

The Influence of Leadership Style, Work Motivation, and Work Culture on Teacher Performance at MTsN 2 Jember

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ABSTRACT

Leadership emerged along with the rise of human civilization, starting from a time when prophets and human ancestors gathered and collaborated to sustain their existence. The leadership of a school principal plays a crucial role in determining quality; without good leadership, the process of quality improvement cannot be carried out or realized. The principal's leadership influence is not merely in the form of instructions but more as motivation or a trigger that can inspire teachers and staff, enabling their initiative and creativity to develop optimally to enhance their performance. This study aims to identify and analyze the influence of leadership style, work motivation, and work culture on teacher performance at MTsN 2 Jember. This research employs a descriptive quantitative method with 44 teachers as respondents. The analysis technique used is multiple linear regression analysis using SPSS. The results show that the leadership style variable, when analyzed partially, does not have a significant influence on teacher performance. Similarly, the work motivation variable, when analyzed partially, does not have a significant influence on teacher performance. However, the work culture variable, when analyzed partially, has a significant influence on teacher performance. Collectively, leadership style, work motivation, and work culture simultaneously have a significant influence on teacher performance.

Keywords: *Leadership Style, Work Motivation, Work Culture, Teacher Achievement*

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1. INTRODUCTION

Leadership is a trait of a leader who takes responsibility. They are morally and formally accountable by law for the execution of all authority entrusted to those they lead. According to Usman (2009), a school principal as a manager is required to organize all school resources using the principle of "teamwork," which encompasses a sense of togetherness, empathy, mutual assistance, maturity, mutual compliance, orderliness, respect, and kindness toward one another. Leadership emerged alongside the development of human civilization, starting from a time when prophets and human ancestors gathered and collaborated to preserve their existence. From this point, cooperation among humans and the presence of leadership elements began. Sagala (2009) states that the leadership of school principals significantly determines quality; without good leadership, the process of improving quality cannot be carried out or realized. The essence of the influence of school principals' leadership is not merely in the form of instructions but rather serves as motivation or a trigger that can inspire teachers and staff. This, in turn, allows their initiatives and creativity to develop optimally, enhancing their performance.

According to Djaali (2011), motivation is a state within an individual that drives them to engage in specific activities to achieve a particular goal. Work motivation also influences

the work culture of an organization. According to Robbins (2003), organizational culture is a system of shared meanings held by members that distinguishes one organization from another. According to Sutrisno (2010), organizational culture is a set of values, beliefs, assumptions, or norms that have long been established, agreed upon, and followed by members of an organization as guidelines for behavior and solving organizational problems. According to Sutrisno (2010), organizational culture is a set of values, beliefs, assumptions, or norms that have been long established, agreed upon, and followed by members of an organization as a guide for behavior and solving organizational problems. One of the leadership styles of school principals that can improve teacher performance is exemplified by MTsN 2 Jember. This is evidenced by several achievements attained in 2023, as shown in the table below.

Table 1. Teacher and Employee Achievements

No	Achievements	Year	Total	Information	Gender	
					M	F
1	Juara 2 GTK Madrasah berprestasi	2023	1	Tingkat nasional	-	1
2	Juara 1 Acer Smart School Awal	2023	1	Tingkat nasional	-	1
3	Juara 1 Galaksi Kepala Madrasah berprestasi	2023	1	Kab. Jember	-	1
4	Penggiat Literasi Daerah	2023	1	MediaGuru Indonesia	-	1
5	Juara 1 Galaksi Guru Madrasah berprestasi	2023	1	Kab. Jember	-	1
6	Lomba Menulis Gurusiana Bulan Januari	2023	13	MediaGuru Indonesia	3	10
7	Lomba Menulis Gurusiana Bulan Februari	2023	8	MediaGuru Indonesia	2	6
8	Lomba Menulis Gurusiana Bulan Maret	2023	15	MediaGuru Indonesia	5	10
9	Lomba Menulis Gurusiana Bulan April	2023	19	MediaGuru Indonesia	7	12
10	Lomba Menulis Gurusiana Bulan Mei	2023	2	MediaGuru Indonesia	-	2
11	Lomba Menulis Gurusiana Bulan Juni	2023	3	MediaGuru Indonesia	-	3
12	Lomba Menulis Gurusiana Bulan Juli	2023	4	MediaGuru Indonesia	-	4
13	Lomba Menulis Gurusiana Bulan Agustus	2023	6	MediaGuru Indonesia	-	6
14	Lomba Menulis Gurusiana Bulan September	2023	7	MediaGuru Indonesia	-	7
15	Lomba Menulis Gurusiana Bulan Oktober	2023	8	MediaGuru Indonesia	-	8
16	Lomba Menulis	2023	7	MediaGuru	-	7

Gurusiana Bulan November			Indonesia			
17	Lomba Menulis Gurusiana Bulan Desember	2023	7	MediaGuru Indonesia	-	7
Total			96	Total	17	79

Source : MTsN 2 Jember

The table above shows that MTsN 2 has achieved many accomplishments throughout 2023. Is it the leadership style of the school principal that influenced this, or their strong work motivation, or their good work culture? Barnawi (2014) explains that performance is the level of success achieved by an individual or a group in carrying out their duties and responsibilities, as well as their ability to meet established goals and standards. Therefore, it can be understood that performance is a part of achievement, involving activities or actions undertaken to execute identified tasks aimed at achieving organizational goals.

