

The Influence of Principal Leadership, Work Motivation and Organizational Culture on Teacher Performance in Junior High Schools in Bantul

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ABSTRACT

Purpose – This study aims to find out and analyze the influence of principals' leadership, work motivation and organizational culture on teacher performance at the Pundong Bantul Sub-District Middle School.

Method – This study began with data collection using questionnaires. The population of this study was junior high school teachers amounting to 150 people with sampling using Slovin method taken as many as 110 respondents. Analysis of the data used is the validity and reliability test then testing the assumption test with normality test, heteroscedasticity test and multicollinearity test. Only after that is done a multiple linear regression test.

Findings – The results of the study, from the regression analysis showed that the three independent variables, namely the principal's leadership, work motivation and organizational culture together had a significant effect on teacher performance in the Pundong Bantul Sub-District Middle School. The results of the partial correlation analysis indicate that teachers in junior high schools in Pundong Bantul Subdistrict generally perceive principal leadership, organizational culture, and work motivation at moderate levels, while teacher performance is perceived to be high. Furthermore, principal leadership, organizational culture, and work motivation simultaneously have a significant effect on teacher job satisfaction. This is evidenced by the ANOVA result of the regression analysis, which shows an F value of 72.552 with a significance level of 0.000.

Keywords: Leadership, work motivation, organizational culture and performance

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INTRODUCTION

Teacher performance is a critical determinant of educational quality, particularly at the junior high school level where students undergo essential academic and character development (Polymeropoulou, V., & Lazaridou, A., 2022). Teachers play a central role not only in delivering curriculum content but also in shaping students' learning experiences and outcomes (Gulo, F. A., 2024). Consequently, improving teacher performance remains a major concern in educational management and policy. Teacher performance is influenced by multiple interrelated factors within the school organization, including leadership practices (Imran, M., & Akhtar, N., 2023), individual work motivation (Bastian, A., Nasution, J. A., & Wahyuni, S., 2022), and the organizational culture that governs daily professional behavior (Yosepha, A., Wahyudin, D., & Ali, M., 2022).

Principal leadership is widely recognized as a key factor in fostering effective teaching and learning environments (Lijun, W., & Te, H. C., 2024). School principals are responsible

for planning, organizing, directing, and supervising educational activities, as well as motivating teachers to perform their duties professionally (Hamka, H., 2023). Effective leadership can create a supportive climate that encourages collaboration, innovation, and accountability among teachers. Conversely, weak leadership may result in low commitment, limited professional growth, and inconsistent performance. Therefore, leadership practices implemented by principals have a substantial impact on how teachers perceive their roles and carry out their responsibilities.

In addition to leadership, work motivation is an essential psychological factor influencing teacher performance (Layek, D., & Koodamara, N. K., 2024). Motivation affects the level of effort, persistence, and enthusiasm teachers bring to their professional tasks (Yan, X. Q., et.al., 2023). Teachers with high work motivation tend to demonstrate greater commitment to instructional preparation, classroom management, and student assessment (Owan, V. J., et.al., 2022). Motivation may arise from intrinsic factors such as professional calling and self-fulfillment, as well as extrinsic factors including recognition, career advancement, and working conditions. When motivation is insufficient, teachers may show minimal engagement in instructional improvement and professional development, which can negatively affect learning outcomes.

Organizational culture also plays a significant role in shaping teacher behavior and performance (Amissah, A. L. O., 2025). A positive school culture is reflected in shared values, norms, and beliefs that emphasize professionalism, cooperation, and continuous improvement (Wang'ombe, T., 2023). Such a culture supports teachers in performing their duties effectively and fosters a sense of belonging and responsibility. On the other hand, an unsupportive organizational culture may limit collaboration, reduce job satisfaction, and weaken teachers' commitment to institutional goals. The interaction between leadership, motivation, and organizational culture thus forms a comprehensive framework for understanding teacher performance within schools.

