set an example in thinking and acting so that others follow and do so to achieve common goals.

In addition to the principal's leadership, school culture is an important factor that can affect teacher performance. Improving the quality of schools is closely related to the quality of the teaching and learning process (PBM), which is also related to school culture. (Regional Research and Development Agency of Lampung Province, 2019), these teachers and principals are determinants of school quality. In general, the career and capacity of teachers are not well maintained. The provision of a sikh certification allowance for teachers does not significantly boost their quality and professionalism. Even though the style and quality of the school is very dependent on the principal and teaching teachers. The success of an educational institution is not only determined by the perfection of facilities and infrastructure, qualified teachers, and good student contribution, but the school culture plays a role in improving the effectiveness of the school. According to (Zulkarnaen et al., 2020), school culture is pervasive in life within the school sphere and further affects every school life. Therefore, organizational culture has a huge influence on fundamental aspects of teacher performance. From the description it can be concluded that school culture explains how the schoolworks, how the internal mechanisms of the school, because students come to school with their own culture, which is partly positive and supports the improvement of the quality of education.

According to (Green et al., 2021), schools as places where the educational process takes place have habits that have been applied for a long time to educate students. When the customs, procedures and norms of the school have been applied long ago for the continuity of the educational process in the school in the current development, which will then become a school culture (school culture). A strong school culture is a force that unites goals, creates motivation, commitment, and loyalty for all school residents, and provides the necessary structure and control without having to rely on formal bureaucracy. The implementation of school culture cannot be separated from the

leadership role of the principal in terms of guiding, teaching, motivating, and supervising his subordinates who are expected to be able to adapt and actively participate in implementing school culture in accordance with the characteristics of school culture that have been mentioned according to (Nizary, 2021).

In the implementation of teacher learning is also less optimal in the use of learning media and learning devices. Furthermore, in teacher learning assessments, there is no consistent feedback on the results of completed assessments. In the evaluation process, teachers prepare consistent evaluation rubrics. Teachers are leaders of learning, because teachers determine the quality of education and will have implications for the quality of educational output. Teacher performance is a performance that is displayed in carrying out their duties as educators. Teacher performance is always warm to discuss because it is considered not optimal. Teachers seem to carry out tasks only as a routine so that innovation and creativity are closed if there are teachers who develop their creativity, they tend to be considered a waste of time.

XYZ School, Lampung is a private school under the auspices of the Education Foundation. Another thing that underlies the problem in this study is the very high teacher turnover where in the last 5 years it is known that the percentage of teachers leaving reached an average of 39% from 5 schools under the auspices of the Education Foundation. Teachers at XYZ schools are teachers who undergo a service bond for 5 school years, after the completion of the service bond period, the teacher chooses to continue teaching service at another private school. This shows that teachers' work motivation towards schools is still low, because the desire to continue teaching at XYZ schools is also low. Therefore, high turnover can also affect teacher performance, because both administrators and teachers must pay more attention to adapting to new teachers in the new work environment. As a central figure in the world of education, a teacher must have a predetermined performance. However, the high or low performance of the teacher is also influenced by various factors, both those that come from within themselves such as capacity, skills, awareness, work motivation, experience, gender, age, and so on. While factors that come from outside themselves can occur because of the workplace, leadership or supervision, work atmosphere, salary, and so on.

From some of the relationships described above, this study will be carried out with the hope of knowing things that can affect teacher performance and will be carried out with the title: "The Influence of Principal Leadership Style and School Culture on Teacher Performance Mediated by Work Motivation. (Empirical Study: Teachers at XYZ School, Lampung)"

## **2. Materials and Methods**

The type of research used is hypothesis testing. Hypothesis testing is research that aims to test previously formulated hypotheses with a focus that lies on explaining the relationship between variables and is generally research that explains phenomena in the form of relationships between variables. (Sekaran & Bougie, 2016)

This type of research is quantitative research that aims to show relationships between variables, test theories, and look for generalizations that have predictive value. (Sekaran and Bougie, 2020). The quantitative research method is a survey method used to obtain data from certain natural places, but researchers carry out treatment in data collection, for example by circulating questionnaires, tests, structured interviews, and so on (Sugiyono, 2018).