The study conducted by Soetjipto (2017), titled *The Influence of Participative Leadership Style and Work Commitment on Teacher Performance at SMAN 2 Trenggalek*, found that all independent variables, namely participative leadership style and work commitment, have a significant simultaneous influence on teacher performance. Additionally, it was revealed that both independent variables also have a partial influence on performance. Furthermore, the results of other tests showed that the variable with the most dominant influence on performance is work commitment, as it has a smaller significance value compared to the participative leadership style variable. From previous research that has been conducted, only 1 or 2 variables were used. Therefore, in this study, work motivation and work culture are understood as internal drives within teachers to perform their duties to the best of their abilities while being responsible, disciplined, and achievement-oriented. Fundamentally, every teacher has different principles and behaviors depending on their commitment to the organization.

Dedicated teachers give their best efforts and have a strong desire to achieve the organization's goals. Conversely, teachers with low commitment will not put in optimal effort under challenging circumstances. When teachers exhibit high organizational commitment, it positively impacts their performance, leading to improved work achievements. Based on the background described above, this study aims to examine the influence of leadership style, work motivation, and work culture on teacher performance at MTsN 2 Jember.

2. METHODS

This research was conducted at MTsN 2 Jember, located on Jl. Imam Bonjol, Kedungpiring, Tegal Besar, Jember, Jember Regency, East Java. The research period started in June and continued until July 2024. The population of this study consists of principals, teachers, and staff at MTsN 1 Jember, totaling 44 teachers. The hypothesis of this study is:

- The leadership style has a significant impact on the performance of teachers at MTsN 2 Jember.
- Work motivation has a significant impact on the performance of teachers at MTsN 2 Jember.
- Work culture has a significant impact on the performance of teachers at MTsN 2 Jember.

The definitions of research variables must be formulated to avoid errors in data collection. The operational definitions of these research variables are explained in Table 2 which has been determined by the researcher to be studied and then concluded.

Table 2. The Operational Definition of Variables

No	Variable	Definition	Indicators
1	Leadership Style (X1)	The leadership styles are divided into three: authoritarian leadership style, democratic leadership style, and laissez-faire leadership style (Northouse, 2018: 6).	<ol style="list-style-type: none"> 1. Climate of mutual trust. 2. Appreciation for subordinates' ideas. 3. Consideration for subordinates' feelings. 4. Attention to the comfort of subordinates at work. 5. Consideration of job satisfaction for subordinates in completing the tasks entrusted to them. 6. Recognition of subordinates' status in a proper and professional manner
2	Work Motivation (X2)	Motivation in educational institutions related to teachers is defined as a condition that influences the awakening, direction, and maintenance of behavior related to the work environment in the field of education (Gunawan, 2013: 140)."	<ol style="list-style-type: none"> 1. Motive and desire to achieve. 2. Harmonious relationships among employees. 3. Incentives for activities.
3.	Work Culture (X3)	The importance of culture in supporting the success of a work unit can provide an identity for its employees. Culture also serves as a source of stability and continuity for the organization, giving a sense of security to its employees. More importantly, culture helps stimulate employees to be enthusiastic about their tasks (Newstrom, 2003: 58-59).	<ol style="list-style-type: none"> 1. Integrity, piety, dedication, maintaining honor, honesty, safeguarding reputation, and obedience to regulations. 2. Professionalism, discipline, and responsibility. 3. Having a noble spirit to be a role model.

4.	Teacher Achievement (Y)	<p>Work achievement refers to the activities and results that can be achieved by an individual in carrying out their work. The indicators for evaluating teacher performance or teacher achievement refer to:</p> <ul style="list-style-type: none"> • Planning of Learning Activity Programs, • Implementation of Learning Activities, • Evaluation/Assessment of Learning. <p>(Rachmawati and Daryanto, 2013: 121).</p>	<ol style="list-style-type: none"> 1. Work quality (quantity of results, initiative). 2. Work quality (attendance, character). 3. Attitude (discipline, behavior, responsibility).
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This study is a descriptive quantitative research. Data collection was conducted to obtain information related to specific phenomena, conditions, or variables and is not intended for hypothesis testing. The analysis technique used is multiple linear regression analysis with data processing using SPSS. To determine the extent of the influence of the independent variables, namely Leadership Style (X1), Work Motivation (X2), and Work Culture (X3) on the dependent variable, Teacher Performance (Y), multiple linear regression analysis is used with the following equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

explanation:

Y	= Teacher Performance
X1	= Leadership Style
X2	= Work Motivation
X3	= Work Culture
a	= Constant
b1..b3	= Regression Coefficients of X1, X2, X3
e	= Disturbance Variable

To determine the effect of independent variables on the dependent variable, several hypothesis tests are conducted, including the Simultaneous Significance Test (F-Test), Individual Parameter Significance Test (t-Test), and Dominant Variable Test.