Empirical observations by researcher in junior high schools in the Pudong District, Bantul Regency, indicate variations in teacher performance, particularly in aspects such as instructional discipline, innovation in teaching strategies, and professional responsibility. Despite operating under similar regulations and curricula, teachers demonstrate different levels of effectiveness in carrying out their duties (Parcerisa, L., Verger, A., & Browes, N., 2022). This condition suggests that internal organizational factors within schools may contribute to these differences in performance.

Previous studies have examined the influence of principal leadership, work motivation, and organizational culture on teacher performance, often reporting significant relationships among these variables (Niron, M. D., 2025; Mailani, N., & Prasojo, L. D., 2025; Hasibuan, S., 2022). However, findings may differ depending on educational context and regional characteristics. Consequently, examining these factors simultaneously within a specific local setting is important to provide a more comprehensive understanding of how they interact in influencing teacher performance.

This study therefore focuses on analyzing the combined influence of principal leadership, work motivation, and organizational culture on teacher performance in junior high schools in the Pundong District, Bantul. The results are expected to contribute empirical evidence to the field of educational management and offer practical insights for school leaders and policymakers in designing strategies to enhance teacher performance in similar educational contexts.

METHOD

The study was conducted in junior high schools across the Pundong District, Bantul Regency, including two public junior high schools, one private junior high school, and one public Islamic junior high school (MTs). The population of this study comprised all junior high school and MTs teachers in the Pundong District, totaling 150 teachers. The sample size was determined using the Slovin formula, resulting in 110 respondents, who were selected through a proportional random sampling technique to ensure representativeness from each school.

Data were collected using a structured questionnaire distributed to all selected respondents. The questionnaire was designed to measure principal leadership, work motivation, organizational culture, and teacher performance. A Likert scale was employed with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The use of a Likert-scale questionnaire enabled the quantification of teachers' perceptions regarding the variables examined and facilitated subsequent statistical analysis. Principal Leadership (X1), Work Motivation (X2), Organizational Culture (X3), Performance (Y). Before testing the hypothesis, a Validity and Reliability Test of the Questionnaire used was first conducted. Next, an Assumption Test was conducted which included a Data Normality Test, a Multicollinearity Test, and a Heteroscedasticity Test.

The statistical method used in proposing the normality of data distribution is using the Non-Parametric Test from Kolmogorov-Smirnov with a significance level > 0.05 , the criteria used if $VIP > 5$, then the variable has a multicollinearity problem with other independent variables. If $VIP < \text{or } = 5$, it means there is no multicollinearity between variables. To detect the occurrence of heteroscedasticity, the Spearman Rank Correlation method is used with a probability value of more than 0.05. Using the general formula of the Multiple Linear Regression Equation. Namely Multiple Regression, Coefficient Determination (R²).

F Test (Simultaneous), Hypothesis testing uses the F test with a significance level < 0.05 . Testt (Partial), If the t value has a significance level < 0.05 , then the hypothesis is accepted, thus there is a significant relationship between each independent variable and the dependent variable. If the t value has a significance level > 0.05 , then the hypothesis is rejected, thus there is no significant relationship between each independent variable and the dependent variable.

RESULT AND DISCUSSION

Respondent Description Based on Gender

Table 1. Respondent Distribution Based on Gender

Gender	Frequency (n)	Percentage (%)
Male	42	38.0
Female	68	62.0
Total	110	100.0

Table 1 presents the distribution of respondents based on gender. Of the 110 teachers who participated in this study, the majority were female teachers, totaling 68 respondents (62%), while male teachers accounted for 42 respondents (38%). This distribution indicates that female teachers dominate the teaching workforce in junior high schools in the Pundong District, Bantul Regency.

Respondent Description Based on Principal Leadership

Table 2. Teachers' Perception of Principal Leadership

Category	Frequency (n)	Percentage (%)
Good	23	21.0
Average	87	79.0
Total	110	100.0

Table 2 shows teachers' perceptions of principal leadership in junior high schools in the Pundong District. The results reveal that 23 teachers (21%) perceived principal leadership as good, whereas the majority, 87 teachers (79%), perceived it as average. These findings suggest that principal leadership in the studied schools is generally viewed as adequate but has not yet reached an optimal level according to most teachers' perceptions.

