

# The Influence of Principal's Role, Work Motivation, and Work Culture on the Performance of Junior High School Teachers

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## Abstract

This study aims to analyze the effect of the principal's role, work motivation, and work culture on the performance of teachers in junior high schools in the Kandangan District, Temanggung Regency. The research uses a quantitative approach with a survey method. The population of this study consists of 105 junior high school teachers from five schools in the Kandangan District, with a saturated sampling technique. Data were collected through questionnaires measuring the variables of the principal's role, work motivation, work culture, and teacher performance. Data analysis was performed using multiple linear regression analysis. The results show that the principal's role, work motivation, and work culture significantly affect teacher performance, with a total contribution of 73.5%. An effective principal's role, high motivation, and a positive work culture are necessary to improve teacher performance.

**Keywords:** Principal's Role; Work Motivation; Work Culture; Teacher Performance.

## Abstrak

*Penelitian ini bertujuan untuk menganalisis pengaruh peran kepala sekolah, motivasi kerja, dan budaya kerja terhadap kinerja guru di SMP Kecamatan Kandangan, Kabupaten Temanggung. Pendekatan yang digunakan adalah kuantitatif dengan metode survei. Populasi penelitian ini terdiri dari 105 guru SMP di lima sekolah di Kecamatan Kandangan, dengan teknik sampling jenuh. Data dikumpulkan melalui kuesioner yang mengukur variabel peran kepala sekolah, motivasi kerja, budaya kerja, dan kinerja guru. Analisis data dilakukan dengan regresi linear berganda. Hasil penelitian menunjukkan bahwa peran kepala sekolah, motivasi kerja, dan budaya kerja berpengaruh signifikan terhadap kinerja guru, dengan kontribusi total 73,5%. Diperlukan peran kepala sekolah yang efektif, motivasi tinggi, dan budaya kerja yang positif untuk meningkatkan kinerja guru.*

**Kata Kunci:** Peran kepala sekolah; Motivasi kerja; Budaya kerja; Kinerja guru.

## INTRODUCTION

Teachers play a crucial role in achieving national educational goals, carrying a significant responsibility to implement them. According to Law No. 20 of 2003 on the National Education System (SISDIKNAS), the purpose of

national education is to develop the abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation. This goal includes the development of students' potential to become individuals who are faithful, noble, healthy, knowledgeable, skilled, creative, independent, and responsible democratic citizens. Therefore, education not only aims to improve the nation's intellectual life but also to shape the character and personality of students, making the teacher's role increasingly challenging. In Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1, Paragraph (1), it is stated that a teacher is a professional educator whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, basic education, and secondary education. The teacher's performance can be seen from the sense of responsibility they hold in carrying out their duties as educators, both inside and outside the classroom.

The government has implemented a certification program for teachers, as regulated in the Minister of National Education Regulation No. 18 of 2007, aimed at improving the quality of learning in education. One of the main factors in the education system is the teacher itself. Teacher certification aims to ensure that teachers meet the academic qualifications in accordance with the established standards, specifically holding a bachelor's degree for educators in early childhood education and basic and secondary education.

The quality of education in Temanggung Regency still falls short of expectations. According to the 2023 Education Report Card from five junior high schools in the Kandangan District, Temanggung Regency, the quality of education shows suboptimal results, with most schools achieving "Fair" and "Poor" ratings on literacy and numeracy skills, as well as the quality of learning and classroom management. This indicates the low performance of teachers in the region.

A survey conducted by the researcher through interviews with school supervisors on July 1, 2024, shows that the literacy and numeracy abilities in junior high schools in the Kandangan District are still relatively low, with only 20% of schools meeting the required standards. Additionally, observations of lesson administration revealed that many teachers did not complete lesson planning and assessment documents fully. The low performance of teachers may be influenced by the suboptimal role of the school principal. Based on interviews with 15 teachers from various junior high schools on July 11, 2023, 70% of the principals have not fully involved teachers in decision-making and only refer to input from a few teachers. This contributes to the lack of motivation among teachers<sup>1</sup>.