Hypothesis testing is causal, namely testing hypotheses that have a causal relationship where from each hypothesis tested, it is suspected that the independent variable can cause changes in the dependent variable. (Sugiyono, 2019) states that causal associative is a formulation of research problems that are asking the relationship between two or more variables. A causal relationship is a causal relationship.

The research time dimension used is cross sectional, which is a research design that collects data at one time to the sample. The unit of research analysis is XYZ School Teacher, Lampung, Indonesia. The source of the research data used was taken through questionnaires.

There are four variables in this study, namely the principal's leadership style, school culture, work motivation, and teacher performance.

### 3. Result and Discussion

#### Results of Descriptive Analysis Related to Respondent Profiles and Indicators

##### *Based on the results of questionnaires that have been distributed online through*

Google Form, the number of sample respondents that have been obtained is 134 respondents. After going through the screening process, the number of samples that can be used in this study is as many as 127 respondents who have met the research requirements, while for 7 respondents were not included in the study because they did not meet the research requirements that have been set. This number has met the minimum limit in this study, for the minimum number in this study is 105 respondents, obtained from the calculation of the *Slovin formula*.

##### **Characteristics respondent**

The following are the results of a descriptive analysis related to respondent profiles used in this study:

**Table 1 Respondents' Results by Gender**

Gender	Frequency	Percentage
Man	35	28%
Woman	92	72%
<b>Total</b>	<b>127</b>	<b>100%</b>

Source : Respondent questionnaire results, (2023)

From table 1, it can be seen that of the teachers who filled out the questionnaire at School XYZ, Lampung there were 35 teachers (28%) who were male and there were 92 teachers (72%) who were female. From these data, it can be concluded that the gender of teachers at School XYZ, Lampung is more dominant Female than Male.

**Table 2 Respondents' Results by Age**

Age (Years)	Frequency (People)	Percentage (%)
19-24	52	41
25-30	39	31
31-36	14	11
37-55	22	17
<b>Total</b>	<b>127</b>	<b>100</b>

Source : Respondent questionnaire results, (2023)

From table 2, it can be seen that from the teachers who filled out the questionnaire at School XYZ, Lampung there were 52 teachers (41%) aged under 19-24 years, there were 39 teachers (31%) aged between 25-30 years, there were 14 teachers (11.0%) aged 31-36 years, and there were 22 employees (17%) aged 37-55 years. From these data, it can be concluded that the majority of teachers at School XYZ, Lampung are aged between 19 – 24 years.

**Table 3 Respondent Results by Length of Service**

Length of Work (Months)	Frequency (People)	Percentage (%)
6-60	78	61
61-120	28	22

Length of Work (Months)	Frequency (People)	Percentage (%)
121-420	21	17
<b>Total</b>	<b>127</b>	<b>100</b>

Source : Respondent questionnaire results, (2023)

From table 3, it can be seen that from the teachers who filled out the questionnaire of School XYZ, Lampung there were 78 teachers (61%) who worked between 6 - 60 months, there were 28 teachers (22%) who worked between 61 to 120 months, and there were 21 teachers (17%) who worked between 121 to 420 months. From these data, it can be concluded that the majority of teachers in School XYZ work within 6-60 months.

**Table 4 Respondents' Results by Education Level**

Education	Frequency (People)	Percentage (%)
S1	114	90
S2	13	10
<b>Total</b>	<b>127</b>	<b>100</b>

Source : Respondent questionnaire results, (2023)

From table 4, it can be seen that from the teachers who filled out the questionnaire of School XYZ, Lampung there were 114 teachers (90%) with S1 final education and 13 teachers (10%) with S2 final education. From these data, it can be concluded that the majority of teachers at School XYZ, Lampung have a final S1 education.

