

The Effect of Leadership and Organizational Culture on Work Motivation and Their Implications on Teacher Performance

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Abstract: The purpose and objective of this research is to see how the factors of leadership and organizational culture directly affect teacher performance. The sample is the teachers of SMAN 4 Kerinci totaling 72 people, instrument is questionnaire. The collected data was then analyzed by path analysis method with the help of SMARTPLS 3.0 software. The results of this study found that leadership factors and organizational culture affect teacher performance both directly and indirectly which are mediated by work motivation. The effect of work motivation on the influence of leadership and organizational culture on teacher performance is partial mediation.

Keywords: Leadership, Organizational Culture, Teacher Performance, Work Motivation

A. Introduction

An institution must cultivate student happiness in order for education to advance. Even the emergence of private educational institutions that place a premium on learning quality would pose a threat to state educational institutions in the modern world, where state institutions do not solely dominate the field of education. According to findings from studies done by (Mongi & Hatidja, 2016) stated that at this time there was no real difference in the quality of learning between State Senior High Schools with Private High School which is measured based on the value of the National Examination and school accreditation scores. Other research was also conducted by (Apuanor et al. 2017), where the research results also prove that there is no significant difference in learning outcomes between students from public high schools and private high school students. This proves that both public and private schools currently offer the same quality. Even based on the results of research conducted by (Saputro & Indriarsa, 2013) states that there are differences in the learning interest of public high school students and private high school students in soccer, where private high school students tend to have a higher interest in learning than students from public high schools.

From the above background, it can be said that at this time the quality of learning between public and private high schools is in the same good condition, therefore improving the quality of learning and the quality of teaching staff in every school, both public and private schools, must be considered because it can affect students' interest in learning. To increase student interest in learning, the school must first pay attention to the quality of educator resources (Wu et al., 2022), namely how to increase work motivation which in turn high work motivation will certainly improve the performance of the educators.

SMAN 4 Kerinci is 1 of 25 High School both public and private in Kerinci Regency. Where at this time SMAN 4 Kerinci is one of the most favorite high schools in Kerinci Regency. This is proven by the number of students at SMAN 4 Kerinci which reached 752 students. Therefore, work motivation for teachers in SMAN 4 Kerinci is very important to be improved in order to create good performance that can provide learning satisfaction for students. There are several ideas that attempt to explain what influences teachers' performance in the classroom, such as the hypothesis developed by (Colquitt et al. 2009) which claims that a number of variables can impact performance, including 1) individual processes like job motivation, stress, trust, fairness, and ethics, learning, and decision-making, and 2) individual qualities like personality and cultural values, skills. Among the numerous variables that might affect educators' success in classrooms.

According to Indarwati (2006) in order to perform well there are three categories of factors that influence how people behave and perform at work: 1) individual factors, such as aptitudes and skills, experience, age, ethnicity, and gender; 2) organizational factors, such as leadership resources, rewards, and job design; 3) psychological factors, such as perception, attitude, personality, learning, and motivation.

The results of research conducted by (Sulistio & Suprihadi, 2016) stated that participatory leadership will increase employee motivation, as well as organizational culture, where a good organizational culture will increase employee motivation. The results of this study also prove that with a high work motivation will be able to improve the performance of employees. The results of this study are also strengthened by research conducted by (Jamaludin & Heksarini, 2018).

B. Methods

This research belongs to the quantitative causality research which focuses on examining the effect of the independent variable on the dependent variable. The data used in this study is quantitative data sourced from the second party, namely the respondents from the teachers at SMAN 4 Kerinci which were collected through closed questionnaires with a Likert scale of 1-4. The population of this study is all

teachers at Public High School 4 of Kerinci, both teachers with Civil Servant status, as well as teachers with honorary status. The number of teachers at SMAN 4 Kerinci 72 people (Sekolah Kita, 2022). According to Arikunto (2019) if the total population is below 100 people, it is assumed that the whole population is used as a sample. Therefore, the sampling technique in this study is to use the full sampling method, meaning that the entire population is used as a sample. So, the number of samples in this study were 72 people. To test the hypothesis, this study uses path analysis techniques. Path analysis is a statistical technique used to examine the causal relationship between two or more variables, and is also used to see the direct and indirect effects of a set of variables as causal variables on a set of other variables which are effect variables (Rizka et al, 2015).

C. Result and Discussion

1. Evaluation of Measurement Model

a. Convergent Validity

1) Load Factor Analysis

Table 1. Outer Loading Results of Teacher's Performance Variables (Y)

Variable	Indicator	Outer Loading	Description
Teacher Performance	KG1	0,825	Valid
	KG2	0,764	Valid
	KG3	0,697	Invalid
	KG4	0,774	Valid
	KG5	0,618	Invalid
	KG6	0,475	Invalid
	KG7	0,826	Valid
	KG8	0,722	Valid
	KG9	0,827	Valid

Source: Data processed by SmartPLS.3.0

From the table above, it can be seen that of the 9 (nine) question items for the Teacher Performance variable (Y) being tested, there are 3 (three) measurement items that do not meet the validity requirements. Therefore, the invalid items must be discarded, then items that are declared valid must be retested.