Low teacher performance is also influenced by factors such as skills, motivation, and the leadership style of the principal<sup>2</sup>. Mulyasa<sup>3</sup> reveals that the

<sup>1</sup> Setyani, R. 2024. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru di Kecamatan Kranggan Kabupaten Temanggung." *Jurnal Kepemimpinan Pendidikan* 8 (1): 78-85.

<sup>2</sup> Kasmir. 2016. *Teori-Teori Manajemen Sumber Daya Manusia*. Jakarta: Rajawali Pers.

<sup>3</sup> Mulyasa, E. 2017. *Manajemen Pendidikan di Sekolah*. Bandung: Remaja Rosdakarya.

principal plays a vital role in improving education quality, and as the main responsible party for education in the school, the principal must effectively perform managerial functions. Teacher work motivation also affects their performance. Nawawi<sup>4</sup> explains that work culture is a habit built repeatedly within an organization, which affects the achievement of work goals. Research by Akib, R., Elpisah, and Fahareza<sup>5</sup> also highlights the importance of work culture in improving educator performance. However, many employees are unable to maximize their work results due to an imperfect work culture. Based on the survey results in the Kandungan District, 40% of teachers stated that the work culture in their schools was still lacking.

Teacher performance refers to the teacher's ability to carry out their duties to achieve educational goals. According to Rachmawati and Daryanto<sup>6</sup>, teacher performance is the ability demonstrated in performing tasks such as planning learning programs, implementing those programs, and conducting evaluations. Abas<sup>7</sup> asserts that teacher performance includes the activities carried out in fulfilling their mandate, including educating, teaching, and guiding students to achieve maturity. Darmadi<sup>8</sup> adds that good performance is achieved when the desired goals are met according to the established standards. Barnawi and Arifin<sup>9</sup> mention that teacher performance can be measured based on the competencies that teachers must possess, with success achieved when their performance meets the predetermined standards. According to Taufik<sup>10</sup>, teacher performance can be measured from three dimensions: planning, implementation, and evaluation, as well as follow-up actions. The planning indicators include the analysis of graduate competency standards (SKL), preparing teaching materials, and selecting teaching methods. The implementation dimension includes the teacher's ability to open lessons, manage the class, and use teaching media. Evaluation and follow-up include assessing learning outcomes and providing remedial actions.

The role of the school principal is crucial in leading and managing the school to achieve educational objectives. According to Amri, Murniati, & Miyono<sup>11</sup>, the role of the principal is a responsibility arising from the principal's position to direct and influence all parties in the school to achieve

<sup>4</sup> Nawawi, M. 2017. *Manajemen Sumber Daya Manusia*. Jakarta: Ghalia Indonesia

<sup>5</sup> Akib, R., Elpisah, and Fahareza, M. 2022. "Pengaruh Budaya Kerja terhadap Kinerja Tenaga Kependidikan." *Jurnal Manajemen Pendidikan* 12 (2): 42-50

<sup>6</sup> Rahmawati, F., Tolla, F., and Ardiansyah, S. 2022. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru di Sekolah Menengah Pertama." *Jurnal Pendidikan dan Manajemen* 22 (1): 118-130.

<sup>7</sup> Abas, M. 2017. *Kinerja Guru dalam Pendidikan*. Jakarta: Penerbit Akademika.

<sup>8</sup> Darmadi, D. 2018. *Kinerja Guru: Pengukuran dan Evaluasi*. Jakarta: PT. Rineka Cipta.

<sup>9</sup> Barnawi, H., and Arifin, Z. 2017. *Kinerja Guru: Konsep dan Implementasi di Sekolah*. Jakarta: Kencana.

<sup>10</sup> Taufik, F. 2019. *Kinerja Guru dan Implikasinya dalam Pembelajaran*. Bandung: Alfabeta.