3. RESULTS AND DISCUSSION

This school provides junior high school education based on Islamic teachings. MTsN 2 Jember often participates in various academic and non-academic competitions, both at the local and national levels. The respondents of this study are the teachers at MTsN 2 Jember.

Table 3. Respondent Gender Characteristics

Gender	Respondents	Percentage (%)
Male	13	29,55
Female	31	70,45
Total	44	100

Source: MTsN 2 Jember

Multiple linear regression analysis is used to determine the influence between the dependent variable and the independent variables, namely Leadership Style (X1), Work Motivation (X2), and Work Culture (X3), on Teacher Performance (Y). The results of the multiple linear regression equation in this study are as follows:

Table 4. Multiple Linear Regression Analysis

Table 3. Coefficients Reports

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.782	2.857		2.024	.050
	GAYA KEPEMIMPINAN	.086	.150	.087	.569	.572
	MOTIVASI KERJA	.229	.128	.235	1.795	.080
	BUDAYA KERJA	.415	.131	.495	3.172	.003

a. Dependent Variable: PRESTASI GURU

Based on Table 2, the results of the multiple linear regression equation are as follows:

$$Y = 5,782 + 0,86X_1 + 0,229X_2 + 0,415X_3$$

Based on the equation, it can be concluded that the constant value of 5.7825.782 indicates that if all independent variables are zero, the Teacher's Performance value is predicted to be 5.7825.782. In other words, this is the baseline value of Teacher's Performance without the influence of Leadership Style, Work Motivation, or Work Culture. The coefficient of Leadership Style of 0.860.86 shows that each increase of 1 unit in Leadership Style will increase Teacher's Performance by 0.860.86 units, assuming other variables remain constant. The coefficient of Work Motivation of 0.2290.229 indicates that each increase of 1 unit in Work Motivation will increase Teacher's Performance by 0.2290.229 units, assuming other variables remain constant. The coefficient of Work Culture of 0.4150.415 shows that each increase of 1 unit in Work Culture will increase Teacher's Performance by 0.4150.415 units, assuming other variables remain constant.

Based on the interpretation above, it can be concluded that there is insufficient evidence to state that leadership style has a significant impact on teacher performance. The research conducted by Haryani (2023) proves that there is a significant influence between leadership style and teacher performance, the impact of the work environment on teacher performance, and the combined effect of leadership style and the work environment on teacher performance. Meanwhile, the research conducted by Mardah (2020) found that leadership style has a positive but insignificant effect on job performance.

The fact in the field is that the principal has a very high ambition for achievement, not only for the school's performance but also for all teachers to achieve. This is actually good, but there are some respondents who disagree with this approach. The leadership style of the principal at MTsN 2 Jember is quite good, but not everyone is able to understand the leadership style. Some indicators that have been implemented by the principal include having a clear and realistic strategy and being able to make improvements, being able to communicate well with staff regarding the strategies to be implemented, paying attention to the environment and comfort at work, providing attention and motivation to staff to work diligently, and being able to encourage staff to equip themselves with knowledge and skills (training in expertise or knowledge related to their job roles).

The fact on the ground is that the Head of the MTsN 2 Jember school has made efforts to be a good role model for teachers, showing discipline in time management, uniforms, and completing work targets according to deadlines. Some teachers are also responsible for tasks or work that they do out of necessity. However, in this study, there is insufficient evidence to conclude that work motivation has a significant impact on teacher performance. Other factors that may influence teacher performance, such as leadership style, work culture, and teacher competence, were not considered in this analysis. Therefore, further research is needed to examine the effect of work motivation on teacher performance while taking into account other factors that may influence teacher performance.

This study reveals that it can be concluded that work culture has a positive and significant impact on teacher performance. The better the work culture in the school, the higher the teacher's performance. The findings of this study show that work culture is one of the important factors that can affect teacher performance. The school principal will nurture individuals with similar understanding, and leave those who do not share the same understanding or are not willing to develop, prioritize public service over personal/group interests, solve problems together, and the principal is able to clearly understand the school's vision, mission, and motto, as well as to greet colleagues in the school environment. A good work culture can create a conducive work environment, motivate teachers to work better, and enhance teachers' sense of responsibility towards their duties.

4. CONCLUSION

An effective leadership style can create a supportive work environment, while high work motivation encourages teachers to achieve optimal performance. In addition, a positive work culture strengthens collaborative spirit and commitment in carrying out educational tasks. Therefore, efforts to improve teacher performance need to focus on the development of inspirational leadership, enhancement of intrinsic and extrinsic motivation, as well as the formation of a conducive and harmonious work culture. Based on the research conducted by the author, the following conclusions can be drawn:

- a. The leadership style at MTsN 2 Jember partially has no significant effect on teacher performance.
- b. Work motivation partially does not have a significant effect on teacher performance. This indicates that there is no strong enough evidence to conclude that work motivation significantly affects teacher performance.
- c. Work culture partially has a significant impact on teacher performance.
- d. Leadership style, work motivation, and work culture simultaneously affect teacher performance..

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