

The Effect of Leadership Style and Organizational Culture on Teacher Performance with Work Motivation as A Mediating Variable and Rewards as A Moderator Variable (Empirical Study of High School & Vocational High School Teachers in Ajibarang District, Banyumas)

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Abstract: Educational institutions are a place where the educational process takes place to develop human beings, with the goal of imparting knowledge and transforming individual behavior for the better through interaction with the surrounding environment. Schools, as the second most important educational institution after the family, play a crucial role in the progress and development of an individual. In carrying out their duties and roles as educational institutions, schools must be managed properly and correctly to shape students in accordance with the goals of national education in Indonesia. With the changing times and demands of the 21st century, every individual is required to possess not only knowledge but also skills. One effort that can be made to develop human resources that can compete in the 21st century is through changes and improvements in the field of education. Changes and improvements in the field of education can be achieved by paying attention to the quality of teacher performance in educational institutions. Teachers within educational institutions play a crucial role in the formation and development of human resources. The ideal teacher is one who can carry out their duties optimally and is willing to keep up with current developments in developing the learning process provided to their students. In reality, there are still teachers who have not carried out their duties and responsibilities optimally. To be able to realize ideal teachers and teachers who have optimal performance quality and meet expectations requires support and roles from various parties. Both support and roles from internal factors and external factors. Factors that influence teacher performance if more attention will improve the quality of teacher performance and vice versa if the factors that influence teacher performance are not paid attention to will decrease the quality of teacher performance. The purpose of this study is to determine the effect of leadership style and organizational culture on teacher performance with work motivation as a mediating variable and reward as a moderating variable (Empirical Study on High School & Vocational High School Teachers in Ajibarang District, Banyumas). The method used in this study is a quantitative research method. The population in the study were all high school & vocational high school teachers in Ajibarang District, Banyumas. The sample in the study was 175 teachers, the number was calculated using the Slovin formula and sampling using proportional random sampling. The data collection technique in the study used a questionnaire. The data analysis technique used for the hypotheses that have been prepared used SmartPLS 4.0. The results of the study indicate that leadership style does not affect teacher performance, organizational culture affects teacher performance, leadership style, organizational culture, and work motivation affect teacher performance, leadership style and organizational culture affect teacher performance through work motivation as a mediating variable, leadership style and organizational culture do not affect teacher performance through reward as a moderating variable, and work motivation affects teacher performance through reward as a moderating variable. From this study it can be concluded that work motivation successfully mediates the influence between leadership style and organizational culture on teacher performance and reward successfully moderates the influence of teacher work motivation on teacher performance. So it is important for educational institution management to pay attention to factors that can affect the quality of a teacher's performance.

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

1. Introduction

An educational institution is a place where the educational process takes place to develop human beings, with the goal of imparting knowledge and transforming individual behavior for the better through interaction with the surrounding environment. Schools, as the second educational institution after the family, play a crucial role in an individual's progress and development. According to Law No. 20 of 2003 concerning the National Education System, Article 1, Paragraph 1, "Education is a conscious and planned effort to create a learning

atmosphere and learning process for students, enabling them to actively develop their potential, fostering spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state."

In carrying out their duties and roles as educational institutions, schools must be managed properly and correctly to achieve and produce students who align with the goals of national education in Indonesia. High-quality student development is supported by the implementation of a high-quality educational process. In an effort to improve the quality of education in Indonesia, the government, through the Ministry of National Education (Depdiknas), has continuously implemented various changes and reforms to the Indonesian education system to align with current developments and the demands and needs of the 21st century. In line with these developments and the demands of the 21st century, every individual is required to possess not only knowledge but also skills. According to Sastrika 2019, there are three skills that every individual must master to compete in the 21st century: (1) Life and career skills, (2) Learning and innovation skills, and (3) Information media and technology skills. One effort that can be made to develop human resources that can compete in the 21st century is through changes and improvements in the field of education. This can be done by paying attention to the quality of teacher performance in educational institutions. Teachers within educational institutions play a crucial role in the formation and development of human resources. Teachers are individuals who directly interact with students, teaching through the classroom learning process. Therefore, it is crucial and essential to pay attention to the quality of teacher performance and professionalism in the learning process. This aims to optimize students' potential and develop skills that meet the demands and needs of the 21st century.

According to Gibson (1987), three factors influence teacher performance: individual factors, including teacher ability, skills, family background, work experience, and socio-demographic status; psychological factors, including teacher perception, role, attitude, personality, motivation, and job satisfaction; and organizational factors, including organizational structure, job design, leadership, and reward systems. As educators who interact directly with students, teachers should focus on their students' well-being. In carrying out their duties in educational institutions, teachers are not merely educators who transfer knowledge; they must also transfer values and skills, while also acting as mentors who can provide direction and guide students in their learning. This aligns with the current education system in Indonesia, where teachers are required to be creative and innovative in developing the learning process and focus on students. Given the various challenges teachers face in carrying out their duties, realizing ideal teachers and teachers with optimal performance quality and meeting expectations requires support and involvement from various parties. According to Wiyani (2019), several factors influence the quality of a teacher's performance in carrying out their duties, namely the teacher's personality, teaching skills, communication skills, community relations skills, discipline, welfare, organizational culture, and professional development. According to Keith Davis in Mangkunegara (2005), several factors that can also influence the quality of a teacher's performance include teacher ability, motivation, and mental attitude.

In addition, according to Danim (2012), there are eight factors that influence the quality of teacher performance in carrying out their duties, namely the level of teacher education, teaching supervision, upgrading programs, school conditions or atmosphere, physical and mental conditions of teachers, attitudes possessed by teachers, managerial abilities of school principals, and teacher income levels. Furthermore, according to Sugiarti (2022) based on the results of his research, explains that the quality of teacher performance is closely related to the influence of internal and external factors. Internal factors that influence teacher performance are motivation, positive emotions, negative emotions, responsibility for their duties, discipline in completing their duties, concern for students, and job satisfaction. Meanwhile, external factors that influence teacher performance are the leadership style of the principal in the educational institution, the work environment, evaluation and supervision mechanisms, information and communication technology facilities and facilities available in the school environment. These factors can serve as guidelines for teachers and leaders in educational institutions to consider. The ideal teacher's performance in an educational institution is not solely determined by the efforts of a single teacher, but rather by the many factors that influence the quality of teacher performance. Research conducted by Sugiarti (2022) explains that paying attention to factors influencing teacher performance can improve teacher performance.

