



The Influence of Organizational Culture, Leadership, and Motivation on Performance of Early Childhood School Teachers

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Abstract

The purpose of this research is to investigate the impact of organizational culture on teacher performance; the impact of the principal's leadership on teachers' performance; motivation's impact on teachers' performance; and how motivation, principal leadership, and organizational culture affect teachers' performance. The research used a quantitative method and a questionnaire as a research instrument. Data were collected from forty-five Early Childhood School Teachers. The gathered data is then examined utilizing a quantitative approach to simple linear regression analysis and multiple linear regression analysis. The analysis's findings indicate that, with a value of $0.618 > 0.05$ and a t-count value of $0.502 < t\text{-table } 2.019$, the organizational culture variable had no discernible impact on teachers' performance. With a value of $0.001 < 0.05$ and a t-count of $3.751 > t\text{-table of } 2.019$, the principle leadership variable has a positive and substantial impact on teacher performance. With a value of $0.033 < 0.05$ and a t-count of $2.208 > t\text{-table of } 2.019$, the motivating variable has a positive and significant impact. With a significance level of $0.000 < 0.05$ and an f-count value of $30.968 > f\text{-table } 2.83$, the factors organizational culture, principle leadership, and motivation have a significant and simultaneous impact on teacher performance.

Keywords: *Organizational Culture, Principal Leadership, Teacher Motivation, Early Childhood Teachers.*



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INTRODUCTION

The low quality of education at every level, especially basic and secondary education, when compared to other countries is one of the numerous issues that the Indonesian nation has experienced in the field of education (Kushendar & Mayra, 2021). Primary and secondary education is an important focus to pay attention to because it is from there that the results of education can be seen. At the primary and secondary education levels, the quality of education will be measured and compared (Eka & Wati, 2022). In the implementation of education, Indonesians still have issues to resolve as a result of their country's poor educational system (Astuti et al., 2023).

The outcomes of the student ability research released by the PISA (Program for International Student Assessment) institute, which was conducted in December

2019 in the city of Paris, Indonesia is still ranked 72 out of 77 countries studied. From the results of this data, Indonesia is still far behind other neighboring countries such as Malaysia and Brunei Darussalam. From the results of the PISA survey, it is a reference for viewing and assessing the quality of education in the world, namely reading, math, and numeracy skills (Permatasari, Keguruan, & Pendidikan, 2021). This result also shows the low reading ability of the Indonesian people. In addition, they still have low math and numeracy skills. The position of rank 72 is a ranking that must be able to motivate the Indonesian state to rise and catch up in the fields of reading, mathematics, and numeracy skills (Dirwan, 2015).

The fundamental factor that determines the achievement of national education goals is teacher performance (Ferdian Utama, 2017). Teacher performance is the most important human resource in the world of education. Teachers become planners, actors, and determinants of achieving educational goals. A teacher's performance is one of the important assets needed by schools in the management of learning and communication with students, student guardians, and as individuals who will realize the great aspirations of a nation. A teacher is a professional educator, according to Law No. 14 of 2005 governing the performance of teachers and lecturers, with the primary responsibility to educate, guide, teach, direct, assess, train, and evaluate students (Halim, 2019).

It is very important to build a culture in schools, especially affecting the improvement of school quality and improving school performance. In line with the opinion expressed by previous researcher regarding school culture, culture in schools is related to increased student learning as well as the level of activity satisfaction and productivity of a teacher's performance (Suwono, 2022). Easily understood, organizational culture can be said to be a way of thinking, a way of doing activities, and a way of having workers behave in carrying out the obligations of their respective activities. When it comes to the values, norms, beliefs, traditions, and distinctive ways of thinking that they uphold and manifest in their behavior, all members of the organization in an educational institution are given meaning by the organizational culture in order to distinguish one institution from another (Permatasari et al., 2021). Accordingly, depending on the proficiency of the school principal, the organizational culture of educational institutions shapes the peculiarities of the institution itself and will develop into a quality that gives it an advantage in managing and coaching schools through administrative, management, and leadership activities (Yamin, 2006). In light of this, it may be said that the principal's responsibility as an administrator is to have the ability to plan, organize, direct, coordinate, and supervise all educational activities held at the school. The school principal as an education manager functions to realize the proper utilization of each person so that he is able to carry out his obligations to the fullest in order to obtain the maximum results, in the process of teaching and learning in schools, both in terms of quantity and quality (Utama & Tanfidiyah, 2019).