Table 2. Outer Loading Results of Work Motivation Variables (Z)

Variable	Indicator	Outer Loading	Description
Work Motivation	MK1	0,804	Valid
	MK2	0,714	Valid
	MK3	0,902	Valid
	MK4	0,810	Valid
	MK5	0,866	Valid
	MK6	0,871	Valid
	MK7	0,898	Valid

Source: Data processed by SmartPLS.3.0

Based on the table above, it is known that all the question items used to measure the work motivation variable are declared valid. Therefore, these items deserve to be tested further.

Table 3. Leadership Variable Outer Loading Results (X1)

Variable	Indicator	Outer Loading	Description
Leadership	KMP1	0,829	Valid
	KMP2	0,830	Valid
	KMP3	0,787	Valid
	KMP4	0,643	Invalid
	KMP5	0,724	Valid
	KMP6	0,710	Valid
	KMP7	0,820	Valid
	KMP8	0,754	Valid
	KMP9	0,869	Valid
	KMP10	0,900	Valid
	KMP11	0,882	Valid

Source: Data processed by SmartPLS.3.0

From the table above, it is known that of the 11 (eleven) items tested to measure the leadership variable, there is 1 (one) question item that does not meet the validity test rules. Therefore, the question item must be discarded, then the remaining question items must be retested.

Table 4. Outer Loading Results of Organizational Culture Variables (X2)

Variable	Indicator	Outer Loading	Description
Organizational Culture	BO1	0,655	Invalid
	BO2	0,867	Valid
	BO3	0,758	Valid
	BO4	0,850	Valid
	BO5	0,770	Valid
	BO6	0,760	Valid
	BO7	0,777	Valid

Source: Data processed by SmartPLS.3.0

The table above provides information that from the 7 (seven) question items that were asked as a measure of the Organizational Culture variable, it turned out that there was 1 (one) question item which was declared invalid. Therefore, the invalid item cannot be used as a measure of the exogenous variable.

2) Construct Validity and Reliability

Table 5. Construct Validity and Reliability Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0,943	0,945	0,952	0,665
X2	0,891	0,914	0,915	0,644
Y	0,899	0,900	0,923	0,666
Z	0,929	0,935	0,943	0,706

Source: Data processed by SmartPLS.3.0

From the table above, it can be seen that the Cronbach's Alpha value of each variable is above 0.7, then the Average Variance Extracted (AVE) value is above 0.5. So, it can be said that based on the test, the question items in this study are valid and reliable. Therefore, it is feasible to continue in the next process.

b. Discriminant Validity

1) Fornell Larcker Criterion Test

The Fornell Larcker Criterion test was conducted to see if there was a high correlation between research variables. A good research model is if there is no high correlation between the variables being tested.

Table 6. Fornell Larcker Criterion Test Results or HTMT (Test 1)

	X1	X2	Y	Z
X1	0,815			
X2	0,680	0,802		
Y	0,817	0,607	0,816	
Z	0,805	0,755	0,653	0,840

Source: Data processed by SmartPLS.3.0

Based on the test results, it can be seen that the correlation value between the Leadership variable (X1) has a lower value than the value of the Teacher Performance variable (Y), which is $0.815 < 0.817$. Therefore, these results indicate that there is a lag in the measurement model. Therefore, the step that needs to be done is to remove the question item that has the lowest value from the Leadership variable (X1) and Teacher Performance variable (Y).

Table 7. Fornell Larcker Criterion Test Results or HTMT (Test 2)

	X1	X2	Y	Z
X1	0,830			
X2	0,652	0,803		
Y	0,766	0,568	0,834	
Z	0,793	0,753	0,614	0,840

Source: Data processed by SmartPLS.3.0

From the table above, it can be seen that each research variable has a higher correlation value with the variable itself compared to its correlation with other variables. Therefore, the variables in this study deserve to be continued at the next testing stage.

2) Cross Loading Test

This test is conducted to see whether there is a correlation between indicators and variables. The assessment method is by looking at the value of each question item, then the value is compared with the value of other variables. If the value of the question item is higher than the value of the other variable question item, it is concluded that the question item is declared valid.

