

Research Article

## The Influence of School Culture, Principal Instructional Leadership, and Work Motivation on the Performance of SDN Teachers in Banjarbaru Utara District

Syalwa \*, Ahmad Suriansyah, Aslamiah

Master Program of Education Management, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

*Article history:*

Submission December 2020

Revised March 2021

Accepted April 2021

*\*Corresponding author:*

E-mail: [syarwanisyalwa@gmail.com](mailto:syarwanisyalwa@gmail.com)

### ABSTRACT

This study aims to analyze the influence of school culture on teacher performance; principal instructional leadership with teacher performance; work motivation with teacher performance; school culture with work motivation; principal instructional leadership with work motivation; school culture with teacher performance through work motivation; instructional leadership of school principals with teacher performance through work motivation. The research sample was 152 teachers in 17 public elementary schools from a population of 265 teachers. The data was collected using instruments that had been tested for validity and reliability. The research data were analyzed descriptively and path analysis. The findings show that school culture influences teacher performance. the principal's instructional leadership influences teacher performance; work motivation influences teacher performance; school culture influences work motivation; the instructional leadership of the principal influences works motivation; Work motivation is an intermediary for the influence of school culture on teacher performance and the influence of the principal's instructional leadership on teacher performance.

*Keywords:* School culture, principal instructional leadership, work motivation, teacher performance

### Introduction

Superior human resources are the main requirements for the realization of a developed nation and country. The progress of a nation is very dependent on human resources (HR). Education plays a very important role in the process of improving human resources. Education is applicably tailored to fulfill the local and national needs as an input for human resources

development (Schmidt, 2008). Education is a major factor in the formation of a quality human person to face the competition to enter an era of globalization which is very competitive both in the fields of education and technology, so there is a need for change and development in the world of education. Especially in producing an individual who can compete for their position as well as legitimate and strengthen the state's global

*How to cite:*

Syalwa. (2021). The influence of school culture, principal instructional leadership, and work motivation on the performance of SDN teachers in Banjarbaru Utara District. *Journal of K6 Education and Management*, 4 (1), 51 – 62. doi: 10.11594/jk6em.04.01.05

competitiveness (Pang, 2013). The teacher is one of the human resources who are in school. The implementation of teacher duties and jobs cannot be separated from the way the teacher works. Teachers are required to always have a good performance. necessary and decisive in the world of education (Winarto, 2020). The role of the teacher is closely linked to what an individual could do as well as what is expected from that individual, in this case, an expectation as a teacher (Makovec, 2018).

Teacher performance is closely related to what teachers do in the classroom and how it can affect the teaching and learning activities of students in the classroom. So the high and low performance of teachers depends on the success of the management of the learning process carried out by the teacher. The success to achieve the desired educational aims and goals is depending on how the teacher execute their duties and responsibility as educators (Gewasari et al., 2017).

Dewi's research results (2019) show that student learning outcomes are influenced by teacher performance. The teacher is an element of education that is very dominant in improving the quality of the learning process in schools. In line with that, Rusman (2014) argues that the teacher is a very dominant determining factor in the world of education, because a teacher plays a very important role in the learning process, and is the core of the overall educational process in schools. Teachers are professions that require skills, competencies, and comprehensive abilities. For education aim changes according to the demand of the era, the teacher also required to enhance their competencies accordingly to the development (Selvi, 2010).

Within an educational organization, the teacher performance may be a success or a failure, is greatly influenced by many factors (Durrani, 2019; Jarrar & Shawareb, 2019; Hasbay & Shawareb, 2013; Hasbay & Altindag, 2018). The factors that influence performance can be psychological factors which include work motivation

Teacher work motivation is the driving force that exists in a teacher which gives rise to an encouragement for teachers to work to achieve their job goals (Purwanto, 2011). It has become an object of many studies searching for what work motivation affects teachers (Han et al., 2016). Teachers' work motivation is closely related to their work productivity, both work related to the academic field and the academic and administrative fields and services to their students. Therefore, a teacher must have high motivation to be able to carry out their duties properly.