This aligns with the Resource-Based View (RBV) theory developed by Barney in 1991 (Ghozali 2020). This theory holds that the resources within an organization can provide a sustainable competitive advantage if optimally developed. Barney, in (Ghozali 2020), explains that organizational resources are all assets, capabilities, organizational processes, organizational attributes, information, knowledge, and so on. If all resources within an organization are managed and utilized optimally, it can create a competitive advantage for the organization. According to Barney (in Porter, 1991, 95-117), competitive advantage occurs when an organization can utilize all its potential resources by understanding, creating, and implementing distinct strategies not developed by other organizations, optimally utilizing all of its potential resources. This creates uniqueness and potential differentiation from other organizations. This is reinforced by the expectancy theory of

motivation (Vroom, 1995), which explains that individuals can be motivated to achieve goals if they believe there is a positive relationship between effort and performance. The results of beneficial performance will result in desired rewards, and the rewards from performance will provide satisfaction, encouraging them to make worthwhile efforts. Therefore, to develop teachers with high-quality performance, both teachers themselves and educational institutions, it is crucial and necessary to pay attention to the factors that influence teacher performance.

Based on the explanation above, it is clear that greater attention to the factors influencing teacher performance will improve the quality of teacher performance, while disregarding these factors will decrease the quality of teacher performance. The quality of a teacher's performance in an educational institution is crucial, as good performance improves the quality of the learning process and ensures students receive quality learning. Given the numerous factors that can influence the quality of teacher performance, researchers are interested in examining teacher performance in schools.

2. Method

The method used in this study is quantitative. The population was all high school and vocational high school teachers in Ajibarang District, Banyumas. The sample size was 175 teachers, calculated using the Slovin formula. In this study, the researcher used a significance level or maximum allowable margin of error of 0.05, or 5%. This means the probability of accuracy or the level of confidence in the study is 95%, meaning that the maximum deviation of the measurement results from the actual results is 5%. The sample size for each school was drawn based on proportional random sampling because the number of teachers in each school varies.

This study includes several variables: the independent variable consisting of leadership style (X1) and organizational culture (X2), the dependent variable consisting of teacher performance (Y), the mediating variable consisting of work motivation, and the moderating variable consisting of rewards. The data collection technique used in this study was a questionnaire. The data analysis technique used for the formulated hypotheses was SmartPLS 4.0 software.

3. Results and Discussions

The results of the analysis in this study are as follows:

3.1 Outer Model Analysis (Measurement Model)

The outer model analysis (Measurement Model) focuses on the validity and reliability of the variable indicators to assess the quality of the variable indicators used in the study and to measure the latent constructs in the study. The outer model analysis was conducted using convergent validity, discriminant validity, and reliability tests. The results of the outer model analysis (Measurement Model) include:

3.1.1 Convergent Validity Test

In the convergent validity test, there are two criteria that can be used as a reference for evaluating the analysis results generated by SmartPLS 4.0 software. These two criteria are the *loading factor value* or the *Average Variance Extracted (AVE) value*. The following are the analysis results:

(a) Loading Factor Value

The factor loading value is the estimated outer loading result from the correlation between the indicator (instrument) score and its construct (variable). A factor loading value is considered valid if the correlation is above 0.70. If an indicator has a factor loading value that does not meet the requirements, the invalid indicator must be removed. The following are the results of the factor loading values in this study:

Tabel 1: Loading Factor Value

	BO	GK	KG	MK	R	Information
OC.1	0.959					Valid
OC.2	0.899					Valid
OC.3	0.930					Valid
OC.4	0.924					Valid
LS.1		0.931				Valid
LS.2		0.932				Valid
LS.3		0.942				Valid
LS.4		0.946				Valid
LS.5		0.944				Valid

LS.6		0.904				Valid
TP.1			0.926			Valid

	BO	GK	KG	MK	R	Information
TP.2			0.965			Valid
TP.3			0.918			Valid
TP.4			0.927			Valid
TP.5			0.817			Valid
TP.6			0.883			Valid
WM.1				0.852		Valid
WM.2				0.880		Valid
WM.3				0.859		Valid
WM.4				0.835		Valid
WM.5				0.839		Valid
WM.6				0.869		Valid
WM.7				0.846		Valid
WM.8				0.721		Valid
R.1					0.843	Valid
R.3					0.815	Valid
R.4					0.872	Valid
R.5					0.855	Valid

It can be seen that all factor loading values have met the minimum standard limit for factor loading values, namely a factor loading value of > 0.70 , meaning that all factor loading values produced are valid.

(b) Average Variance Extracted (AVE) value

The average variance extracted (AVE) value can be said to be valid if it has an AVE value of > 0.5 . The following are the results of the average variance extracted (AVE) value test, as follows:

Tabel 2: Average Variance Extracted (AVE) value

	Average variance extracted (AVE)	Information
OC	0.861	Valid
LS	0.871	Valid
TP	0.823	Valid
WM	0.704	Valid
R	0.716	Valid

Based on the results of the average variance extracted (AVE) test, it can be seen that all AVE values are > 0.50 . Therefore, it can be concluded that the results of the average variance extracted (AVE) values have met the minimum standard limits and all indicators can be said to be valid.

3.1.2 Discriminant Validity Test

Discriminant validity tests are used to measure or assess the extent to which different constructs within a measurement model can be distinguished from one another. Discriminant validity can be measured using three criteria: cross-loading, latent variable correlation, and Fornell-Larcker. One or all three criteria can be used. In this study, the researchers used a single criterion to measure convergent validity: the Fornell-Larcker value. The results of the Fornell-Larcker value test are shown in the table below:

Table 3: Discriminant Validity Test

	OC	LS	TP	WM	R	Information
OC	0.928					Valid
LS	0.696	0.933				Valid
TP	0.797	0.656	0.907			Valid
WM	0.837	0.687	0.807	0.778		Valid
R	0.563	0.662	0.614	0.687	0.809	Valid

It can be seen that the square root value of AVE (Fornell-Larcker Criterion) for each variable is > from the correlation between constructs with other constructs as well as between constructs of the same variable. Thus, it can be concluded that all variables are declared to meet the valid discriminant criteria.