**Table 5 Respondents' Results Based on Principal's Leadership Style**

Item	Response Answer				Mean
	4	3	2	1	
GK1	60	55	10	2	3.36
GK2	66	50	11	0	3.43
GK3	74	42	11	0	3.50
GK4	51	64	9	3	3.28
GK5	58	59	9	1	3.37
GK6	50	67	8	2	3.30
GK7	69	48	9	1	3.46

Source : Respondent questionnaire results, (2023)

From table 5, it can be seen that for the principal's leadership style variable, it was found that the highest mean was statement number 3, namely "The principal determines or compiles the *workload* of each teacher". That is, the majority of respondents agree and strongly agree that as an administrator, the principal can determine or compile the *workload* of each teacher and encourage teachers to carry out their duties according to established procedures. Looking at the average of all answers that are above the value of 3, it means that employees agree with the leadership style of the principal that they feel while working at School XYZ, Lampung today.

**Table 6 Respondent Results Based on School Culture Variables**

Item	Response Answer				Mean
	4	3	2	1	
BS1	49	68	7	3	3.28
BS2	69	45	13	0	3.44

Item	Response Answer				Mean
	4	3	2	1	
BS3	44	73	10	0	3.27
BS4	31	74	18	4	3.04
BS5	40	71	12	4	3.16

Source : Respondent questionnaire results, (2023)

From table 6, it can be seen that for school culture variables, it is found that the highest mean is statement number 2, namely "All activities in this school always begin with prayer". That is, the majority of respondents agree and strongly agree that they state that the school culture at XYZ school, Lampung contains spiritual values, as evidenced by all activities at this school always beginning with prayer. Looking at the average of all answers that are above the value of 3, it means that employees feel agreed about the school culture they feel while working at School XYZ, Lampung at this time.

**Table 7 Table of Respondent Results Based on Work Motivation Variables**

Item	Response Answer				Mean
	4	3	2	1	
MK1	68	49	6	4	3.43
MK2	47	66	11	3	3.24
MK3	45	66	13	3	3.20
MK4	48	67	11	1	3.28
MK5	53	60	11	3	3.28
MK6	47	72	5	3	3.28
MK7	65	54	8	0	3.45
MK8	58	58	9	2	3.35

Source : Respondent questionnaire results, (2023)

From table 7, it can be seen that for the work motivation variable, it was found that the highest mean was statement number 7 which is "I have a good relationship with colleagues". That is, the majority of respondents agree and strongly agree that they stated that work motivation at school XYZ, Lampung has a good relationship with colleagues. Looking at the average of all answers that are above the value of 3, it means that employees feel agreed about the work motivation they feel while working at XYZ School, Lampung at this time.

**Table 8 Respondent Results Based on Teacher Performance Variables**

Item	Response Answer				Mean
	4	3	2	1	
KG1	55	60	10	2	3.32
KG2	60	64	10	3	3.27
KG3	49	66	10	2	3.28
KG4	64	51	10	2	3.39
KG5	59	55	9	4	3.33
KG6	70	39	14	4	3.38

Source : Respondent questionnaire results, (2023)

In this Teacher Performance variable, questionnaire filling was carried out by the Principal and Vice Principal on teachers at School XYZ Lampung. From the table above, it can be seen that for the teacher performance variable, it was found that the highest mean was statement number 4, namely "The teacher is able to assess student work objectively". That is, the majority of respondents where in this case are the Principal and Vice Principal agree and strongly agree that teachers are