The principal must have competency in administration and management so that he is able to plan and evaluate activities in the school. Also (Yusuf & Ma'arif Lampung, 2023), the principal must be able to make use of each individual by regularly connecting with the teachers so that the principal may directly motivate the teachers. According to experts in the field of psychology, the motivation given by the

principal can increase the performance of his subordinates. Motivation is a tool for superiors so that subordinates want to carry out intelligent activities as expected (Utama, 2017). Managers in this case are school principals who can motivate their employees in different ways according to their respective patterns that stand out.

Motivation can basically come from within oneself, which is often known as internal motivation, or it can also come from outside oneself, which is also called external motivation. Good motivation from superiors or principals plays a very important role in giving encouragement to a teacher's performance, so with good motivation from the principal, the performance of teachers is anticipated to increase (Hastuti & Utomo, 2022). With the significant responsibilities a performance teacher has, it is appropriate for them to acquire a variety of items that can inspire passion for their classes' activities. This is crucial because a teacher who performs well and has enough activity motivation will achieve high results. Good performance will also provide good educational services for all elements of the existing school (Hastuti & Utomo, 2022). By receiving motivation from superiors or school principals, it is hoped that all sections can improve and foster enthusiasm for work. A teacher who is able to increase enthusiasm will be able to work well. The principal will also play a part in providing motivation for teachers to be able to work (Nugroho et al., 2023).

In several places where it happened, there was also a teacher's performance at the elementary school level who had not been optimal in carrying out his role as an educator (Putri, 2014). The results of the observations that have been made indicate that several parts of the teacher's performance have not shown good results in carrying out their obligations and functions, including carrying out assessments of learning outcomes, carrying out daily test assessments, compiling and carrying out improvement and enrichment programs, and carrying out the development of the field of teaching, which is his responsibility (Sardiman, 1992). An illustration of the profile of a teacher's performance whose performance is still low, among others, is the existence of a teacher teaching in a monotonous or sober manner and without proper preparation (Solehati et al., 2022). In addition, it was also found that a teacher's performance still used very simple teaching preparation, did not fully use the required curriculum reference, and was inconsistent in the implementation of the lesson plan implementation scenario (RPP) that had been prepared, and that in the learning process, a teacher's performance was still dominated by the lecture method.

METHODOLOGY

This study employs a quantitative regression analysis methodology. The sample used is a portion of the performance of an elementary school teacher. In this study, the questionnaire was chosen as the primary data source, which was derived from the results of its filling out by the respondents. The Likert scale was used in this study when compiling the questionnaire used for data collection. Answer types are made with five alternative answers. The five alternatives are very capable, capable, less capable, and unable, and they will be given a score when a quantitative analysis is carried out. Also, this study's data analysis methods included inferential analysis, testing of analysis requirements, and descriptive analysis. Using SPSS 22, descriptive analysis was performed in this study.

RESULTS AND DISCUSSION

Considering the outcomes of the identification carried out according to gender, it was known that the majority of respondents were female teachers with a total of 30 respondents (66.67%), while the respondent in this study was a male teacher with a total of 15 respondents (33.33%). Based on the primary data for ages between 20 and 40 years with a total of 20 respondents (44.44%) and for ages above 40 years with a total of 25 respondents (55.56%), The last educational level of a teacher's performance is for Masters with a total of 4 respondents (8.89%), for Undergraduate (S1) with a total of 34 respondents (75.56%), and for High School with a total of 7 respondents (15.56%). respondents or a performance teacher who has not been certified with a total of 21 (46.67%), and for respondents, a performance teacher who has been certified with a total of 24 respondents (53.33%).