<sup>11</sup> Amri, A., Murniati, S., and Miyono, A. 2020. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru." *Jurnal Pendidikan dan Manajemen* 36 (1): 36-50.

the educational goals. Komariyah and Triana<sup>12</sup> argue that the role of the principal is to ensure that the educational process runs according to the established procedures. Robbins et al.<sup>13</sup> state that the principal's role is the ability to influence the group to achieve the set vision and goals. Edison, Anwar, and Komariyah<sup>14</sup> further add that the principal is tasked with empowering resources and influencing teachers to realize the school's objectives. Mulyasa<sup>15</sup> states that the principal's role includes being an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). The principal's role dimensions include planning, program implementation, supervision, leadership, and the application of school information systems.

Work motivation is the drive that a person has to perform tasks or work in order to achieve specific goals. Ajabar<sup>16</sup> defines work motivation as the driving force to cooperate and achieve organizational goals. Hasibuan<sup>17</sup> adds that work motivation creates enthusiasm and passion for working effectively in achieving satisfaction. According to Pratiwi<sup>18</sup>, work motivation can come from both internal and external factors. Intrinsic motivation is the drive that comes from within the individual, while extrinsic motivation is related to external influences such as financial rewards and recognition. The dimensions of work motivation, as expressed by Sulastri<sup>19</sup>, include intrinsic, extrinsic, social, responsibility, and goals. Indicators include achievements, financial rewards, social recognition, autonomy in work, and positive relationships with colleagues and superiors.

Work culture encompasses values, beliefs, and behaviors guided by rules and norms within an organization. Gering, Supriyadi, and Triguno<sup>20</sup> define work culture as a philosophy reflected in attitudes and actions within work. Kaesang et al.<sup>21</sup> further add that work culture influences the attitudes and behavior of employees, both in formal and social tasks. Work culture can be seen from several dimensions, including discipline, openness, mutual respect, and cooperation<sup>22</sup>. The discipline dimension relates to habits in applying

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<sup>12</sup> Komariyah, R., and Triana, A. 2020. "Peran Kepala Sekolah dalam Pengembangan Kinerja Guru." *Jurnal Pendidikan Indonesia* 12 (2): 306-318.

<sup>13</sup> Robbins, S. P., Judge, T. A., and Campbell, T. T. 2015. *Organizational Behavior*. 15th ed. Pearson Education.

<sup>14</sup> Edison, S., Anwar, S., and Komariyah, K. 2017. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru." *Jurnal Kependidikan* 66 (4): 63-74.

<sup>15</sup> Mulyasa, E. 2017. *Manajemen Pendidikan di Sekolah*.

<sup>16</sup> Ajabar, M. 2020. *Motivasi Kerja dalam Organisasi*. Yogyakarta: Penerbit Media.

<sup>17</sup> Hasibuan, M. S. 2014. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.

<sup>18</sup> Pratiwi, R. 2019. *Motivasi Kerja: Teori dan Praktik*. Yogyakarta: Penerbit Andi.

<sup>19</sup> Sulastri, M. 2016. *Motivasi Kerja: Konsep dan Aplikasinya di Tempat Kerja*. Jakarta: Penerbit Gramedia

<sup>20</sup> Gering, S., Supriyadi, D., and Triguno, M. 2021. *Budaya Kerja dalam Organisasi Pendidikan*. Malang: Pustaka Pelajar.

<sup>21</sup> Kaesang, T., Siti, A., and Handoyo, T. 2021. *Budaya Kerja di Lembaga Pendidikan*. Jakarta: Media Utama

<sup>22</sup> Nurhadijah, N. 2017. *Budaya Kerja ASN di Indonesia*. Jakarta: Badan Kepegawaian Negara.

regulations, while cooperation measures the willingness to collaborate with colleagues in achieving organizational goals.

Work motivation and work culture significantly affect teacher performance. Work motivation, driven by a supportive work culture, can enhance teacher creativity and help them innovate in the learning process. A principal who encourages innovation among teachers contributes to improving teaching quality. On the other hand, a work culture that focuses on professional development and skill improvement helps teachers to continue learning, which in turn improves their performance in the classroom.