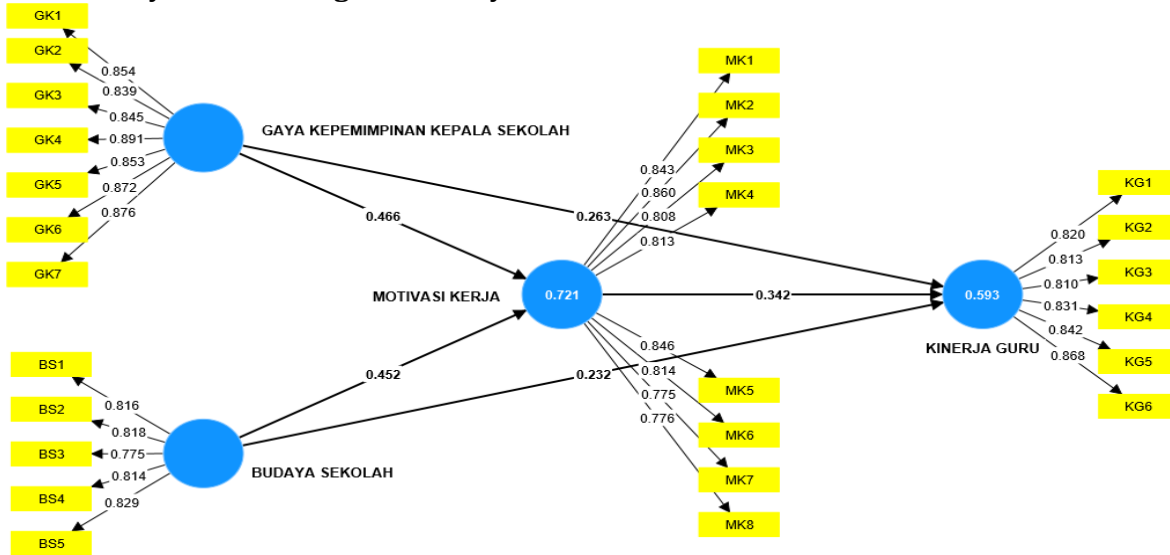


able to objectively assess student work. Looking at the average of all answers that are above the value of 3, it means that the Principal and Vice Principal agree on the influential work motivation while working at XYZ School, Lampung at this time.

**Test Instruments**

In this study, instrument testing used validity and reliability methods on reflective model measurements. (Hair, Risher, Sarstedt, & Ringle, 2019) explained that the testing of the Reflective Measurement Model is a test carried out to determine the feasibility of assumptions between latent variables (variables studied) against the indicators used in research. There are several tests in the Reflective Measurement Model including:

**Test Validity with Convergent Validity**



*Figure 1 Outer Model*

Source : SmartPLS 4 version 4.0.9.5 data processing The

Validity Test with Convergent Validity is used to see the loadings value of each latent variable indicator against its own latent variable. The requirement for testing Validity with *Convergent Validity* is the *loadings* value on each indicator > 0.7. (Hair et al., 2019)

**Table 9 Results with Convergent Validity Based on Principal's Leadership Style Variables**

Indicator	Loadings Value
GK1	0.854
GK2	0.839
GK3	0.845
GK4	0.891
GK5	0.853
GK6	0.872
GK7	0.876

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 9, it can be seen that for the principal's leadership style variable, it was found that the overall loadings value > 0.7 which means that the principal's leadership style variable has a convergent validity value that exceeds the criteria and can be concluded to be valid for use for the next step.

**Table 10 Results with Convergent Validity Based on School Culture Variables**

Indicator	Loadings Value
BS1	0.816
BS2	0.818
BS3	0.775
BS4	0.814
BS5	0.829

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 10, it can be seen that for the school culture variable, the overall loadings value  $>0.7$  which means that *the school culture variable* has a convergent validity value *that exceeds the criteria and can be concluded to be valid for use for the next step.*

**Table 11 Results with Convergent Validity Based on Work Motivation Variables**

Indicator	Loadings Value
MK1	0.843
MK2	0.860
MK3	0.808
MK4	0.813
MK5	0.846
MK6	0.814
MK7	0.775
MK8	0.776

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 11, it can be seen that for the work motivation variable, the overall *loadings* value  $>0.7$  which means that the work motivation variable has a *convergent validity* value that exceeds the criteria and can be concluded to be valid for use for the next step.