3.1.3 Reliability Test

Reliability testing uses Cronbach's Alpha and composite reliability analysis. Both analyses are used to test the reliability of indicators within a variable. Cronbach's Alpha is used to measure the reliability of an indicator within a variable. An indicator within a variable is considered reliable or meets the minimum standard if the resulting value is >0.70. If the value of an indicator within a variable is >0.70, the indicator is considered reliable. Similarly, the Composite Reliability value is also used to measure the reliability of an indicator within a variable. The Composite Reliability value is also considered reliable if the resulting value is >0.70. Based on these criteria, the following are the results of the reliability test using SmartPLS 4, as shown in the table below:

Table 4: Reliability Test

	Cronbach's alpha	Composite reliability (rho_c)	Information
OC	0.946	0.961	Reliabel
LS	0.970	0.976	Reliabel
TP	0.956	0.965	Reliabel
WM	0.940	0.950	Reliabel
R	0.870	0.910	Reliabel

Based on the data above, the Cronbach's Alpha and Composite Reliability values are above the minimum threshold of 0.70, indicating that all indicators for all variables in the study are reliable. This value indicates that the indicators for each variable have excellent consistency in measuring the variable.

3.2 Model Fit Test

Model fit validation testing can be performed by examining the output from SmartPLS 4.0. The table below shows:

Table 5: Model Fit Test

Parameter	Rule of Thumb	Parameter Value	Information
SRMR	smaller than 0.10	0.069	Fit
NFI	approaching value 1	0.800	Fit
GoF	0.1 (GoF kecil), 0.25 (GoF moderate), 0.36 (GoF kuat)	0.77	Strong fit
Q ² Predictive Relvance	Q ² > 0: have predictive relevance Q ² < 0: less predictive relevance 0.02 (weak) 0.15 (moderate) 0.35 (strong)	Q ² MK 0.756 > 0 Q ² KG 0.607 > 0	Strong Predictive

Based on the analysis results in the table above, to assess the fit model in the study, the data obtained shows that the SRMR value is <0.10, which is 0.069 < 0.10, so it can be stated based on the SRMR value of the model in the fit study. Based on the NFI value, a model is said to fit if the resulting value is close to 1. In the results of the analysis data obtained, the NFI value is 0.800, where the value is close to 1. This, based on the NFI

value, the model in the study is stated to be fit. Based on the GoF value, it is divided into three criteria, namely if the resulting value is 0.1 (small GoF), 0.25 (moderate GoF), 0.36 (strong GoF). Based on the analysis results, the GoF value obtained from the research model is 0.77, where the result is greater than 0.36 so that based on the GoF value, the model in the study is stated to have a strong GoF fit. In addition, looking at the Q^2 Predictive Relvance value, with the criteria $Q^2 > 0$: has predictive relevance, $Q^2 < 0$: less predictive relevance, and 0.02 (weak) 0.15 (moderate) 0.35 strong. Based on the results of the analysis, the data obtained that Q^2 Work Motivation 0.756 > 0 and Q^2 Teacher Performance 0.607 > 0 , so it can be said that the Q^2 Predictive Relvance value has predictive relevance and the numbers generated by the work motivation and teacher performance variables are more than 0.35 so they are said to be strong. Based on these criteria, it is stated that the model in the study has a strong predictive relevance value. Based on the four criteria above and the results of the analysis obtained, it can be concluded that the research model used in the study has a fit model.

3.3 Inner Model Analysis Test (Structural Model)

The inner model in SEM-PLS 4.0 is used to describe the relationships between latent variables and then evaluate them to determine their strength and significance. Testing the inner model involves two aspects: R-square and the significance of the relationship (hypothesis testing).

3.3.1 R-Square Value

In SEM-PLS 4.0, R-Square is used to measure how well the latent independent variables in a research model can explain the variability of the latent dependent variable. The R-Square (R^2) value can indicate the overall predictive power of the research model. The R-Square (R^2) value ranges from 0 to 1, where a higher value indicates a better model in explaining variance. The following R-Square (R^2) values using Smart PLS 4.0:

Tabel 6: R-Square Value Results (R^2)

Variabel	R-square	R-square adjusted
Teacher Performance	0.734	0.723
Work Motivation	0.763	0.760

The results of the R-Square (R^2) test show the proportion of variance in the dependent variable that can be explained by the independent variables in the research model. The *R-Square* (R^2) value of the teacher performance variable of 0.734 indicates that 73.4% of the variation in teacher performance can be explained by the constructs of the independent variables that have an influence in the research model, while the remaining 26.6% is explained by other factors outside the research model being studied. Furthermore, the R-Square (R^2) value of the work motivation variable of 0.763 indicates that 76.3% of the variation in work motivation can be explained by the constructs of the independent variables that have an influence in the research model, while the remaining 23.7% is explained by other factors outside the research model being studied. Based on these results, it can be concluded that the model is considered strong.

3.3.2 Hypothesis Testing

Hypothesis testing is conducted to determine the relationship between latent variables in the model and whether they are considered influential and statistically significant. The process of hypothesis testing in this study uses SmartPLS 4.0 software with the bootstrapping technique. The results after bootstrapping are in the form of t-statistics or p-values. In hypothesis testing using SmartPLS 4.0 software, the results of the hypothesis analysis are seen by looking at the T-statistic and P-value. If the T-statistic value is > 1.96 and the P-value is < 0.05 , then H_a is accepted and H_0 is rejected. The following are the results of bootstrapping the hypothesis test, among others:

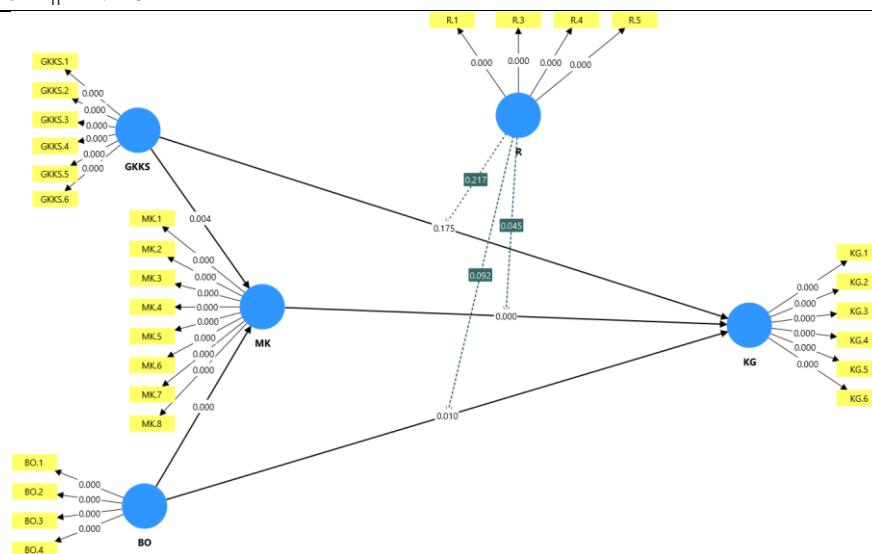


Figure 1: Bootstrapping Results of Hypothesis Testing with SmartPLS 4.0

(a) Direct Effect Test

The direct effect test is a test conducted to determine whether an independent variable (X) has a direct influence on the dependent variable (Y) without going through other variables. The analysis results were obtained using SmartPLS 4.0 software with the bootstrapping technique. The following are the results of the direct effect test analysis:

Tabel 7: Direct Influence Test Results

	Original sample (O)	T statistics (O/STDEV)	P values	Information
LS (X1) -> TP (Y)	0.062	0.935	0.175	No Effect
OC (X2) -> TP (Y)	0.237	2.323	0.010	Take Effect
LS (X1) -> WM (X3)	0.179	2.689	0.004	Take Effect
OC (X2) -> WM (X3)	0.739	12.417	0.000	Take Effect
WM (X3) -> TP (Y)	0.503	4.447	0.000	Take Effect

Based on the data in the table above, the results of the direct effect test can be understood as follows:

1. First Hypothesis

H01: There is no influence between the principal's leadership style and the performance of high school and vocational high school teachers in Ajibarang District.

H1: There is a positive and significant influence between the principal's leadership style and the performance of high school and vocational high school teachers in Ajibarang District.

The hypothesis is accepted if the T-statistic is > 1.96 and the P-value is < 0.05 . Based on the data in Table 4.12, the T-statistic for leadership style is 0.935, which is less than 1.96, and the P-value is 0.175, which is greater than 0.05. Therefore, the first hypothesis, H01, is accepted and H1 is rejected. This means that the principal's leadership style does not influence the performance of high school and vocational high school teachers in Ajibarang District.

The findings of the analysis are in line with the findings of previous research conducted by Fan and Nuruly (2024), regarding "The Impact of Leadership Style on Teachers' Performance at SMP Al-Ikhlas Al-Islami Lombok", where the results of the research calculations show that the t-statistic value $< t$ -table, namely $0.631 < 2.03951$ and the P-value > 0.05 , namely $0.053 > 0.05$, so based on these findings it can be interpreted that the principal's leadership style has no effect and is not significant on teacher performance at SMP Al-Ikhlas Al-Islami Lombok. A study conducted by Agnes Martini & Aam Bastana (2025) on "The Influence of Principal Leadership Style, Teacher Workload, and Training on Teacher Performance with Job Satisfaction as Mediator at SMKN 1 Tanjungpandan" showed that the t-statistic was less than 1.96 ($0.157 < 1.96$), and the p-value was > 0.05 ($0.875 > 0.05$). Therefore, based on these findings, it can also be interpreted that the principal's leadership style has no significant effect on teacher performance at SMKN 1 Tanjungpandan.

Based on the findings of this study and the findings of previous studies that are in line with the findings of the principal's leadership style, the ineffectiveness of the principal's leadership style on teacher performance can occur due to the inaccurate selection and implementation of the leadership style carried out by the principal as a leader, as well as the principal's lack of optimal development of the chosen leadership style for its members. In this study, it was found that the leadership style has not been optimally implemented by the principal, such as in the ability to control subordinates, the principal does not involve teachers enough in discussions or meetings so that the interaction between the principal and teachers is less than optimal. In addition, in terms of responsibility, the principal is less responsible for mistakes made, which causes unpleasant feelings felt by teachers. With these two things that are not considered by the principal in implementing his leadership style, it has a negative impact on teacher performance. This certainly requires evaluation so that it can be paid more attention and improved by the principal to have a better impact on improving teacher performance at school in carrying out their duties and responsibilities.

2. Second Hypothesis

H02: There is no influence between organizational culture and the performance of high school and vocational high school teachers in Ajibarang District.

H2: There is a positive and significant influence of organizational culture on the performance of high school and vocational high school teachers in Ajibarang District.

The hypothesis will be accepted if the T-statistic value is > 1.96 and the P-value is < 0.05 . Based on the data in Table 4.12, the T-statistic value for organizational culture is 2.323, which is greater than 1.96, and the P-value is 0.010, which is less than 0.05. Therefore, the second hypothesis, H_02, is rejected and H_2 is accepted. This means that organizational culture has a positive and significant influence on the performance of high school and vocational high school teachers in Ajibarang District.

The findings of the analysis are in line with the findings of previous research conducted by Puspitasari et al., (2024), regarding "Influence of Quality of Work Life, Organizational Culture and Workload on Teacher Performance", where the results of the research calculations show that the t-statistic value (2.553) $>$ t-table (1.656) and p-value 0.004 $<$ 0.05, so that in these findings it can be interpreted that organizational culture has a significant influence on teacher performance. Research conducted by Hoki and Syntia (2024), regarding "The Influence of Workload and Organizational Culture on Teacher Performance at Hang Tuah Belawan High School", where the results of the calculation findings show that the t-statistic value (-2.114) $>$ t-table (2.039) and p-value 0.043 $<$ 0.05, so that in these findings it can also be interpreted that organizational culture has an influence on teacher performance. Research conducted by Syah et al. (2025), regarding "Optimizing Teacher Performance through School Management and Organizational Culture in the Meranti Islands," also provided results consistent with the researcher's findings, stating that organizational culture significantly influences teacher performance. The results of the research calculations showed a t-statistic value of 5.022 $>$ 1.96 and a p-value of 0.000 $<$ 0.05.

Based on the researcher's findings and several studies that align with the researcher's findings, it provides insight into the importance of organizational culture in improving teacher performance in educational institutions. Organizational culture can be used as a system that can provide direction, control, and set boundaries that can serve as guidelines for all members of the organization in socializing. This aligns with the resource-based theory developed by Barney, where organizational culture is part of an intangible resource. Resource-based theory holds that optimal management of resources within an organization will yield optimal results. Therefore, a quality organizational culture is crucial for improving teacher performance.