The novelty of this research lies in its focus on the interactive relationship between work motivation, work culture, and teacher performance, specifically in the context of school leadership. This study explores the principal's role not only as a leader but also as an agent of cultural change within the school, facilitating a supportive environment that drives motivation and improves performance. Furthermore, the research emphasizes the dual impact of both intrinsic and extrinsic motivational factors within the school culture, providing a comprehensive model for enhancing teacher performance through collaborative and participatory leadership strategies. The findings offer fresh insights into the potential for principals to influence educational outcomes by fostering a work culture that emphasizes continuous professional growth and teacher empowerment.

## METHOD

This study uses a quantitative approach, which involves using statistical methods to test the hypotheses that have been formulated. Quantitative research methods are defined as methods used to study a particular population or sample by collecting data using research instruments and statistically analyzing the data. The purpose of this study is to show the relationship between variables, verify theories, make predictions, and generalize results. This study employs an ex post facto approach, meaning that no treatment is applied to the research variables, but instead, it examines events that have occurred previously. In this study, there are two independent variables and one dependent variable<sup>23</sup>. The independent variables are the principal's role, work motivation, and work culture, while the dependent variable is teacher performance.

The type of research used in this study is correlational quantitative research. Correlational research aims to link two or more variables based on real-world facts, through data collection, processing, and analysis. Syahza<sup>24</sup> states that correlational research aims to understand the extent to which variables in a factor relate to variations in one or more other factors, based on correlation coefficients. This study aims to investigate the influence of the

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<sup>23</sup> Ibrahim, dkk. 2018. *Metodologi Penelitian Kuantitatif dalam Pendidikan*. Jakarta: Penerbit Universitas Indonesia.

<sup>24</sup> Syahza, A. 2021. *Penelitian Korelasional dalam Pendidikan*. Yogyakarta: Penerbit Universitas Gadjah Mada.

principal's role, work motivation, and work culture on teacher performance. This research was conducted at SMP (Junior High Schools) in the Kandangan District, Temanggung Regency. The research uses an explanatory research design to explain the relationships between the variables being studied and to test the hypotheses proposed. The study applies simple linear regression to test the effect of one independent variable on the dependent variable and multiple linear regression to test the effect of two independent variables on the dependent variable<sup>25</sup>.

The variables in this study consist of three independent variables and one dependent variable. The independent variables being studied are the principal's role, work motivation, and work culture, while the dependent variable is teacher performance. The principal's role is defined as the ability and authority of the principal to influence, motivate, and direct individuals within the organization to achieve educational goals. Teacher work motivation is defined as the internal (intrinsic) and external (extrinsic) drive that makes a teacher enthusiastic about teaching. Work culture refers to values and beliefs that are cultivated within the institution, reflecting the behaviors and actions of teachers in achieving organizational goals. Teacher performance is defined as the ability and willingness of a teacher to carry out their duties according to the role that has been established<sup>26</sup>.

The population of this study consists of 105 teachers from junior high schools in the Kandangan District, Temanggung Regency, spread across five schools. The research sample was taken from the entire population using a nonprobability sampling technique with a saturated sampling method, where the entire population is used as the sample. The research instrument used is a closed questionnaire consisting of five response options using a Likert scale (1-5) to measure respondents' perceptions of the variables being studied. This Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups. The research instruments were constructed based on dimensions and indicators relevant to measure the variables of the principal's role, work motivation, work culture, and teacher performance.

Data in this study were collected through questionnaires distributed to junior high school teachers in the Kandangan District, Temanggung Regency, as well as through documentation that includes secondary data related to educational performance in the area. The data analysis technique in this study uses descriptive analysis to describe the obtained data and statistical analysis to test the hypotheses. Validity testing was conducted by correlating the score of each instrument with the total score. Reliability testing used the alpha method to ensure the reliability of the instruments used<sup>27</sup>.