Analysis of Work Motivation Variable Description (X2)

Table 3. Teachers' Work Motivation Level (X2)

Category	Frequency (n)	Percentage (%)
High	45	40.9
Average	65	59.1
Total	110	100.0

Table 3 describes the level of teachers' work motivation. The findings indicate that 45 teachers (40.9%) were categorized as having high work motivation, while 65 teachers (59.1%) were categorized as having average work motivation. This result demonstrates that although a considerable proportion of teachers exhibit high motivation, the overall level of work motivation among teachers in junior high schools in the Pundong District tends to be moderate.

Descriptive Analysis of Organizational Culture Variables (X3)

Table 4. Teachers' Perception of Organizational Culture (X3)

Category	Frequency (n)	Percentage (%)
Good	25	22.7
Average	85	77.3
Total	110	100.0

Table 4 presents teachers' perceptions of organizational culture in junior high schools in the Pudong District. The data show that 25 teachers (22.7%) perceived the organizational culture as good, while 85 teachers (77.3%) perceived it as average. This finding indicates that the prevailing organizational culture in the schools is considered sufficient by most teachers, yet it still offers room for improvement to better support professional performance.

Performance Variable Description Analysis (Y)

Table 5. Teacher Performance Level (Y)

Category	Frequency (n)	Percentage (%)
High	80	72.7
Average	30	27.3
Total	110	100.0

Table 5 illustrates the level of teacher performance. The results show that the majority of teachers, 80 respondents (72.7%), were perceived as having high performance, while 30 respondents (27.3%) were perceived as having average performance. These findings suggest that, overall, teacher performance in junior high schools in the Pudong District, Bantul Regency, is relatively high despite the moderate levels of leadership, work motivation, and organizational culture perceived by teachers.

Quantitative Hypothesis Testing

Data Normality Test

Table 6. Normality Assumption Test Table

Variables	Significance	Information
Performance (Y)	0.467	Normal
Leadership (X1)	0.284	Normal
Organizational Culture (X2)	0.270	Normal
Work motivation(X3)	0.422	Normal

From the research results above, the significance value for all variables has a value > 0.05 , so it can be said that all variables are normally distributed.

Multicollinearity Test

From the results in table 7 of data processing, it can be seen that the VIF value of each variable is <5 , so that the regression model above does not have multicollinearity so that the regression model can be used.

Table 7. Multicollinearity Test Results Table

Variable	VIF
Leadership (X1)	1,156
Organizational Culture (X2)	1,393
Work Motivation (Y1)	1,224

Heteroscedasticity Test

Table 8. Heteroscedasticity Test Results Table

Variables	Significance	Information
Leadership (X1)	1,000	Hetero-Free
Organizational Culture (X2)	1,000	Hetero-Free
Work Motivation (X3)	1,000	Hetero-Free

The overall test results produced a significance level > 0.05 , so the conclusion is that the data does not show symptoms of heteroscedasticity and the data is homo, so the assumption that there is no heteroscedasticity is met.

Quantitative Hypothesis Testing

Table 9. Summary Table of Regression Analysis Results

Variables	Regression Coefficient	t count	Sig.
Constant	3,257	0.519	0.605
Leadership	0.401	6,829	0.000
Organizational culture	0.388	6,369	0.000
Work motivation	0.265	4,604	0.000

$R^2 = 0.672$

F count = 72.552

Sig. F = 0.000

Source: Processed attachment

Based on the table above, the following regression equation is obtained:

$$Y = 3.257 + 0.401X1 + 0.388X2 + 0.265X3$$

Based on this equation, it can be explained as follows:

Constant = 3.257 which shows that without any changes to leadership, organizational culture and work motivation, the performance value is 3.257.

Leadership Regression Coefficient (X1) = 0.401 indicates that leadership has a positive influence on teacher performance in Junior High Schools in Pundong District, Bantul. If the principal's leadership in Junior High Schools in Pundong District, Bantul is increased by one unit and other variables are held constant, then teacher performance will increase by 401.

The regression coefficient of Organizational Culture (X2) = 0.388, indicates that Organizational Culture has a positive influence on teacher performance in Junior High Schools in Pundong District, Bantul. If Organizational Culture in Junior High Schools in Pundong District, Bantul is increased by one unit and other variables are held constant, then teacher performance will increase by 0.388.