3. Third Hypothesis

H03: There is no influence between the principal's leadership style and the work motivation of high school and vocational high school teachers in Ajibarang District.

H3: There is a positive and significant influence of the principal's leadership style on the work motivation of high school and vocational high school teachers in Ajibarang District.

The hypothesis will be accepted if the T-statistic value is > 1.96 and the P-value is < 0.05 . Based on the data in Table 4.12, the T-statistic value for the principal's leadership style is 2.698, which is greater than 1.96, and the P-value is 0.004, which is less than 0.05. Therefore, the third hypothesis, H03, is rejected and H3 is accepted. This means that the principal's leadership style has a positive and significant effect on the work motivation of high school and vocational school teachers in Ajibarang District.

The findings of this analysis align with those of previous research conducted by Solihin & Giatman (2021) on "The Impact of Principal Leadership Style on Teacher Job Satisfaction and Work Motivation." The calculation results showed a t-statistic (4.329) $>$ 1.96 and a p-value of 0.000 $<$ 0.05, indicating that leadership style significantly influences teacher work motivation. Research conducted by Solekha (2024) on "The

"Influence of School Principal Leadership and Work Environment on Teacher Work Motivation in Elementary Schools" also found that principal leadership style significantly influences teacher work motivation by 61.2%. This study confirmed that an effective principal's leadership style can increase teacher work motivation. Based on these findings and several other studies with similar findings, principal leadership style influences teacher work motivation.

This finding is further strengthened by research conducted by Muh. Muhtadi Muchtar (2025), regarding "The Influence of Leadership Style on Work Motivation of Employees at the Office of Community and Village Empowerment in Polewali Mandar Regency", stated that leadership style has a significant influence on the work motivation of its employees. With the right leadership style, employees show higher motivation in carrying out their responsibilities and work because employees feel involved in a decision-making process and employees feel that communication built with a leader is clearer and more communicative. Based on the findings of researchers and several studies that are in line with the findings of researchers, it provides a view of the importance of a leadership style used and developed by the principal as a leader in an educational institution that must be applied flexibly, depending on the conditions of an educational institution being led and the characteristics of the individual teachers in the educational institution (Marka 2025).

A teacher's motivation is a very important thing to pay attention to because a teacher who has high motivation in himself tends to be more creative, innovative, enthusiastic, and dedicated in carrying out his duties and responsibilities as a teacher in an educational institution. However, conversely, a teacher who lacks high motivation will be less likely to fulfill their duties and responsibilities within an educational institution (Geong 2021). Therefore, it is crucial for a principal, as a leader within an educational institution, to consider an appropriate leadership style that aligns with the specifics of the institution and the characteristics of the teachers within that institution.

4. Fourth Hypothesis

H04: There is no effect between organizational culture and the work motivation of high school and vocational school teachers in Ajibarang District.

H4: There is a positive and significant effect of organizational culture on the work motivation of high school and vocational school teachers in Ajibarang District.

The hypothesis will be accepted if the T-statistic value is > 1.96 and the P-value is < 0.05 . Based on the data in Table 4.12, the T-statistic for organizational culture is 12.417, which is greater than 1.96, and the P-value is 0.000, which is less than 0.05. Therefore, the fourth hypothesis, H04, is rejected and H4 is accepted. This means that organizational culture has a positive and significant effect on the work motivation of high school and vocational school teachers in Ajibarang District.

The findings of this analysis are in line with the findings of previous research conducted by Kamaludin Ihsan (2024), regarding "The Effect of Organizational Culture on the Work Motivation of Civil Servants at Didagkoperin Cimahi City," which stated that organizational culture has a significant influence on the work motivation of civil servants at Didagkoperin Cimahi City. Highly upheld norms, rules, and ideals will further motivate workers in carrying out their work. The findings of Sutoro's (2020) research, regarding "The Influence of Organizational Culture on the Work Motivation of BPSDM Jambi Province Employees," also stated that organizational culture has a significant influence on the work motivation of BPSDM Jambi Province employees. The study revealed that to be able to increase employee work motivation in carrying out their duties and responsibilities, there must be rules, schedules, norms, and rewards that must be implemented as optimally as possible so that the culture that develops within an organization develops and grows well, thereby increasing employee work motivation.

Based on the findings of the researcher and several studies that are in line with the findings of the researcher, it provides the view that the importance of a culture Organizational culture in increasing employee work motivation. Where organizational culture is a set of values, beliefs, assumptions, or norms that become a habit within an organization and are agreed upon by the organization's members as a basis for attitudes, behavior, and in solving problems that occur within an organization. The existence of a quality organizational culture will have a positive impact on an organization such as an educational institution. Where organizational culture in an educational institution can be used as a positive value or unique characteristic of the educational institution that differentiates it from other educational institutions. Therefore, organizational culture is an important thing to pay attention to because it has been proven that teacher work motivation in educational institutions is influenced by the organizational culture in the educational institution.

5. Fifth Hypothesis

H05: There is no effect between teacher work motivation and the performance of high school and vocational school teachers in Ajibarang District.

H5: There is a positive and significant effect of teacher work motivation on the performance of high school and vocational school teachers in Ajibarang District.

The hypothesis is accepted if the T-statistic is >1.96 and the P-value is <0.05 . Based on the data in table 4.12, the T-statistic value for teacher work motivation is 4.477, which is greater than 1.96, and the P-value is 0.000, which is less than 0.05. Thus, it can be interpreted that the fifth hypothesis H_05 is rejected and H_5 is accepted. This means that teacher work motivation has a positive and significant effect on the work motivation of high school and vocational school teachers in Ajibarang District.