**Table 12 Results with Convergent Validity Based on Teacher Performance Variables**

Indikator	Loadings Value
KG1	0.820
KG2	0.813
KG3	0.810
KG4	0.831
KG5	0.842
KG6	0.868

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 12, it can be seen that for the teacher performance variable, the overall loadings value  $> 0.7$  which means that the teacher performance variable has a *convergent validity* value that exceeds the criteria and can be concluded to be valid for use for the next step.

### Test Validity with Discriminant Validity

The validity test with Discriminant Validity is used to see the validity value for each variable against its indicator compared to other variables. The requirement for validity testing with *Discriminant Validity* is if the loadings value of the indicator against its variable is stronger than the loadings value of the indicator against other variables.

**Table 13 Results with Discriminant Validity**



	<b>BS</b>	<b>GK</b>	<b>KG</b>	<b>MK</b>
BS1	0.816	0.578	0.543	0.726
BS2	0.818	0.589	0.599	0.556
BS3	0.775	0.529	0.490	0.571
BS4	0.814	0.573	0.580	0.643
BS5	0.829	0.607	0.569	0.662
GK1	0.623	0.854	0.608	0.705
GK2	0.599	0.839	0.572	0.670
GK3	0.602	0.845	0.636	0.637
GK4	0.605	0.891	0.601	0.750
GK5	0.602	0.853	0.598	0.677
GK6	0.632	0.872	0.596	0.655
GK7	0.622	0.876	0.591	0.646
KG1	0.542	0.561	0.820	0.589
KG2	0.616	0.600	0.813	0.646
KG3	0.567	0.536	0.810	0.594
KG4	0.557	0.577	0.831	0.580
KG5	0.526	0.567	0.842	0.567
KG6	0.609	0.627	0.868	0.658
MK1	0.716	0.662	0.601	0.843
MK2	0.694	0.661	0.632	0.860
MK3	0.617	0.662	0.660	0.808
MK4	0.587	0.644	0.600	0.813
MK5	0.696	0.681	0.578	0.846
MK6	0.617	0.642	0.586	0.814
MK7	0.601	0.588	0.558	0.775
MK8	0.582	0.600	0.556	0.776

Source : SmartPLS 4 version 4.0.9.5 data processing results

From the results of *the discriminant validity test above, it was found* that the loadings value of the indicator against its variables is stronger than the loadings value of the *indicator against other variables so that it can be concluded that all indicators have met the discriminant validity requirements.*

#### **Uji Validitas dengan Average Variances Extracted**

The Validity Test with *Average Variances Extracted* is used to see the validity value for each variable as a whole. In contrast to *factor loadings* which look at the validity value of each variable. The Average Variances Extracted test requirement *is the Average Variances Extracted value > 0.5*

**Table 14 Validity Test Results with Average Variances Extracted**

	<i>AVE</i>
Principal's Leadership Style	0.657
Budaya Sekolah	0.742
Work Motivation	0.691
Teacher Performance	0.668

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 14, it can be seen that all variables have an Average Variances Extracted value *of > 0.5*

which means that all variables have met the requirements for Average Variances Extracted testing and can be continued for the next step.

### Test Reliability with *Composite Reliability*

Reliability tests with *Composite Reliability* are used to see the reliability value of each variable without looking at any differences in covariance or *loadings* values of each indicator. The reliability testing requirement with *Composite Reliability* is a *Composite Reliability* value of  $> 0.6$ .

**Table 15 Reliability Test Results with Composite Reliability**

	CR
Principal's Leadership Style	0.905
Budaya Sekolah	0.953
Work Motivation	0.930
Teacher Performance	0.941

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 15, it can be seen that all variables have a Composite Reliability value of  $> 0.6$  which means that all variables have met the requirements of Composite Reliability testing and can be continued for the next step.