Hypothesis testing was conducted using the t-test for partial testing and the F-test for simultaneous testing. The testing criteria are if the t significance

<sup>25</sup> Sugiyono. 2017. *Statistika untuk Penelitian*. Bandung: Alfabeta.

<sup>26</sup> Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

<sup>27</sup> Sahir, A. 2021. *Analisis Regresi dan Statistik untuk Penelitian*. Jakarta: Penerbit Erlangga.

value  $< 0.05$ , then there is a significant effect between the independent variables and the dependent variable. The coefficient of determination is used to measure the degree of influence of the independent variables on the dependent variable.

## RESULT AND DISCUSSION

This study analyzes the variables of Teacher Performance, Principal's Role, Work Motivation, and Work Culture using data collected from 105 respondents, who are junior high school teachers in the Kandangan District, Temanggung Regency. Based on the descriptive statistics presented in Table 4.1, for the Teacher Performance variable (Y), the average value obtained is 183.70 with a standard deviation of 6.22, indicating that teacher performance in the Kandangan District is generally in the "fairly good" category. For the Principal's Role variable (X1), the average value is 206.02 with a standard deviation of 14.11, also indicating a "fairly good" category. For the Work Motivation variable (X2), the average value obtained is 182.23 with a standard deviation of 12.01, showing that the work motivation of teachers in this district is also in the "fairly good" category. Meanwhile, for the Work Culture variable (X3), the average score is 150.76 with a standard deviation of 8.74, indicating that the work culture in the junior high schools of Kandangan District needs improvement.

The Teacher Performance variable was measured through 5 dimensions with 42 valid question items. From the 105 respondents, perceptions of teacher performance showed that most respondents rated the teacher performance in Kandangan District junior high schools as "fairly good." The frequency distribution of respondents' perceptions showed that 47.6% rated teacher performance as poor, with an average score of 183.70, which falls into the "fairly good" category. The breakdown is as follows: 3.8% rated it as very good, 8.6% as good, 31.4% as fairly good, and 8.6% as poor. This data was derived from interval class calculations, with a value range of 33 divided by 5, resulting in a more understandable rating category for respondents.

Respondents' perceptions of the Principal's Role were measured through 4 dimensions with 48 valid question items. Based on the analysis results, the average perception of the principal's role is 206.02 with a standard deviation of 14.11, falling into the "fairly good" category. Most respondents rated the principal's role in SMPs in Kandangan District as suboptimal, with 33.3% of respondents rating the principal's role as poor. The frequency distribution is as follows: 10.5% rated it as very good, 17.1% as good, 13.3% as fairly good, 33.3% as poor, and 25.7% rated it as poor.

Work Motivation was measured through 5 dimensions with 43 valid question items. The average perception of work motivation is 182.23 with a standard deviation of 12.01, which also falls into the "fairly good" category. The frequency distribution of responses shows that the majority of respondents, 46.7%, rated the work motivation of teachers in Kandangan District as poor. 4.8% of respondents rated work motivation as very good, 19% as good, 18.1% as fairly good, 46.7% as poor, and 11.4% rated it as poor.

Work Culture was measured through 4 dimensions with 34 valid question items. Based on the analysis results, perceptions of work culture received an average score of 150.76 with a standard deviation of 8.74. Most respondents rated the work culture in SMPs in Kandangan District as "fairly good." The frequency distribution shows that 39.9% of respondents rated work culture as poor, and 28.6% rated it as very poor. Only 5.7% of respondents rated work culture as very good, while 9.5% rated it as good and 21.9% rated it as fairly good.