Also, the factors that affect teacher performance both related to individual factors themselves and the school environment are school culture, where these factors are closely related to improving teacher performance because by achieving a good school culture and supported by good cooperation between fellow teachers, it will achieve results that can improve teacher work performance (Suriansyah, 2014). Without a work culture and organizational culture that leads to a quality work culture, efforts to improve quality optimally will not be achieved as expected (Suriansyah, 2018). For this reason, various efforts have been made to achieve optimal school culture and performance. It also shows that the condition of the work environment influences teacher performance in general (Sogoni, 2017; Chukwuemeka, 2013).

Triguno (2014) stated that the dominant factors related to teacher performance include external factors such as leadership and school culture. Darmawan in Ghanney et al. (2017) states the link between organizational culture, in this case, school culture, and the success of inspiring the employees to achieve the objectives. The school cultures positively influence the teacher's satisfaction, including satisfying performance (Duan et al., 2018). School culture is a philosophy based on a view of life as values that become traits, habits, and driving forces that are entrenched in the life of a community group or organization that is reflected in attitudes into manifested

behavior, beliefs, ideas, opinions, and actions as work or work.

This is following the results of Suryani's research (2013) on the effect of school culture at SMK on teacher performance in Prambanan District, Klaten Regency. Based on the results of the data analysis, it shows that the influence of work culture on teacher performance at Vocational High Schools in Prambanan District, Klaten Regency, shows the value of  $t()$  and the correlation coefficient value of 0.407. Another factor that influences teacher performance to achieve successful school achievement is the school leadership figure, namely the principal. Effective and successful leadership becomes the reason behind the successful teaching and learning process (Abuaqel, 2015). The principal who becomes the prototype above is the principal who can mobilize and direct his subordinates (teachers and administrative staff) to achieve the vision, mission, and objectives that have been previously set.  $6,475 < 0,025$

The principal is thought to have had a major influence in efforts to improve the quality of education. In fulfilling the responsibility as a leader, the principal's leadership behavior plays a significant difference in the school's overall success (Chen, 2017). In his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work so that the teaching performance of teachers is always maintained. As a leader, the principal has not been able to stimulate intellectually, has become an inspiration and motivator who inspires teachers to develop curriculum, influences teachers to develop customer-focused learning practices by increasing their ability to manage classrooms or developing learning methods through action research or an innovative idea. The result is that the quality learning process is still far from expectations. Principals are often assigned tasks that can be delegated to representatives,

especially those related to administration. Instructional leadership is on the rise for the continuous reforms in education systems and demands of the importance of the school leaders' role (Zahed-Babelan et al., 2019; Daing, 2020).

Instructional leadership according to Bush (Zakaria et al. 2016), "Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leader's influence is targeted at students learning via teachers". This means instructional leadership focuses on teaching and learning and teacher behavior in working with students

The influence of the principal's instructional leadership on the performance of teachers in Public Elementary Schools in North Tapin District with a result of 0.567, which means that  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a positive influence between the instructional leadership of the principal on the performance of teachers at Public Elementary Schools in North Tapin District.

### Material and Methods

The study population was 256 SDN teachers in the Banjarbaru area. The research sample was 152 teachers using the Issac & Michael table in 16 schools. The data collection technique used a questionnaire that was distributed online to the sample via a google form link. There are 4 questionnaires used in this study, namely the school culture questionnaire, the instructional leadership questionnaire, the work motivation questionnaire, and the teacher performance questionnaire. Following the conceptual influence model between variables as shown in Figure 1.