The findings of the analysis are in line with the findings of previous research conducted by Chinmi, Nugraha & Ahyani (2024), regarding "The Effect of Digital Literacy and Motivation on Teacher's Performance" which stated that work motivation has a significant influence on teacher performance in schools. Optimal teacher performance can be achieved with high work motivation in teachers. The findings of the research results of Agustin et al. (2025), regarding "The Influence of Work Motivation and Work Discipline on Teacher Performance at SMA Negeri 1 Karawang" also provided the same results that teacher work motivation has a significant influence on teacher performance in schools. This is evidenced by the acquisition of a significance value of $0.001 < 0.05$ and a t-count value $> t$ -table, namely $3.786 > 2.2026$, where the influence of teacher work motivation on teacher performance in schools has a real influence and does not occur by chance. In line with this research, research conducted by Diantara et al. (2025), regarding "Leadership and Motivation as Key Drivers of Teacher Performance: A Quantitative Study at SMA Negeri 1 Mendoyo," also found that teacher work motivation significantly influences teacher performance in schools. Work motivation is a crucial factor in the effectiveness of teacher performance in schools.

Based on the researcher's findings and several studies that align with the researcher's findings, it is clear that teacher work motivation plays a significant role in teacher performance in schools. High teacher work motivation will positively influence teacher performance in schools in carrying out their duties and responsibilities (Noorhapizah and Ahmad Suriansyah 2022). Teacher work motivation does not emerge spontaneously but requires stimulation from several factors. Factors influencing teacher work motivation can originate from within the teacher and from outside the teacher. A teacher with high work motivation can be characterized by feeling satisfied with their work, having motivation, a high sense of responsibility, and enthusiasm (Amtu et al. 2020).

Teacher work motivation will increase if a teacher believes that there is a positive relationship between effort and performance, results and performance, which provides benefits for the teacher (Zhang, Admiraal & Saab 2021). This is in accordance with the theory developed by Victor Vroom regarding the theory of motivation expectancy, which explains that there is a relationship between hope, namely that the effort made by a person will result in the achievement of the desired performance in completing their work; instrumentality, namely that a person will feel appreciated if the performance that has been completed optimally produces results equivalent to the work that has been completed; and valance, namely a reward or appreciation received by a person as a form of compensation based on an effort and performance that has been given by someone in completing their work. Therefore, it can be understood that a teacher's work motivation influences the teacher's performance in completing their duties and responsibilities.

(b) Indirect Effect Test

The indirect effect test is a test conducted to determine whether the influence of the independent variable (X) on the dependent variable (Y) occurs through an intermediary variable (mediating variable). The results of the analysis using SmartPLS 4.0 software with the bootstrapping technique are as follows:

Table 8: Indirect Effect Test

	Original sample (O)	T statistics (O/STDEV)	P values	Information
LS (X1) ->WM (X3) ->TP (Y)	0.090	2.230	0.013	Take Effect
OC (X2) ->WM (X3) ->TP (Y)	0.372	4.346	0.000	Take Effect

Based on the data in the table above, the results of the Direct Effect Test indicate that:

1. Sixth Hypothesis

H06: There is no effect between the principal's leadership style and the performance of high school and vocational high school teachers in Ajibarang District through work motivation as a mediating variable.

H6: There is a positive and significant effect of the principal's leadership style on the performance of high school and vocational high school teachers in Ajibarang District through work motivation as a mediating variable.

To test the sixth hypothesis, consider the data presented in Table 4.13, as shown in the table above. The correlation between the principal's leadership style and teacher performance through work motivation is 2.230, which is greater than 1.96, and a P-Value of 0.000, which is less than 0.05. Therefore, the sixth hypothesis (H06) is rejected and H6 is accepted. This means that work motivation, as a mediating variable, has a positive and significant effect on the influence of the principal's leadership style on the performance of high school and vocational high school teachers in Ajibarang District.

The findings of this analysis align with those of previous research conducted by Wayan et al. (2023) on "The Influence of Leadership Style on Performance with Motivation as a Mediating Variable in Teachers at SMKN 1 Lingsar," which stated that teacher work motivation positively and significantly mediated the influence of leadership style on performance in SMKN 1 Lingsar teachers. Research conducted by Irawanty & Mulyanto (2024) on "The Influence of Principal Leadership on Teacher Performance Through the Mediation of Intrinsic Motivation" stated that principal leadership significantly influenced teacher performance through the mediation of intrinsic motivation.

Research conducted by Zulkarnain (2023) on "The Influence of Transformational Leadership and Work Commitment on Teacher Performance with Work Motivation as a Mediating Variable in SMA Negeri 2 Jember" also stated that work motivation can mediate the influence of transformational leadership on teacher performance. Furthermore, research conducted by Taufan, Aryanti, & Sasmita (2024) on "Transformational Leadership on Teacher Performance Through the Mediating Role of Motivation" also states that work motivation mediates transformational leadership on teacher performance. Therefore, a principal, as a leader in an educational institution, must pay attention to teachers to encourage their work motivation to continue to increase by providing intellectual stimulation, showing concern, and providing inspiration to teachers to encourage them to deliver optimal performance in carrying out their duties and responsibilities.

Based on the findings of the researcher and several studies that align with the researcher's findings, it is clear that it is important for a principal to choose and implement an appropriate leadership style in an educational institution to maintain, encourage, and improve teacher work motivation. A leadership style that can increase teacher work motivation will have an impact on teacher performance, which will be increasingly optimal. Teachers will feel supported by the principal, which will encourage work motivation within them to further improve the quality of their performance. The principal's leadership style can provide work motivation to teachers, both verbal and internal encouragement to comply with school regulations and this can achieve good performance for teachers at school (Putri, Afuan, and Sari 2025). With the high work motivation possessed by a teacher, it can encourage teachers to face a task, responsibility, and challenge with full enthusiasm and determination, can increase involvement in the learning process that is increasingly optimal, and can motivate teachers to always improve the quality of their teaching (Wulandari and Rahayu 2024).

2. Seventh Hypothesis

H07: There is no effect between organizational culture and the performance of high school and vocational high school teachers in Ajibarang District through work motivation as a mediating variable.

H7: There is a positive and significant effect of organizational culture on the performance of high school and vocational high school teachers in Ajibarang District through work motivation as a mediating variable.

To test the seventh hypothesis, consider the data presented in Table 4.13, as shown in the table above. The correlation between organizational culture and teacher performance through work motivation is 4.346, which is greater than 1.96, and a P-value of 0.000, which is less than 0.05. Therefore, the seventh hypothesis, H07, is rejected and H7 is accepted. This means that work motivation as a mediating variable has a positive and significant influence in mediating the influence of organizational culture on the performance of high school and vocational school teachers in Ajibarang District.