The Work Motivation Regression Coefficient (X3) = 0.265, indicating that work motivation has a positive influence on teacher performance in Junior High Schools in Pundong District, Bantul. If work motivation in Junior High Schools in Pundong District, Bantul is increased by one unit and other variables are held constant, then teacher performance will increase by 0.265.

Collective Influence

From the results of the ANOVA test analysis, an F value of 72,552 was obtained with a significance level of 0.000. This shows that leadership, organizational culture, and work motivation together have a significant influence on teacher performance in junior high schools in Pundong District, Bantul.

Partial Effect

Leadership (X1) has a significant influence on the performance (Y) of teachers in junior high schools in Pundong District, Bantul. This evidence is seen in the calculated t value of 6.829 with a significance level of 0.000. Organizational Culture (X2) has a significant influence on the performance (Y) of teachers in junior high schools in Pundong District, Bantul. This evidence is seen in the calculated t value of 6.369 with a significance level of 0.000. Work motivation (X3) has a significant influence on teacher performance (Y) in junior high schools in Pundong District, Bantul. This evidence is seen in the calculated t value of 4.604 with a significance level of 0.000.

Table 10. Partial Correlation Analysis

Model		Correlations		
		Zero-order	Partial	Part
1	Leadership	.592	.553	.380
	Organizational culture	.687	.526	.354
	Work motivation	.507	.408	.256

a. Dependent Variable: Performance

Based on the calculation results using the SPSS 17 program, it is known that the magnitude of the partial correlation between X1 and Y is 0.553, so it can be seen that the magnitude of the influence between X1 and Y is 55.3%. Then, the magnitude of the partial correlation between X2 and Y is 0.526, so it can be seen that the magnitude of the influence between X2 and Y is 52.6%. Meanwhile, the magnitude of the correlation coefficient between X3 and Y is 0.408, so it can be seen that the magnitude of the influence between X3 and Y is 40.8%.

Coefficient of Determination (R2)

The results of the inferential analysis can be explained as follows: The coefficient of determination (R2) in the regression model summary is known to be 0.672 or 67.2%. This figure indicates that the independent variables consisting of leadership, organizational culture, and work motivation can explain their influence on the dependent variable, namely performance, by 67.2%, while the remaining 32.8% is influenced by other variables.

Discussion

This means that with a good leadership model, a conducive organizational culture will significantly influence performance improvement. This is evidenced by the results of the ANOVA test analysis, which obtained an F value of 72.552 with a significance level of 0.000 in the first regression. This indicates that leadership, organizational culture, and work motivation together have a significant influence on performance in junior high schools throughout Pundong District, Bantul.

The Influence of Leadership (X1) on Teacher Performance (Y) in Junior High Schools in Pundong District, Bantul.

From the results of the descriptive analysis, it can be seen that in general, the leadership of the Principal in Junior High Schools in Pundong District, Bantul, is good, there are 21% (23 respondents), and those who stated that it is normal are 79% (87 respondents). This shows that many teachers still perceive that the principal as the person in charge is not yet able to carry out. The results of the inferential analysis on the t-test obtained a t-value of 6.829 with a significance level of 0.000. This means that leadership has a significant influence on improving teacher performance in Junior High Schools in Pundong District, Bantul. This is in accordance with [Soeardi, E. K., et.al, 2023](#) research which states that Leaders essentially emphasize that a leader needs to determine what his subordinates need to do to achieve organizational goals. To improve performance so that subordinates carry out their responsibilities, leaders rely heavily on a reward system, providing the necessary complement to the needs for smooth work and of course sanctions for subordinates if there are any violations.

The Influence of Motivation (X2) on Teacher Performance (Y) in Junior High Schools in Pundong District, Bantul

From the results of the descriptive analysis, it can be seen that in general, the work motivation of teachers in Junior High Schools in Pundong District, Bantul is perceived to have a high level of motivation, there are 45 (40.9%), and those who have average motivation are 65 (59.1%). Therefore, from these results, it can be said that the level of work motivation of teachers in Junior High Schools in Pundong District, Bantul is at an average level. Influence motivation The effect of work motivation on performance can also be proven by the t-test where the calculated t-value is 4.604 with a significance level of 0.000, this shows that work motivation has a strong and positive influence on performance.