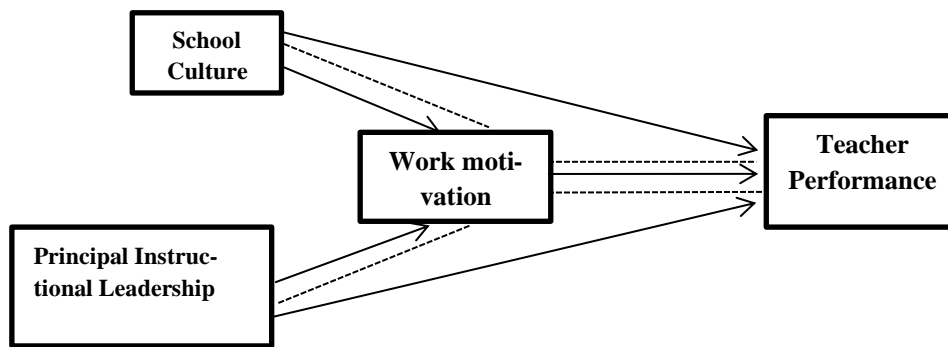


Figure 1. Conceptual influence model among variables

Following the conceptual model, the analysis used is path analysis, as it is useful in analyzing several issues in causal analysis context (Stage et al., 2004) to answer the 7 research hypotheses, namely: H1: there is a direct influence of school culture on teacher performance; H2: there is a direct influence of principal leadership on teacher performance; H3: there is a direct effect of work motivation on teacher performance; H4: there is a direct influence of school culture on work motivation; H5: there is a direct influence of the principal's leadership on teacher work motivation; H6: there is an indirect influence

between teacher school culture on teacher performance through work motivation; H7: There is an indirect influence between principal leadership on teacher performance through work motivation. Analysis of research results using descriptive statistics, simple regression.

**Results and Discussion**

The results of descriptive statistical analysis of respondents' responses to the research variables are shown in figure 2 which includes the characteristics of the respondents.

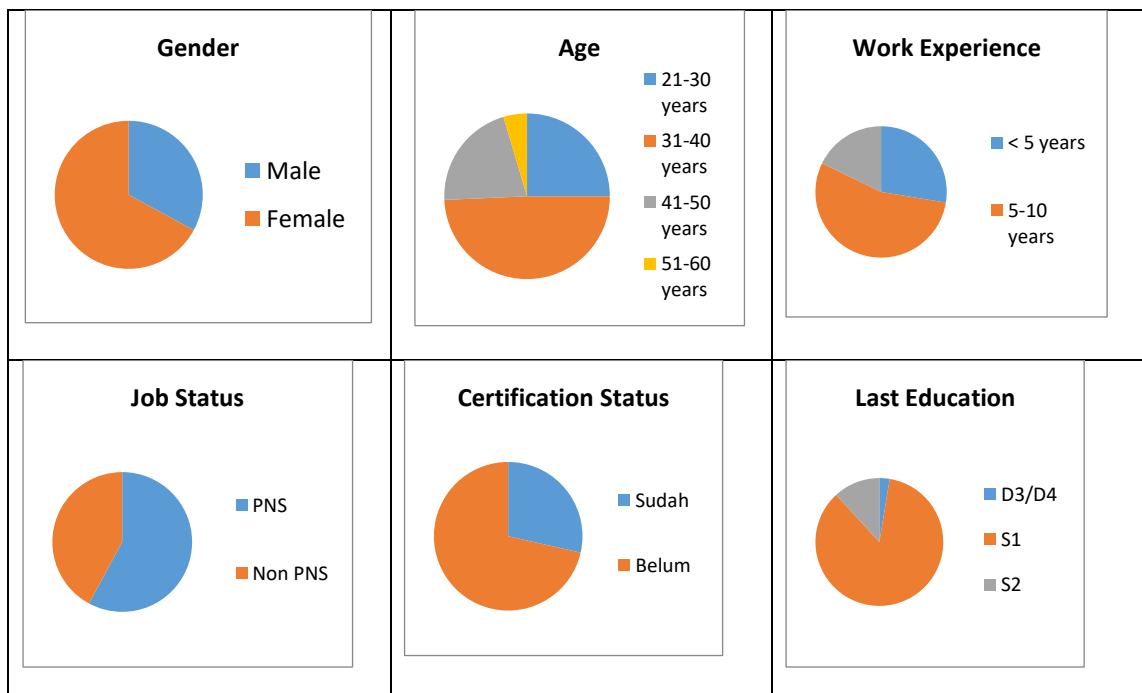


Figure 2. Respondent characteristics

The descriptive data in figure 2 provides the fact that diagram 1 it explains that the sex of SDN teachers in the Banjarbaru Utara District area is more female. This is consistent with the reality that in elementary schools there are more female teachers than male teachers.

Diagram 2 explains that the age of SDN teachers in the Banjarbaru Utara District area is more in the age range of 31-40 years because the majority of respondents are relatively productive age so that the performance shown tends to be better. It is considered general to assume that the performance of different age groups varies in the account of experiences in a social system (Shah & Udgaonkar, 2018).