The organizational culture variable falls within the very good category and has an average value of 4.64. The least expensive value is found in the Appreciation for Human Resources indicator, which is equal to 4.47. This shows that organizational cultures such as integrity as a performance teacher, exemplary as a performance teacher, and professionalism as a performance teacher that prevail in the environment of a performance teacher have been accepted, understood, and well implemented by a performance teacher. Organizational culture, especially support for and appreciation of human resources, in this case a teacher's performance, needs to be maintained through reward programs and training for a teacher's performance. The leadership style variable is in the very good category and has an average score of 4.31. Although the lowest score is found in the principal as a motivator indicator, which is 3.94, This shows that the principal's leadership style meets the seven criteria contained in Permendikbud No. 7, which apply in a teacher's performance environment that has been accepted, very well understood, and well implemented by a teacher's performance. The leadership of the principal, as an administrator, requires support from the school and other elements (Kamaruddin et al., 2023).

The activity motivation variable falls into the good category with an average score of 4.05. Even though the lowest value is found in the compensation indicator for activities, which is equal to \$3.41, This shows that the motivation for activities in the environment of a teacher's performance has been well received and carried out well by the teacher's performance. The motivation for the activities of a teacher's performance requires an increase in the compensation indicator from the institution. The activity instructor performance variable falls into the very good category with an average of 4.32. While the lowest value is found in the professional competence indicator, which is equal to 4.171. This shows that a teacher's performance in a teacher's performance environment has been well received and carried out well. The visible performance of a teacher's performance requires an increase in professional competency indicators by conducting training at institutions.

The interpretation of the correlation data can be drawn from the hypothesis that if the p-value is greater than or equal to (0.01), H_0 is accepted; otherwise, H_0 is rejected, and variable X_1 has a minimally significant effect on Y . H_0 is therefore recognized as the first hypothesis. Based on the results of this test, it can be said that organizational culture in schools has a marginal impact on teacher performance. The

dependent variable's variation is 39.8%, or the R squared coefficient of determination is 0.398. Variations in the independent variable of organizational culture can be used to explain changes in teacher performance. While the factors not covered in this study have an impact on the remaining 61.2%.

Strong organizational cultures are characterized by people who are committed to the organization, are aware of and comprehend its objectives, and are aware of the actions that are acceptable and unacceptable. Thus, school organizational culture is made up of perceptions, thoughts, ideas, behavior, habits, norms, and regulations that are believed and used as guidelines for school members in determining directions for achieving educational goals in schools. According to the Ministry of National Education, school culture variables specifically, the dominant values upheld by the institution or the philosophy that directs school policy toward all elements and components of the institution, including education stakeholders, organizational culture, such as how to carry out activities in schools, and the fundamental presumptions or beliefs held by personnel institutions can be applied without affecting a teacher's performance at the school.

Based on the answers to the statements in the organizational culture variable questionnaire, it falls under the very good group with an average value of 4.64. It is mentioned in this area that an evolving organizational culture is capable of integrating very effectively with the performance of each individual teacher. Meanwhile, the lowest score for the organizational culture variable is found in the appreciation indicator for human resources, which is 4.31 and is still in the very good category. This shows that organizational cultures such as integrity as a performance teacher, exemplary as a performance teacher, and professionalism as a performance teacher that prevail in the environment of a performance teacher have been accepted, understood, and well implemented by a performance teacher. Organizational culture, especially support for a teacher's performance in schools and respect for human resources, in this case a teacher's performance, needs to be maintained through reward programs and training for a teacher's performance.

The second variable in this research examines how the leadership of the principal affects' teacher effectiveness. Based on the findings of the hypothesis test utilizing the classical test, it was determined that the X2 hypothesis (primary leadership) had a partially significant influence on Y. The significance value for the effect of X2 on Y was $0.001 < 0.05$ and the t-count value was $3.751 > t\text{-table } 2.019$. The second hypothesis is hence that H_0 is rejected while H_1 is accepted. The dependent variable's variation is 64.7%, or the coefficient of derivation of R square is 0.647. Variations in the independent variable, the principle of the school's leadership, can be used to explain differences in teacher performance. While the factors influencing the remaining 35.3%, which are not included in this study.