The findings indicate that although most teachers in Junior High Schools in Pundong District, Bantul are perceived to have an average level of work motivation, work motivation nonetheless demonstrates a strong and positive influence on teacher performance. This result suggests that even moderate levels of motivation are sufficient to significantly enhance teachers' work outcomes, particularly when motivation is oriented toward professional responsibility, instructional commitment, and achievement of educational goals. The significant t-test result further reinforces the theoretical perspective that motivation functions as a key driving force in translating teachers' abilities and competencies into effective performance ([Layek, D., & Koodamara, N. K. 2024](#)). This finding is consistent

with motivational theories which emphasize that motivated teachers tend to exhibit higher levels of persistence, responsibility, and engagement in carrying out instructional tasks. Consequently, efforts to strengthen intrinsic and extrinsic motivational factors are likely to yield meaningful improvements in teacher performance, even in contexts where overall motivation is not yet categorized as high.

The Influence of Organizational Culture (X3) on Teacher Performance (Y) in Junior High Schools in Pundong District, Bantul.

From the results of the descriptive analysis, it can be seen that in general, the Organizational Culture in Junior High Schools in Pundong District, Bantul is good, there are 21% (23 respondents), and those who stated that it is normal are 79% (87 respondents). So it can be said that most teachers perceive that the guidance of the principal in Junior High Schools in Pundong District, Bantul is still normal. This can be seen from the recap that those who perceive the Organizational Culture in Junior High Schools in Pundong District, Bantul is good, there are 25 (22.7%), and those who stated that it is normal are 85 (77.3%). This means that some teachers still perceive that there is still a lack of involvement of personnel in schools such as principals, teachers and students, in supporting and helping each other, and the extent to which they can express their abilities freely and openly.

The results of the statistical test show that Organizational Culture has a strong and positive influence on work motivation, namely with a calculated t of 6,369 with a significance level of 0.000. Because the influence of Organizational Culture on teacher performance in Junior High Schools in Pundong Bantul District is strong and positive, a good Organizational Culture will be able to increase teacher work motivation, so that the Perception of a conducive Organizational Culture is characterized by harmonious relationships between fellow teachers, employees, principals, mutual trust and adequate teaching facilities. In other words, an open Organizational Culture is a healthy climate and is highly desired by teachers so that it also affects the performance of teachers (Amissah, A. L. O., 2025).

CONCLUSION

Leadership in Junior High Schools in Pundong District, Bantul is perceived by most teachers as being in the average category. Teacher work motivation in Junior High Schools in Pundong District, Bantul is perceived as being in the average category. Organizational culture in Junior High Schools in Pundong District, Bantul is perceived by most teachers as being in the average category. Teacher performance in Junior High Schools in Pundong District, Bantul, from descriptive analysis, is perceived as having a high level of performance. The findings indicate that principal leadership, teacher work motivation, and organizational culture in Junior High Schools in Pundong District, Bantul are generally perceived at an average level, while teacher performance is perceived to be high. These results imply that, despite moderate perceptions of leadership, motivation, and organizational culture, teachers are still able to demonstrate strong performance. This condition suggests the possible influence of other supporting factors, such as individual professional commitment, teaching experience, external supervision, or personal values that were not examined in this

study. Therefore, school management should not be complacent with the current conditions but instead strengthen leadership practices, foster a more supportive organizational culture, and enhance teacher motivation in a more systematic and sustainable manner to maintain and further improve teacher performance.

For future research, it is recommended to include additional variables that may contribute to teacher performance, such as job satisfaction, professional development, teacher self-efficacy, work environment, or supervisory support. Further studies may also employ qualitative or mixed method approaches to gain a deeper understanding of teachers' perceptions and experiences related to leadership, motivation, and organizational culture. In addition, expanding the research scope to different regions or educational levels would allow for broader generalization and comparative analysis across contexts.

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