Diagram 3 explains that the teaching experience of SDN teachers in the Banjarbaru Utara district is mostly in the 5 – 10 years range. This is because the appointment of civil servant teachers for primary schools was carried out consecutively from 2009 to 2019 so that many of them have experienced more than 5 years of experience. Years of teaching experience become one of the central dimensions for determining the teacher efficacy to help a better performance in the teaching process (Irvine, 2019; Podolsky et al., 2019).

Diagram 4 explains that the employment status of SDN teachers in the Banjarbaru Utara sub-district is mostly civil servants, this is due to the recruitment of civil servants for SDN teachers in succession from 2009 – 2019. Figure 5 explains that the certification status of SDN teachers in the Banjarbaru Utara sub-district has not yet received certification, this is because the certification requirements have not yet been fulfilled due to the mismatch of dapodik or NUPTK management which takes quite a long time.

Diagram 6 explains that the last education of elementary school (SDN) teachers in the Banjarbaru Utara sub-district are more of a bachelor's or bachelor's degree. This is because the requirements for being appointed as SDN teachers for state civil servants or PNS teachers are at least a bachelor's degree background. Likewise, for the requirements for honorariums and contracts for teaching staff positions, many schools have required the latest education to be an undergraduate degree following Law no. 14 of 2005 concerning teachers and lecturers listed in article 9 (Jayani, 2012).

The results of the descriptive statistical analysis of the respondent's response to the research variables, namely school culture, principal instructional leadership, work motivation, and teacher performance measured on a scale of 5 are shown in Table 1 which includes meaning, standard deviation, and stage. The descriptive data in Table 1 shows that the respondents gave the highest emphasis in answering the research questionnaire on teacher performance.

The results of the residual normality test of school culture data, school principal instructional leadership data, work motivation data and teacher performance data using a scatter plot shows that the four residuals are normally distributed. Also, the results of the linearity test showed a correlation between school culture and teacher performance, instructional leadership and teacher performance, work motivation with teacher performance, school culture with work motivation, and instructional leadership with linear work motivation.

The results of testing the analysis requirements have been met, the next step is the interpretation of the results of the path analysis with a summary of the results in Table 3.

Table 1. Mean, standard deviation and variable stage of research

Variable	Mean	Standard Deviation	Step
School Culture	149.84	8.1	High
Principal Instructional Leadership	173.9	8.97	High
Work motivation	158.35	10.2	High
Teacher Performance	53.61	18.7	High

Table 2. Summary of path analysis results

Substructural 1 School culture, Principal Instructional Leadership on Work Motivation					
Variable	Path Coefficient	T	p	R2	
School Culture	0.260	3,395	0.001	0.433	
Principal Instructional Leadership	0.230	2,998	0.003		
Substructural 2 School Culture, Principal Instructional Leadership, Work Motivation on Teacher Performance					
Variable	Path Coefficient	T	p	R2	
School Culture	0.125	2,490	0.014	0.392	
Principal Instructional Leadership	0.126	2,830	0.005		
Work motivation	0.555	4,840	0.008		

Table 3. Summary of hypothesis testing decisions H1, H2, H3, H4, and H5

Hypothesis	p	Decision
H1: There is a direct influence of school culture on teacher performance	0.014	Accept
H2: There is a direct effect of the principal's instructional leadership on teacher performance	0.005	Accept
H3: There is a direct effect of work motivation on teacher performance	0.008	Accept
H4: There is a direct influence of school culture on work motivation	0.001	Accept
H5: There is a direct influence of the principal's instructional leadership on work motivation	0.003	Accept

Table 4. Summary of hypothesis testing decisions H6 and H7

Hypothesis	Relationship Coefficient		Decision
	Live	Indirect	
H6: Work motivation is an intermediary for the influence of school culture and teacher performance	0.125	0.144	Accept
H7: Work motivation is an intermediary for the influence of the principal's instructional leadership and teacher performance	0.126	0.127	Accept

The results of the path analysis as seen in Table 2 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 3 and Table 4. Table 4 is a summary of the decisions H1, H2, H3, H4, and H5 with the criteria for a signifi-

cant value of less than 0, 05, then the hypothesis is accepted. Table 4 is a summary of the decision to test the hypotheses H6 and H7 provided that if the direct relationship coefficient is smaller than the indirect relationship coefficient, the hypothesis is accepted.