Before performing hypothesis testing, preliminary tests were conducted, including normality and multicollinearity tests, to ensure that the data met the necessary assumptions for multiple linear regression analysis. (1) Normality Test The normality test was conducted using the Kolmogorov-Smirnov test to check whether the data for each variable is normally distributed. The results of the Kolmogorov-Smirnov test showed that the significance values for all variables were greater than 0.05: 0.090 for Teacher Performance, 0.111 for Principal's Role, 0.118 for Work Motivation, and 0.085 for Work Culture. This indicates that the data for all variables are normally distributed, allowing further multiple linear regression analysis. (2) Multicollinearity Test The multicollinearity test was conducted to examine whether there is a high correlation between the independent variables. Based on the results of the Variance Inflation Factor (VIF) test, all VIF values for the Principal's Role (X1), Work Motivation (X2), and Work Culture (X3) were below the threshold value of 10: 1.66 for X1, 1.78 for X2, and 1.56 for X3. This indicates that there are no multicollinearity issues in the regression model, and the independent variables can be used together to predict Teacher Performance.

After the preliminary tests were met, hypothesis testing was conducted to examine the relationships between the independent and dependent variables. (1) Partial Test (t-test) The t-test was used to examine the effect of each independent variable on the dependent variable partially. The t-test results showed that all independent variables had a significant effect on Teacher Performance. The t-values for the Principal's Role (X1) were 2.431, for Work Motivation (X2) were 3.019, and for Work Culture (X3) were 4.560, with significance values for all three variables being less than 0.05. This indicates that the Principal's Role, Work Motivation, and Work Culture significantly affect Teacher Performance. (2) Simultaneous Test (F-test) The F-test was conducted to examine whether the independent variables simultaneously affect the dependent variable. The F-test results showed an F-value of 28.492 with a significance of 0.000, which is less than 0.05. This indicates that simultaneously, the Principal's Role, Work Motivation, and Work Culture significantly affect Teacher Performance. (3) Coefficient of Determination ( $R^2$ ) The coefficient of determination ( $R^2$ ) test results showed an  $R^2$  value of 0.735, which means that 73.5% of the variability in Teacher Performance can be explained by the Principal's Role, Work Motivation, and Work Culture. The remaining 26.5% is influenced by factors not examined in this study.

Overall, the results of multiple regression show the regression equation  $\hat{Y} = 70.622 + 0.151 X_1 + 0.212 X_2 + 0.288 X_3$ . This equation shows that the Principal's Role, Work Motivation, and Work Culture simultaneously have a

positive influence on Teacher Performance in SMPs in Kandangan District, with the largest contribution coming from Work Culture.

The results of this study indicate that the principal's role significantly affects teacher performance. The correlation test between the Principal's Role (X1) and Teacher Performance (Y) variables showed a calculated  $r$  value of 0.600 with a significance level of 0.000. This value is much smaller than 0.05, and the calculated  $r$  value (0.600) is higher than the  $r$  table value (0.1900), indicating a strong relationship between the Principal's Role and Teacher Performance. Based on the coefficient of determination test, an  $R^2$  value of 0.360 was obtained, meaning the Principal's Role contributes 36.0% to Teacher Performance. These findings are consistent with the research by Rahmawati, Tolla, and Ardiansyah<sup>28</sup>, which showed that the principal's role can enhance teacher performance. Karwanto<sup>29</sup> also stated in his research that the principal's role is crucial in improving teacher performance. This aligns with the opinion of Riski & Gistituati<sup>30</sup>, who state that when the principal's role is executed well, it significantly improves teacher performance, especially through support for the activities that teachers undertake to achieve their competencies. In line with the theory that the principal is an important element in achieving quality education<sup>31</sup>, this study finds that the principal plays a role in providing adequate facilities and infrastructure to support teacher performance<sup>32</sup>. The principal is also expected to be an effective leader in improving the quality of learning by providing support and guidance to teachers in enhancing their professionalism<sup>33</sup>. However, the low level of involvement of the principal in academic supervision and the suboptimal management of tasks and responsibilities indicates that there are still challenges in the effective implementation of leadership<sup>34</sup>. As a result, efforts to improve teacher performance have not been fully realized<sup>35</sup>.

The correlation test between Work Motivation (X2) and Teacher Performance (Y) shows a calculated  $r$  value of 0.655 with a significance level of 0.000, which is also much smaller than 0.05. The calculated  $r$  value (0.655) is

<sup>28</sup> Rahmawati, F., Tolla, F., and Ardiansyah, S. 2022. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru di Sekolah Menengah Pertama." *Jurnal Pendidikan dan Manajemen* 22 (1): 118-130.