### Reliability Test with *Cronbach's Alpha*

Reliability tests with *Cronbach's Alpha* are used to see the reliability value of each variable by looking at differences in covariance and *loadings* values of each indicator. The reliability testing requirement with Cronbach's Alpha is a *Cronbach's Alpha* value of  $> 0.6$ .

**Table 16 Reliability Test Results with Cronbach's Alpha**

	CA
Principal's Leadership Style	0.869
Budaya Sekolah	0.942
Work Motivation	0.910
Teacher Performance	0.929

Source : SmartPLS 4 version 4.0.9.5 data processing results

From table 16, it can be seen that all variables have a Cronbach's Alpha value of  $> 0.6$  which means that all variables have met the requirements of Cronbach's Alpha testing and can be continued for the next step.

After the analysis is carried out, the next step is to describe all the findings obtained. Here are some findings that can be discussed:

Of all teachers of XYZ School, Lampung, there are 35 teachers (28%) who are male and there are 92 teachers (72%) who are female. From these data, it can be concluded that the gender of teachers at School XYZ, Lampung is more dominant Female than Male.

Of all teachers of XYZ School, Lampung there are 52 teachers (41%) aged under 19-24 years, there are 39 teachers (31%) aged between 25-30 years, there are 14 teachers (11.0%) aged 31-36 years, and there are 22 employees (17%) aged 37-55 years. From these data, it can be concluded that the majority of teachers at School XYZ, Lampung are aged between 19 – 24 years.

Of all teachers of XYZ School, Lampung there are 78 teachers (61%) who work between 6 - 60 months, there are 28 teachers (22%) who work between 61 to 120 months, and there are 21 teachers (17%) who work between 121 to 420 months. From these data, it can be concluded that the majority of teachers in School XYZ work within 6-60 months.

Of all teachers of XYZ School, Lampung, there are 114 teachers (90%) with S1 final education and 13 teachers (10%) with S2 final education. From these data, it can be concluded that the majority of teachers at School XYZ, Lampung have a final S1 education.

It can be seen that for the principal's leadership style variable, it was found that the highest mean was statements number 3 and 7, namely "The principal determines or compiles the workload of each teacher" and "The principal encourages teachers to carry out their duties according to established procedures". That is, the majority of respondents agree and strongly agree that as an administrator, the principal can determine or compile the workload of each teacher and encourage teachers to carry out their duties according to established procedures. Looking at the average of all answers that are above the value of 3, it means that employees agree with the leadership style of the principal that they feel while working at School XYZ, Lampung today.

It can be seen that for the school culture variable, it was found that the mean was found that the highest mean was statement number 2 which is "All activities in this school always begin with prayer". That is, the majority of respondents agree and strongly agree that they state that the school culture at XYZ school, Lampung contains spiritual values, as evidenced by all activities at this school always beginning with prayer. Looking at the average of all answers that are above the value of 3, it means that employees feel agreed about the school culture they feel while working at School XYZ, Lampung at this time.

It can be seen that for the work motivation variable, it was found that the highest mean was statement number 7 which is "I have a good relationship with colleagues". That is, the majority of respondents agree and strongly agree that they stated that work motivation at school XYZ, Lampung has a good relationship with colleagues. Looking at the average of all answers that are above the value of 3, it means that employees feel agreed about the work motivation they feel while working at XYZ School, Lampung at this time.

In this Teacher Performance variable, questionnaire filling was carried out by the Principal and Vice Principal on teachers at School XYZ Lampung. From the table above, it can be seen that for the teacher performance variable, it was found that the highest mean was statement number 4, namely "The teacher is able to assess student work objectively". That is, the majority of respondents where in this case are the Principal and Vice Principal agree and strongly agree that teachers are able to objectively assess student work. Looking at the average of all answers that are above the value of 3, it means that the Principal and Vice Principal agree on the influential work motivation while working at School XYZ, Lampung at this time.