Based on the results of the analysis in Tables 1, 2, and 3 above, in this study, the influence between variables was found which can be explained as follows.

***There is a direct influence of school culture on teacher performance, the direct influence of school culture on work motivation, and indirect influence of school culture on teacher performance through work motivation***

Organizational culture, especially the teacher-oriented dimension, shows effectiveness in helping teachers believe in the values and norms that apply in achieving school goals. It is as it is shown how teachers are committed to their school and satisfied with the job positively (Batugal & Tindowen, 2019). The organization provides support to teachers in working, especially for new teachers or junior teachers. The support provided will make teachers feel comfortable and easy to adapt to their work environment so that it will affect the level of performance in carrying out their work.

Apart from support, the organization also encourages teachers to create teamwork. It is said that teamwork deems to be a significant clairvoyant of teacher team obligation (Park et al., 2005). This encourages teachers to create mutual trust and work together in carrying out work that does not deviate from a norm or rule. This situation leads a teacher to have a good relationship with colleagues and foster cooperation in work so that teachers can mutually consult about problem-solving while teaching in class. Therefore, the relationship between teachers provides reinforcement and motivation for teachers to improve their performance.

These results at the same time strengthen the results of previous studies conducted by Ehtesham et al. (2011) in his research, it was found that school culture variables had a positive and significant effect on teacher performance variables. The same result was found by Nurwati et al. (2012), that organizational culture has a positive and significant effect on employee performance. The same result was found by Suriansyah et al. (2019) that organizational culture has a positive and significant

effect on teacher performance. Mohamed and Abukar (2013) in their research, it was found that organizational culture variables have a positive and significant effect on employee performance variables. The same result was found by Syauta et al. (2012), that organizational culture has a positive and significant effect on employee performance. This statement is reinforced by the findings of Njugi and Nickson (2014) that organizational culture has a positive and significant effect on employee performance, where a stronger culture will provide direction and values for employees in the organization to carry out their duties and jobs, so that performance increases.

This also enhances the previous results that have been done by Sintha et al. (2010) in his research, it was found that organizational culture has a positive effect on work motivation. Patnaik (2011) in his research get the results, that the school culture variable has a positive and significant impact on work motivation.

The same result was found by Catania and Ramond (2013), that the organizational culture variable has a positive and significant effect on work motivation variables, where the more conducive between superiors and subordinates, teachers and fellow teachers and the support of the school environment, the more comfortable the work environment can be so that it can encourage work motivation. This statement is reinforced by the findings of Guo et al. (2014), that organizational culture has a positive and significant influence on work motivation.

***There is a direct influence of the principal's instructional leadership with teacher performance, a direct influence of the principal's instructional leadership with work motivation, and an indirect influence of the principal's instructional leadership with teacher performance through work motivation***

The principal's instructional leadership affects the teaching performance of teachers, due to the activities of the principal who focus on improving the process and student learn-

ing outcomes through the teacher. Leadership is crucial in explaining how the principal has potential to unlocking the latent capabilities in the organization, including the teaching quality (Baporikar, 2015; Saleem et al., 2020).

This means that instructional leadership empowers all teachers' abilities in teaching, so that teacher teaching performance increases. Quality teacher teaching performance will in turn improve the process and student learning outcomes because student learning outcomes are not directly from the instructional leadership of the principal, but through the teaching, a process carried out by the teacher. This statement is supported by the results of research by Usman, (2015) who found that the principal's leadership had an indirect effect on student learning outcomes, but through teachers.

The results of this study are in line with Usman's research findings (2015), namely instructional leadership is mentoring that focuses on learning which includes planning, implementing, and evaluating learning according to the curriculum, and developing teacher professionalism to improve student learning processes and outcomes. It is the duty and responsibility of the principal in developing teacher professionalism. As stated by Emmanouil et al. (2014) It is the responsibility of the principal to establish working conditions that enable productive and creative relationships between teachers and the entire school community, doing so utilizing the professional development of the teaching staff (teachers).