Zulaida's (2023) research, "The Influence of Work Discipline, Work Environment, and Organizational Culture on Teacher Performance at SMP Negeri 252 Jakarta with Work Motivation as a Mediating Variable," also states that organizational culture has a significant influence on teacher performance, with work motivation as a mediating variable. Furthermore, Huda et al. (2025) also provided similar research findings on "Organizational Culture and Self-Efficacy with Work Motivation and Leadership as Key Factors," which stated that organizational culture has a positive and significant influence on teacher performance through work motivation as a mediating variable. Based on the researcher's findings and several studies that align with the researcher's findings, it is clear that a strong organizational culture within an educational institution is crucial for increasing teacher work motivation. Therefore, a strong organizational culture and increased teacher work motivation will impact the quality of a teacher's performance in carrying out their duties and responsibilities within an educational institution. A healthy organizational culture is crucial within an educational institution because it provides a social and psychological environment for interaction between teachers, the principal, and other members of the institution, thus contributing to the creation of a healthy and positive organizational

culture (Wang et al., 2024). In the study conducted by researchers, the seventh hypothesis was that teacher work motivation was a partial mediator in the indirect relationship between organizational culture and teacher performance. Partial mediation occurs when the mediating variable partially explains the relationship between the independent variable and the dependent variable (Sidhu and Bhalla, 2021).

(c) Interaction Effect Test

The Interaction Effect Test is a test conducted to determine whether the presence of a moderator variable (Z) strengthens, weakens, or changes the direction of the influence of the independent variable (X) on the dependent variable (Y). The results of the analysis using SmartPLS 4.0 software with the bootstrapping technique, the following are the results of the analysis of the moderation effect test:

Table 9: Interaction Effect Test

	Original sample (O)	T statistics (O/STDEV)	P values	Information
R (Z) x LS (X1) ->TP (Y)	0.051	0.783	0.217	No Effect
R (Z) x OC (X2) ->TP (Y)	0.154	1.328	0.092	No Effect
R (Z) x WM (X3) ->TP (Y)	0.196	1.701	0.045	Take Effect

Based on the data in the table above, the results of the interaction effect test indicate that:

1. Eighth Hypothesis

H08: There is no effect between the principal's leadership style and the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable.

H8: There is a positive and significant effect of the principal's leadership style on the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable.

The correlation between the principal's leadership style and teacher performance through the moderator variable of rewards has a T-statistic of 0.78, less than 1.96, and a P-value of 0.217, greater than 0.05. Therefore, the eighth hypothesis, H08, is accepted and H8 is rejected. This means that rewards as a moderator variable do not moderate the principal's leadership style on teacher performance in high school and vocational high schools in Ajibarang District.

In testing the eighth hypothesis, the researcher compared the data results with the first hypothesis. Where in the first hypothesis, the principal's leadership style had no effect and was not significant on the performance of high school & vocational high school teachers in Ajibarang District. The data results have the same results as the eighth hypothesis where the principal's leadership style had no effect and was not significant on the performance of high school & vocational high school teachers in Ajibarang District through rewards as a moderator variable. So based on the data results, it is called potential moderation. So it can be interpreted that the reward variable is not a moderating variable for the influence of the principal's leadership style on the performance of high school & vocational high school teachers in Ajibarang District. This can occur when the independent variable obtains data results that show no effect and is not significant and the interaction variable between the independent and moderation also obtains data results that show no effect and is not significant. Therefore, it can be concluded that rewards cannot moderate the influence of the principal's leadership style on the performance of high school & vocational high school teachers in Ajibarang District.

2. Ninth Hypothesis

H09: There is no effect between organizational culture and the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable.

H9: There is a positive and significant effect of organizational culture on the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable.

The correlation between organizational culture and teacher performance through the moderator variable of rewards is shown by a T-statistic of 1.328 and a P-value of 0.092. With a T-statistic of 1.328 less than 1.96 and a P-value of 0.092 greater than 0.05, it can be declared that there is no effect and it is not significant. Therefore, the ninth hypothesis, H09, is accepted and H9 is rejected. This means that rewards as a moderator variable do not moderate organizational culture on teacher performance in high schools and vocational high schools in Ajibarang District.

In testing the ninth hypothesis, the researcher compared the data results with the second hypothesis. Where in the second hypothesis, organizational culture style has a significant influence on the performance of high school & vocational high school teachers in Ajibarang District. The results of these data have different results from the ninth hypothesis where organizational culture has no influence and is not significant on the

performance of high school & vocational high school teachers in Ajibarang District through rewards as a moderator variable. Therefore, based on these data results, it is called predictor moderation. So it can be interpreted that the reward variable only acts as an independent variable. This can occur when the independent variable obtains data results that show a significant influence, but the interaction variable between the independent and moderation obtains data results that show no influence and is not significant. Therefore, it can be concluded that rewards only play a role as an independent variable in the influence of the principal's leadership style on the performance of high school & vocational high school teachers in Ajibarang District.

3. Tenth Hypothesis

H010: There is no effect between work motivation and the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable.

H10: There is a positive and significant effect of work motivation on the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable.

The correlation between work motivation and teacher performance through the moderator variable, rewards, has a T-statistic of 1.701 and a P-value of 0.045. With a T-statistic of 1.701 less than 1.96 and a P-value of 0.045 less than 0.05, it can be stated that there is a positive and significant effect. Since the P-value is less than 0.05, it can be interpreted that the tenth hypothesis, H010, is rejected and H10 is accepted. This means that rewards as a moderator variable successfully moderate teacher work motivation on teacher performance in high schools and vocational high schools in Ajibarang District.

In testing the tenth hypothesis, the researchers compared the data obtained from the fifth hypothesis. The fifth hypothesis found that teacher work motivation significantly influenced the performance of high school and vocational high school teachers in Ajibarang District. These data results were similar to the tenth hypothesis, where teacher work motivation significantly influenced the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable. Therefore, based on these data, it is referred to as quasi-moderation. Therefore, it can be interpreted that the reward variable acts as both a moderating variable and a predictor (independent variable) for the influence of teacher work motivation on the performance of high school and vocational high school teachers in Ajibarang District. This can occur when the independent variable produces data indicating a significant influence, and the interaction between the independent variable and the moderator also produces data indicating a significant influence. Therefore, it can be concluded that rewards act as both a moderator and a predictor (independent variable) for the influence of work motivation on the performance of high school and vocational high school teachers in Ajibarang District. In this case, the reward variable has succeeded in becoming a moderating variable in explaining the relationship between the influence of teacher work motivation on the performance of high school & vocational high school teachers in Ajibarang District. So it can be said that the reward variable can increase teacher work motivation and improve the quality of a teacher's performance.