Table 8. Cross Loading Test Results

	X1	X2	Y	Z	Note
BO2	0,516	0,864	0,379	0,628	Valid
BO3	0,374	0,770	0,463	0,493	Valid
BO4	0,652	0,861	0,628	0,689	Valid
BO5	0,294	0,758	0,265	0,464	Valid
BO6	0,379	0,762	0,354	0,392	Valid
BO7	0,733	0,794	0,520	0,798	Valid
KG1	0,561	0,406	0,784	0,491	Valid
KG4	0,615	0,338	0,881	0,457	Valid
KG7	0,653	0,621	0,791	0,604	Valid
KG8	0,671	0,519	0,834	0,507	Valid
KG9	0,677	0,460	0,877	0,492	Valid
KMP1	0,840	0,503	0,615	0,653	Valid
KMP10	0,895	0,546	0,830	0,642	Valid
KMP11	0,863	0,539	0,602	0,699	Valid
KMP2	0,852	0,571	0,677	0,645	Valid
KMP3	0,763	0,570	0,720	0,583	Valid
KMP6	0,733	0,476	0,599	0,497	Valid
KMP7	0,846	0,533	0,548	0,706	Valid
KMP8	0,794	0,620	0,543	0,686	Valid
KMP9	0,868	0,515	0,557	0,793	Valid
MK1	0,620	0,622	0,401	0,803	Valid
MK2	0,518	0,660	0,421	0,708	Valid
MK3	0,709	0,623	0,589	0,900	Valid
MK4	0,640	0,640	0,392	0,806	Valid
MK5	0,718	0,588	0,469	0,870	Valid
MK6	0,699	0,680	0,677	0,874	Valid
MK7	0,734	0,629	0,601	0,902	Valid

Source: Data processed by SmartPLS.3.0

From the table above, it can be seen that the value of each question item has a greater value than the question item from other variables, therefore it can be said that all question items in the study are declared valid.

2. Evaluation of Structural Model

a. R Square

Nilai *R Square* describes the magnitude of influence exerted by exogenous variables (X) on endogenous variables (Y and Z). In this study, there are 2 (two) variables that are classified as endogenous variables, namely Work Motivation (Z) and Performance (Y). Therefore, the output produced by data processing with SMARTPLS 3.0 software is 2 (two) R Square values as shown in the table below.

Table 9. Coefficient of Determination Results (R Square)

	R Square	R Square Adjusted
Y	0,726	0,705
Z	0,596	0,550

Source: Data processed by SmartPLS.3.0

From the table above, it can be seen that the R Square value of the Teacher Performance variable (Y) is 0.726. This means that the influence given by the variables of Leadership (X1), Organizational Culture (X2), and Work Motivation (Z) on Teacher Performance (Y) at SMAN 4 Kerinci is 72.6%. While the rest is influenced by other variables that were not tested in this study.

While the R Square value test of the Work Motivation variable (Z) is 0.596. The meaning is the magnitude of the influence caused by the variables of Leadership (X1) and Organizational Culture (X2) on the Work Motivation (Z) of Teachers at Public High School 4 of Kerinci, which is 59.6%. While the rest is influenced by other factors that are not included in this research model.

b. Path Coefficients

Path Coefficients are values that indicate the direction of influence of exogenous variables (X) on endogenous variables (Y)

Table 10. Path Coefficients Value

	X1	X2	Y	Z
X1			0,728	0,524
X2			0,452	0,411
Y				
Z			0,377	

Source: Data processed by SmartPLS.3.0

From the table above, it can be seen that all values that appear in the table above are positive. This means that every increase in the value of each exogenous variable (X) will increase the value of the endogenous variable (Y).

c. T-Statistics (Bootstrapping)

The t statistic test was carried out to test the research hypothesis, namely to see whether the exogenous variable (X) had a significant effect on the endogenous variable (Y).

1) Direct Effect

Table 11. Direct Effect Value

	Original Sample (O)	T Statistics (O/STDEV)	P Values
X1 -> Y	0,728	2,907	0,004
X1 -> Z	0,524	3,105	0,002
X2 -> Y	0,452	2,914	0,009
X2 -> Z	0,411	2,566	0,011
Z -> Y	0,577	0,270	0,005

Source: Data processed by SmartPLS.3.0

a) The Influence of Leadership (X1) on the Performance (Y) of Teachers at SMAN 4 Kerinci

From the table above, it can be seen that the T Statistics value of the test results is 2.907 where the value is greater than 1.96 with a P Value of 0.004 which is smaller than 0.05. This means that Leadership (X1) has a positive and significant effect on Teacher Performance (Y) at SMAN 4 Kerinci.

b) The Influence of Leadership (X1) on Work Motivation (Z) Teachers at SMAN 4 Kerinci

From the table above, it can be seen that the value of T Statistics for the influence of Leadership (X1) on the Work Motivation (Z) of Teachers at SMAN 4 Kerinci is 3.105. This value is greater than 1.96 with P Values of 0.002. So, it can be concluded that Leadership (X1) has a positive and significant effect on Teacher Work Motivation (Z) at SMAN 4 Kerinci.