The findings of this researcher support the theory which states that the instructional leadership of the principal is one of the characteristics that is most consistently related to academic achievement. Hick (Aslamiah et al., 2019) explained that academic achievement can be predicted based on the knowledge of the principal's teaching leadership behavior. Next is Bennis and Townsend (1998) states that the leadership process influences all aspects of school performance. More specifically, teaching leadership plays a role in coaching school personnel, protecting schools

from unfavorable external pressures, monitoring school performance, providing time and energy for school improvement, providing support to teachers, and seeking extra resources for schools.

The results of this study are also following the opinion which states the importance of principal leadership on teacher performance, the principal must be able to encourage, create a conducive academic atmosphere, which allows teachers to work happily, full of intimacy and mutual respect so that motivation and job satisfaction grow. which will then affect its performance. As there was a significant relationship between the principal leadership and the teacher performance to create a better result for the school (Wahab et al., 2020; Nasra & Arar, 2019). Thus, it can be said that if the school wants to improve the performance of its teachers, the principal must apply instructional leadership and develop motivation.

Teacher performance is a show of the teacher's ability to master competence in the implementation of their duties. Many factors influence teacher performance, one of which is the factor that comes from within the teacher, which dominantly determines the quality of performance, is motivation. Motivation is a person's motivation to act in a certain way. Motivation is a mental condition that encourages someone to do something postponing or activity and provides strength that leads to the achievement of the fulfillment of desires, needs, giving satisfaction, or reducing imbalances (Danim, 2010). Next is Sunarto (2001) states that teacher performance will be good if there are stimuli that generate motivation both from within and from outside. Motivation will lead to positive things if it affects teacher performance and vice versa, if it leads to negative things, it will affect teacher performance. The tendency of teachers to avoid their work, such as not involving themselves in work, not being enthusiastic in teaching, rejecting organizational policies and values, and even leaving their jobs.

### ***There is a direct effect of work motivation on teacher performance***

Work motivation is an impetus from within a person and from outside to do something to achieve the desired goals. Good work motivation is characterized by an increase in work motivation through individual teachers themselves by increasing intrinsic motivation in the form of self-actualization, recognition of task success or self-appreciation, satisfaction at work besides increasing extrinsic work motivation in the form of cooperation, a comfortable work environment and a reward system that is implemented can affect teacher performance. It is said that work motivation is one of the driving forces on teacher's performance (Mustafa & Othman, 2010; Akhtar & Iqbal, 2017). Teachers are expected to have high work motivation so that they can improve teacher performance.

This result at the same time strengthens the results of previous research conducted by Ahmed et al. (2010) in his research get the results, that work motivation has a positive and significant effect on employee performance. Another study conducted by Ali et al. (2012) stated that work motivation has a positive and significant effect on employee performance. The same result was found by Asim (2013), that the work motivation variable has a positive and significant effect on employee performance variables. Wasini (2016) which states that work motivation and teacher performance have a positive effect, meaning that the higher the application of work motivation, the higher the teacher's performance. In line with Heryana's research (2015) which states that teachers need the knowledge and ability to create situations that generate motivation for teacher performance. Andriani et al. (2016) In this research, it shows that the motivation variable has a positive and significant effect on teacher performance variables.

### **Conclusion and Recommendation**

Based on the results of data analysis and discussion as described above, it can be concluded that there is a direct influence of school culture on teacher performance, the direct influence of school culture with work

motivation, and indirect influence of school culture on teacher performance through work motivation, there is a direct influence of instructional leadership. Principals with Teacher Performance, Direct Influence of Principal Instructional Leadership with Work Motivation, and Indirect Influence of Principal Instructional Leadership with Teacher Performance through Work Motivation and There is a Direct Effect of Work Motivation on Teacher Performance.

Also, based on the results of the research and the conclusions that can be drawn from this study, it is suggested to education stakeholders to strengthen the school culture and instructional leadership of school principals to create high work motivation and teacher performance. Or in other words, performance improvement must start from improving the school culture and instructional leadership of the principal.

### **Acknowledgment**

The authors say thanks to Universitas Lambung Mangkurat for supporting this research.

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