This is in line with the motivational expectancy theory developed by Victor Vroom which explains the relationship between hope, namely that the effort made by someone will result in the desired performance achievement in completing their work, instrumentality, namely that someone will feel appreciated if the performance that has been completed optimally gets results equivalent to the work he has completed, and valance, namely a reward or award obtained by someone as a form of compensation based on an effort and performance that has been given by someone in completing his work. In this theory, an individual will have high motivation with the belief that there is a positive relationship between effort and performance, results and performance, and the results of the performance that has been done produce the desired reward or reward, and the reward or reward given is equivalent to the performance they have done will give them satisfaction to make more valuable efforts to improve the quality of their performance so that self-motivation continues to increase to provide better efforts. Thus, it can be concluded that the better and more equal the reward given to a teacher for his efforts in completing his duties and responsibilities, the more the work motivation that grows within a teacher will increase, which will have an impact on increasing the quality of the teacher's performance produced in completing his duties and responsibilities.

4. Conclusion

Based on the research results and discussion, the following conclusions can be drawn:

1. The principal's leadership style does not significantly influence the performance of high school and vocational high school teachers in Ajibarang District. This is because the T-statistic for leadership style is 0.935, which is less than 1.96, and the P-value is 0.175, which is greater than 0.05. Therefore, the first hypothesis, H01, is accepted and H1 is rejected.
2. Organizational culture has a significant influence on the performance of high school and vocational high school teachers in Ajibarang District. This is because the T-statistic for organizational culture is 2.323,

which is greater than 1.96, and the P-value is 0.010, which is less than 0.05. Therefore, the second hypothesis, H02, is rejected and H2 is accepted.

3. The principal's leadership style significantly influences the work motivation of high school and vocational high school teachers in Ajibarang District. This is because the T-statistic for the principal's leadership style was 2.698, which is greater than 1.96, and the P-value was 0.004, which is less than 0.05. Therefore, the third hypothesis, H03, is rejected and H3 is accepted.
4. Organizational culture has a significant influence on the work motivation of high school and vocational school teachers in Ajibarang District. This is because the T-statistic for organizational culture was 12.417, which is greater than 1.96, and the P-value was 0.000, which is less than 0.05. Therefore, the fourth hypothesis, H04, is rejected and H4 is accepted.
5. Teacher work motivation has a significant influence on the performance of high school and vocational school teachers in Ajibarang District. This is because the T-statistic data obtained for teacher work motivation is 4.477, which is greater than 1.96, and the P-value is 0.000, which is less than 0.05. Therefore, it can be interpreted that the fifth hypothesis, H05, is rejected and H5 is accepted.
6. The principal's leadership style has a significant influence on the performance of high school and vocational high school teachers in Ajibarang District through teacher work motivation as a mediating variable. This is because the T-statistic data obtained is 2.230, which is greater than 1.96, and the P-value is 0.000, which is less than 0.05. Therefore, it can be interpreted that the sixth hypothesis, H06, is rejected and H6 is accepted.
7. Organizational culture has a significant influence on the performance of high school and vocational high school teachers in Ajibarang District through teacher work motivation as a mediating variable. This is because the T-statistic value obtained is 4.346, which is greater than 1.96, and the P-value is 0.000, which is less than 0.05. Therefore, it can be interpreted that the seventh hypothesis, H07, is rejected and H7 is accepted.
8. The principal's leadership style does not have a significant effect on the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable. This is because the T-statistic value obtained is 0.78, which is less than 1.96, and the P-value is 0.217, which is greater than 0.05, meaning it has no effect and is not significant. Therefore, it can be interpreted that the eighth hypothesis, H08, is accepted and H8 is rejected. In this case, the reward variable is not a moderator variable between the principal's leadership style and the performance of high school and vocational high school teachers in Ajibarang District. Based on the data, the reward variable is considered a potential moderator (homologous moderation). The moderator variable, namely reward, does not affect the relationship between leadership style and teacher performance. Therefore, the reward variable is not a true moderator. This can be seen from the results of the first hypothesis, which states that the principal's leadership style has no significant effect on teacher performance. The results of the eighth hypothesis also show the same result, namely that the principal's leadership style has no significant effect on teacher performance through reward as a moderator variable.
9. Organizational culture does not significantly influence the performance of high school and vocational high school teachers in Ajibarang District through rewards as a moderator variable. This is because the data obtained showed a T-statistic of 1.328 and a P-value of 0.092. With a T-statistic of 1.328 less than 1.96 and a P-value of 0.092 greater than 0.05, there is no effect and is not significant. Therefore, it can be interpreted that the ninth hypothesis, H09, is accepted and H9 is rejected. In this case, the reward variable is referred to as a moderating predictor. This means that the reward variable only acts as a new independent variable, not as a variable that moderates the relationship between leadership style and teacher performance. This can be seen from the second hypothesis, namely that organizational culture has a significant effect on teacher performance, and the results of the ninth hypothesis, which states that organizational culture has no significant effect and is not significant on teacher performance through rewards as a moderator variable. In this case, the reward variable only acts as a new independent variable.
10. Teacher work motivation has a significant influence on the performance of high school & vocational high school teachers in Ajibarang District through rewards as a moderator variable. In this case, the reward variable successfully moderates the influence of teacher work motivation on the performance of high school & vocational high school teachers in Ajibarang District. This means that a teacher who has high motivation will increase with the provision of rewards that are equivalent to their responsibilities and duties so that the performance of teachers in high schools & vocational high schools in Ajibarang District will also increase. This is because, the data obtained T-Statistic value of 1.701 is less than 1.96 and the P-Value value of 0.045 is less than 0.05, so it has a positive and significant influence. Because the P-Value value is less than 0.05. Thus, it can be interpreted that the tenth hypothesis H010 is rejected and H10 is

accepted. In this case, the reward variable is called pseudo-moderation (quasi-moderation) because the reward variable as a moderating variable has a direct effect on teacher performance and also strengthens or weakens the relationship between work motivation and teacher performance.

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