<sup>29</sup> Karwanto, M. 2020. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru." *Jurnal Administrasi Pendidikan* 18 (1): 39-51.

<sup>30</sup> Riski, E., and Gistituati, P. 2021. "Pengaruh Peran Kepala Sekolah terhadap Kinerja Guru." *Jurnal Pendidikan dan Pembelajaran* 5 (3): 3531-3543.

<sup>31</sup> Ayok, P. 2021. "Pendidikan Berkualitas dan Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru." *Jurnal Pendidikan dan Kebudayaan* 15 (3): 77-89.

<sup>32</sup> Mihmidaty Ya'cub, R. 2021. "Pengelolaan Sarana dan Prasarana untuk Meningkatkan Kinerja Guru." *Jurnal Manajemen Pendidikan* 9 (2): 60-71.

<sup>33</sup> Mufliah, N. 2019. "Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru." *Jurnal Pendidikan dan Kepemimpinan* 4 (2): 48-58.

<sup>34</sup> Prasetya, R. 2021. "Supervisi Akademik Kepala Sekolah dan Pengaruhnya terhadap Kinerja Guru." *Jurnal Ilmiah Pendidikan* 9 (4): 165-177.

<sup>35</sup> Yeni Wulandari, E., and Eva Dwi Sartika, F. 2018. "Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru." *Jurnal Ilmu Pendidikan* 13 (2): 126-138.

higher than the  $r$  table value (0.1900), indicating a significant relationship between Work Motivation and Teacher Performance. The coefficient of determination test shows an  $R^2$  value of 0.429, meaning that Work Motivation contributes 42.9% to Teacher Performance. The theory on teacher performance, which includes the teacher's ability to design and manage learning and create a conducive learning environment<sup>36</sup>, is supported by the findings of this study. High motivation drives teachers to enhance their skills in the learning process, create better interactions with students, and manage the classroom effectively.

The analysis of the influence of Work Culture (X3) on Teacher Performance (Y) shows a calculated  $r$  value of 0.669 with a significance level of 0.000. This value indicates a significant and strong correlation between Work Culture and Teacher Performance, as it falls within the 0.600 – 0.800 interval. The coefficient of determination test shows an  $R^2$  value of 0.448, meaning that Work Culture contributes 44.8% to Teacher Performance. The results of this study are consistent with the research by Fakhruddin, Najmiah, Arifai, Hasmawati, and Nurjannah<sup>37</sup>, which shows that work culture has a significant impact on teacher performance. Positive work culture, such as collaboration and innovation, can enhance motivation and teaching effectiveness<sup>38</sup>. A work culture that supports teacher well-being, encourages creativity, and fosters collaboration among teachers can create a conducive environment for improving teacher performance. A good work culture leads to increased work efficiency and effectiveness, with the creation of a harmonious and collaborative team<sup>39</sup>.

The results of the simultaneous test show that the Principal's Role, Work Motivation, and Work Culture together have a significant influence on Teacher Performance. Based on the adjusted  $R$  square coefficient value of 0.735, it can be concluded that these three independent variables contribute 73.5% to Teacher Performance. The  $F$ -test shows a calculated  $F$  value of 97.192 with a significance of 0.000, which is less than 0.05, indicating that simultaneously, the Principal's Role, Work Motivation, and Work Culture significantly affect Teacher Performance. This result indicates that the combination of a good principal's role, high work motivation, and a supportive work culture has a significant contribution to improving teacher performance. These factors interact with each other to create a conducive environment for teachers to develop and improve the quality of learning. This is in line with the theory that achieving quality educational goals requires support from various parties,

<sup>36</sup> Barnawi, H., and Arifin, Z. 2018. *Faktor-Faktor yang Mempengaruhi Kinerja Guru*. Jakarta: Kencana.