The influence of the principal's leadership style on teacher performance. The first hypothesis in this study shows that the hypothesis is accepted. From the calculation results, the p value for the influence of the principal's leadership style on teacher performance =  $0.004 < 0.05$  with t statistics value =  $2,900 > 1.96$  and a positive coefficient value of 0.263 which means that the principal's leadership style has a significant positive effect on teacher performance, this means that changes in the principal's leadership style value have a unidirectional influence on changes in teacher performance where when the head's leadership style Schools increase so there will also be an increase in teacher performance and statistically have a significant influence. The results of this study support research conducted by (Hiranah, Fitria, & Wahidy, 2021), (Sarwar, Tariq, & Yong, 2022) and (Kaso, Aswar, Firman, & Ilham, 2019) whose findings reveal that the principal's leadership style has a positive and significant impact on teacher performance.

The influence of school culture on teacher performance. The second hypothesis in this study shows that the hypothesis is accepted. From the calculation results, the p value for the influence of school culture on teacher performance =  $0.009 < 0.05$  with t statistics value =  $2.611 > 1.96$  and a positive coefficient value of 0.232 which means that school culture has a significant positive effect on teacher performance, this means that changes in school culture values have a unidirectional influence

on changes in teacher performance where when school culture increases there will also be an increase in teacher performance and statistically it has a significant influence. The results of this study support research conducted by (Darmawan, 2019), (Kalkan, Altınay Aksal, Altınay Gazi, Atasoy, & Dağlı, 2020), and (Zulkarnaen et al., 2020) which explains that there is a positive and significant influence on school culture on teacher performance.

The influence of the principal's leadership style on work motivation. The third hypothesis in this study shows that the hypothesis is accepted. From the calculation results, the p value for the influence of the principal's leadership style on work motivation =  $0.000 < 0.05$  with t statistics value =  $6.120 > 1.96$  and a positive coefficient value of 0.466 which means that the principal's leadership style has a significant positive effect on work motivation, this means that changes in the principal's leadership style value have a unidirectional influence on changes in work motivation where when the leadership style The increase in headmaster will also increase in work motivation and statistically has a significant influence. The results of this study support research conducted by (Zulkarnaen et al., 2020) and (Yalçınkaya, Dağlı, Altınay, Altınay, & Kalkan, 2021) which explains that there is a positive influence of the principal's leadership style on work motivation.

The influence of school culture on work motivation. The fourth hypothesis in this study shows that the hypothesis is accepted. From the calculation results, the p value for the influence of school culture on work motivation =  $0.000 < 0.05$  with t statistics value =  $5.671 > 1.96$  and a positive coefficient value of 0.452 which means that school culture has a significant positive effect on work motivation, this means that changes in school culture values have a unidirectional influence on changes in work motivation where when school culture increases there will also be an increase in motivation work and statistically have a significant influence. The results of this study support research conducted by (Anandita & Anisah, 2021) explained that there is a significant and positive relationship between school culture and work motivation.

Work motivation towards teacher performance. The fifth hypothesis in this study shows that the hypothesis is accepted. From the calculation results, the p value for the effect of work motivation on teacher performance =  $0.001 < 0.05$  with t statistics value =  $3.220 > 1.96$  and a positive coefficient value of 0.342 which means that work motivation has a significant positive effect on teacher performance, it means that changes in work motivation values have a unidirectional influence on changes in teacher performance where when work motivation increases, there will also be an increase in teacher performance and statistically it has a significant influence. The results of this study support research conducted by (Hudha & Batlolona, 2017) and (Zulkarnaen et al., 2020), explaining that there is a positive direct influence of work motivation on teacher performance.