c) The Influence of Organizational Culture (X2) on the Performance (Y) teachers at SMAN 4 Kerinci

From the table above, it can be seen that the T Statistics value of the results of testing the influence of Organizational Culture (X2) on Teacher Performance (Y) at SMAN 4 Kerinci is 2,914 where the value is greater than 1.96 with P Values of 0.009, which is smaller than 0.05. This means that Organizational Culture (X2) has a positive and significant effect on Teacher Performance (Y) at SMAN 4 Kerinci.

d) The Influence of Organizational Culture (X2) on Work Motivation (Z) Teachers at SMAN 4 Kerinci

From the table above, it can also be seen that the T Statistics value of the test results of the influence of Organizational Culture (X2) on the Work Motivation (Z) of Teachers at SMAN 4 Kerinci is 2.566 where the value is greater than 1.96 with P Values of 0.011 which is smaller than 0.05. This means that Organizational Culture (X2) has a positive and significant effect on Teacher Work Motivation (Z) at SMAN 4 Kerinci.

e) The Influence of Work Motivation (Z) on the Performance (Y) of Teachers at SMAN 4 Kerinci

Based on the table above, it can also be seen that the magnitude of the t- Statistics value of the influence of Work Motivation (Z) on Teacher Performance (Y) at SMAN 4 Kerinci is 0.270, which value is also greater than 1.96 with a P Values level of 0.005 <0.05. This means that work motivation (Z) has a positive and significant effect on teacher performance (Y) at SMAN 4 Kerinci.

2) Indirect Effect

Table 12. Indirect Effect Values

	Original Sample (O)	T Statistics (O/STDEV)	P Values
X1 -> Z -> Y	0,302	3,240	0,001
X2 -> Z -> Y	0,237	2,255	0,012

Source: Data processed by SmartPLS.3.0

a) The Influence of Leadership (X1) on Performance (Y) Mediated By Work Motivation (Z) Teachers of SMAN 4 Kerinci

Based on the table above, it can be seen that the T statistics value of the influence of leadership (X1) on performance (Y) mediated by work motivation (Z) on teachers at SMAN 4 Kerinci is 3.240, where the value is greater than 1.96 with a P value of 0.001, which is smaller than 0.05. It can be said that leadership (X1) has a positive and significant effect on performance (Y) which is mediated by work motivation (Z) on teachers at SMAN 4 Kerinci. The influence of the existence of the work motivation variable (Z) on the influence of the leadership variable (X1) on the teacher's performance (Y) at SMAN 4 Kerinci is partial mediation, meaning that the presence or absence of the work motivation variable (Z) is not a problem for leadership (X1) in influencing teacher performance (Y) at SMAN 4 Kerinci.

b) The Influence of Organizational Culture (X2) on Performance (Y) Mediated by Work Motivation (Z) Teachers of SMAN 4 Kerinci

Based on the table above, it can also be seen that the T statistics value of the influence of organizational culture (X2) on performance (Y), which is mediated by

work motivation (Z) on teachers at SMAN 4 Kerinci is 2.255, where the value is greater than 1.96 with a P value of Using a value of 0.012, which is smaller than 0.05, it can be said that organizational culture (X₂) has a positive and significant effect on performance (Y), which is mediated by work motivation teachers at SMAN 4 Kerinci. The influence of the existence of the work motivation variable (Z) on the influence of the organizational culture variable (X₂) on the performance (Y) of teachers at SMAN 4 Kerinci is also classified as partial mediation, which means that the presence or absence of the work motivation variable (Z) is not a problem for organizational culture (X₂) in influencing teacher performance (Y) at SMAN 4 Kerinci.

D. Conclusion

From the results and discussion above, some conclusions can be drawn as follows:

1. Leadership (X₁) has a positive and significant effect on Teacher Performance (Y) at SMAN 4 Kerinci.
2. Leadership (X₁) has a positive and significant effect on Teacher Work Motivation (Z) at SMAN 4 Kerinci.
3. Organizational Culture (X₂) has a positive and significant effect on Teacher Performance (Y) at SMAN 4 Kerinci.
4. Organizational Culture (X₂) has a positive and significant effect on Teacher Work Motivation (Z) at SMAN 4 Kerinci.
5. Work Motivation (Z) has a positive and significant effect on Teacher Performance (Y) at SMAN 4 Kerinci.
6. Leadership (X₁) has a positive and significant effect on Performance (Y) which is mediated by Work Motivation (Z) Teachers at SMAN 4 Kerinci.
7. Organizational Culture (X₂) has a positive and significant effect on Performance (Y) which is mediated by Work Motivation (Z) Teachers at SMAN 4 Kerinci.

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