The leadership variable falls into the very good category with an average score of 4.31. Teacher performance is greatly improved by the guidance of the principal. In this situation, the principal's leadership as an educator, manager, administrator, supervisor, leader, innovator, and motivator is required to support teacher performance. According to the questionnaire results, the major indication as a motivator had the lowest score, 3.94 in the positive group. This demonstrates that the principal's management satisfies the seven requirements listed in Permendikbud No. 7, which apply in a teacher's performance environment that has been accepted, very

well understood, and well implemented. The leadership of the principal, as an administrator, requires support from the school and other elements. Based on the results of this exam, it can be said that the leadership style of the school's principal partially affects teachers' performance.

The principle has a duty as a manager to assess teacher performance. It is crucial to conduct assessments since they serve as a motivating tool for leaders and for a teacher's performance. According to Regulation of the Minister of National Education Number 13 of 2007, which outlines the national education policy, school principals have seven key responsibilities: "as educators, managers, administrators, providers, leaders, makers of the climate of activity, and entrepreneurs."

The third variable in this research examines how a teacher's performance motivation affects the teacher's performance. According to the findings of the hypothesis test using the classical test, the significance value for the effect of X3 on Y is $0.033 < 0.05$ and the t-count value is $2.208 > t\text{-table } 2.019$, indicating that X3 has a marginally significant impact on Y. In light of this, the second hypothesis, H1, is accepted whereas the first, H0, is rejected. Based on the results of this test, it can be said that teacher performance is influenced by activity motivation in schools to some extent. The dependent variable's variation is 55.2%, or the coefficient of derivation of R square is 0.552. Variations in the independent variable, motivation, can be used to explain changes in teacher performance. Whereas factors outside the scope of this investigation have an impact on the remaining 44.8%.

The activity motivation variable falls into the good group and has an average of 4.05 points. Activity motivation on a teacher's performance will affect teacher performance in teaching students, so that the good category in this study describes the motivation of a good teacher's performance in supporting teacher performance. In the questionnaire statement, the lowest value is found in the compensation indicator for activities, namely 3.41. This shows that the motivation for activities in the environment of a teacher's performance has been well received and carried out well by the teacher's performance. However, the motivation for the activities of a teacher's performance requires an increase in compensation indicators from related institutions to be able to increase the motivation of a teacher's performance. Several elements, both internal and external, will affect one's motivation for their actions. The satisfaction of a teacher's performance needs, particularly in terms of the desire to excel, the feeling of loving the activity itself, the facilities that will support the activity, the harmonious relationship between fellow activity partners, and the existence of clear compensation are some of the indicators used to measure the motivation for a teacher's performance activity.

Based on the study's findings, it is clear that organizational culture, leadership, and teacher motivation all influence performance simultaneously since the f-count value $> f\text{-table}$ has a significance value of $0.000 < 0.05$ and the f-count value of $30.968 > f\text{-table } 2.83$. The fourth hypothesis is hence that H0 is rejected and H1 is accepted. The R Square value is 0.671, which means that the combined influence of organizational culture, leadership style, and activity motivation on performance is 67.1% of the total. From the results of the questionnaire, it appears that the activity teacher performance variable turns out to have an average of 4.32 and falls under the category Good. While the lowest value is found in the professional competence

indicator, which is equal to 4.171. This shows that a teacher's performance in a teacher's environment is very well received and carried out well. Teacher performance requires an increase in professional competence indicators through training from institutions.

CONCLUSION

Teacher performance is unaffected by organizational culture. A developing organizational culture can very well integrate into the performance of each individual teacher. Leadership by the principal has a marginally significant effect on performance. Principal leadership is extremely effective at improving teacher performance. Teacher performance is significantly influenced by activity motivation. The activity motivation variable has an average of 4.05 and is in the good category based on the results of the questionnaire questions. Activity motivation on a teacher's performance will affect teacher performance in teaching students. Organizational culture, leadership style, and activity motivation all have an impact on teacher performance. As a result, the fourth hypothesis is that H1 is correct and Ho is incorrect. The value of R square is 0.671, indicating that the variable influence of organizational culture, leadership style, and activity motivation on performance is responsible for 67.1% of the variance.

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