The influence of the principal's leadership style on teacher performance is mediated by work motivation. The sixth hypothesis in this study shows that the hypothesis is accepted. From the calculation results, the p value for the influence of the principal's leadership style on teacher performance through work motivation =  $0.006 < 0.05$  with t statistics value =  $2.731 > 1.96$  and a positive coefficient value of 0.159 which means that the principal's leadership style has a significant positive effect on teacher performance through work motivation. Thus, it can be concluded that work motivation mediates the principal's leadership style towards teacher performance. The results of this study support research conducted by (Hiranah et al., 2021) and (Zulkarnaen et al., 2020) explaining that motivation is described as an initiative that helps schools to do something and be responsible for these activities. According to (Zulkarnaen et al., 2020), school principals are not only silent and command teachers to achieve optimal results in teaching, but leaders must know how to motivate teachers to improve the teaching and learning process at school. Based on research from (Sangadji, Sopiah, & Narmaditya, 2021), teacher performance is a global challenge and requires an understanding of the managerial side tie, related to this work motivation can be used to solve problems. Findings from this study show that the principal's leadership style has a positive and

significant effect on teacher performance mediated by work motivation. This means that work motivation has been shown to mediate the influence of the principal's leadership style on teacher performance.

The influence of school culture on teacher performance is mediated by work motivation. The seventh hypothesis in this study shows that the hypothesis is accepted. From the calculation results, it was found that the results of the p value for the influence of school culture on teacher performance through work motivation =  $0.005 < 0.05$  with t statistics value =  $2.830 > 1.96$  and a positive coefficient value of 0.155 which means that school culture has a significant positive effect on teacher performance through work motivation. Thus, it can be concluded that work motivation mediates school culture on teacher performance. The results of this study support research conducted by (Yetni, Suriyanto, Desembrianita, & Rosyihuddin, 2022) stated that school culture has a positive and significant effect on teacher performance mediated by work motivation.

#### 4. Conclusion

The principal's leadership style has a significant positive effect on teacher performance. This can happen because principals who communicate well and provide the right support can help teachers overcome challenges and difficulties in their work. The principal is also considered by the teacher to be able to divide the workload well. The headmaster must maintain an open channel of communication with all members of the school. Thus, workload-related issues can be better identified and addressed.

School culture has a significant positive effect on teacher performance. This can happen because a school culture that involves prayer before activities can have a positive influence on teacher performance and the overall atmosphere in the school. A positive school culture can boost teachers' motivation and morale. When they feel valued, supported, and empowered, they tend to be more motivated to excel and contribute actively to the teaching-learning process.

The principal's leadership style has a significant positive effect on work motivation. This can happen because the majority of respondents agree and strongly agree that they expressed motivation to work at school XYZ, Lampung has a good relationship with colleagues.

A work environment that is free from conflict and tension will support focus on work and increase the spirit of motivation in working in carrying out tasks.

School culture has a significant positive effect on work motivation. This can happen because prayer at the beginning of activities can create a positive and harmonious atmosphere at school. This can help create a peaceful and calming work environment, which has a positive impact on teacher morale and motivation. The majority of respondents agreed and strongly agreed that they stated that the school culture at XYZ school, Lampung contains spiritual values, as evidenced by all activities at this school always starting with prayer.

Work motivation has a significant positive effect on teacher performance. This can happen because work motivation can encourage teachers to seek and apply innovative teaching methods. When teachers feel motivated, they tend to contribute better and do better in an educational setting. In good relationships with colleagues, teachers can share experiences, knowledge, and best practices. This can improve the quality of teaching and provide inspiration in developing more effective teaching methods.

Work motivation mediates the influence of the principal's leadership style on teacher performance. This suggests that work motivation is important to increase the influence of the principal's leadership style on teacher performance. When staff feel supported and valued by the principal, they tend to feel motivated to give their best in their performance.

Work motivation mediates the influence of school culture on teacher performance. This shows that work motivation acts as an intermediary between school culture and teacher performance. In other words, school culture can affect work motivation, which in turn will affect teacher performance. Therefore, it is important for schools to create a culture that supports teacher motivation to improve teacher performance.



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