<sup>37</sup> Fakhruddin, A., Najmiah, S., Arifai, M., Hasmawati, S., and Nurjannah, F. 2020. "Pengaruh Budaya Kerja terhadap Kinerja Guru." *Jurnal Manajemen Pendidikan* 12 (1): 101-115.

<sup>38</sup> Aprianis, F. 2018. "Pengaruh Budaya Kerja terhadap Kinerja Guru." *Jurnal Manajemen Pendidikan* 6 (2): 155-165.

<sup>39</sup> Muchlisin Riadi, I. 2019. *Budaya Kerja dalam Organisasi Pendidikan*. Yogyakarta: Pustaka Pelajar.

including the principal and a positive work culture.

From the discussion above, it can be concluded that the principal's role, work motivation, and work culture significantly affect teacher performance. An effective principal's role, high work motivation, and a positive work culture can significantly improve teacher performance. The combination of these three factors has a significant impact on improving the quality of learning at junior high schools in Kandangan District, Temanggung Regency.

## CONCLUSION

Based on the data analysis results in Chapter IV, it can be concluded that the principal's role, work motivation, and work culture significantly affect teacher performance in junior high schools in the Kandangan District, Temanggung Regency. The principal's role has a positive and significant effect on teacher performance, with the t-test results showing that the  $t_{\text{calculated}} (7.606) > t_{\text{table}} (1.983)$  and the significance level  $(0.000) < 0.05$ , meaning that the principal's role influences teacher performance by 36.0%. Work motivation also has a positive and significant effect on teacher performance, with the t-test results showing that the  $t_{\text{calculated}} (8.796) > t_{\text{table}} (1.983)$  and the significance level  $(0.000) < 0.05$ , indicating that work motivation has an effect of 42.9%. Additionally, work culture has a positive and significant effect on teacher performance, with the t-test results showing that the  $t_{\text{calculated}} (9.134) > t_{\text{table}} (1.983)$  and the significance level  $(0.000) < 0.05$ , meaning that work culture influences teacher performance by 44.8%. Simultaneously, the principal's role, work motivation, and work culture have a significant effect on teacher performance, with the  $F_{\text{calculated}}$  value  $(97.192) > F_{\text{table}} (2.69)$  and the significance level  $(0.000) < 0.05$ , indicating that the combined contribution of the three variables to teacher performance is 73.5%.

However, this study has several limitations. First, the research was conducted in a limited number of junior high schools in the Kandangan District, which may not fully represent the broader educational landscape in Temanggung Regency or other regions. Second, this study relies on self-reported data from teachers, school principals, and other educational staff, which may introduce bias or inaccuracies in the responses. Third, the study was cross-sectional, meaning that it captured data at a single point in time, thus limiting the ability to assess the long-term effects of the principal's role, work motivation, and work culture on teacher performance. Finally, external factors, such as local government policies or socioeconomic conditions, were not considered in this study, even though they may also influence teacher performance. Future research should address these limitations by including a larger, more diverse sample, using longitudinal methods, and exploring the impact of external variables.

Based on these conclusions, several recommendations can be made. First, for the Education, Youth, and Sports Office of Temanggung Regency, it is suggested to implement relevant training and professional development that

align with the latest developments in education and technology. This will help teachers continually update their knowledge and skills, better preparing them to face increasingly complex educational challenges. Second, for teachers, it is expected that they make use of technology in the learning and administrative processes to improve performance. Teachers should utilize e-learning platforms, classroom management applications, and other tools to enhance the efficiency and effectiveness of teaching. Third, for school principals, it is recommended to conduct regular performance evaluations for teachers and provide constructive feedback. Proper evaluations can help teachers identify areas for improvement and enhance their abilities. Furthermore, rewards and incentives for teachers who demonstrate good performance, such as bonuses, awards, or opportunities for further training, can provide additional motivation for teachers. Principals are also expected to provide adequate facilities and resources for teachers, as well as create a positive and supportive work environment. A comfortable environment and good working relationships among teachers and staff will improve teacher motivation and performance.

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