

Optimizing Teacher Performance Through The Implementation Of Progressive Work Culture And Dynamic Leadership Styles

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Article's Information

DOI:

10.32812/jibeka.v19i1.2167

ISSN-E:

2620-875X

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ABSTRACT

In school, education cannot be separated from the learning provided by the teacher. This learning certainly uses various methods that can make it easier for teachers to convey material to students, so that in its application the teacher has shown good performance results and is able to develop his skills to carry out his duties and functions as an educator. However, at SDN 138 Pekanbaru Riau, the performance of teachers has not had optimal performance. This study aims to examine the influence of work culture, leadership style and work motivation on the performance of SDN 138 Pekanbaru teachers. This study used quantitative methods. The sampling technique uses nonprobability sampling with the census sampling method, which is a method that uses all members of the population as samples. The sample or respondents in this study amounted to 31 teachers. Data collection method using questionnaire. Data analysis uses data quality tests, classical assumption tests, multiple linear regression and hypothesis testing, namely coefficients of determination, t tests, and f test. The results of the research partially and simultaneously concluded that work culture, leadership style and work motivation have a significant effect on teacher performance.

Keywords: Work Culture, Leadership Style, Work Motivation and Teacher Performance

ABSTRAK

Di sekolah pendidikan tidak terlepas dari suatu pembelajaran yang diberikan oleh guru. Pembelajaran ini tentunya menggunakan berbagai metode yang dapat mempermudah guru dalam menyampaikan materi kepada peserta didik, sehingga dalam penerapannya guru sudah menunjukkan hasil kinerja yang baik dan mampu mengembangkan keahliannya untuk menjalankan tugas dan fungsinya sebagai pendidik. Akan tetapi, di SDN 138 Pekanbaru Riau kinerja gurunya yang belum memiliki kinerja yang optimal. Penelitian ini bertujuan untuk menguji pengaruh budaya kerja, gaya kepemimpinan dan motivasi kerja terhadap kinerja guru SDN 138 Pekanbaru. Penelitian ini menggunakan metode kuantitatif. Teknik pengambilan sampel menggunakan nonprobability sampling dengan metode sensus sampling yaitu suatu metode yang menggunakan seluruh anggota populasi dijadikan sampel. Sampel atau responden didalam penelitian ini berjumlah 31 orang guru. Metode pengambilan data menggunakan kuesioner. Analisis data menggunakan uji kualitas data, uji asumsi klasik, regresi linier berganda dan pengujian hipotesis yaitu koefisien determinasi, uji t dan uji f. Hasil penelitian secara parsial dan secara simultan menyimpulkan bahwa budaya kerja, gaya kepemimpinan dan motivasi kerja berpengaruh signifikan terhadap kinerja guru.

Kata Kunci: Budaya Kerja, Gaya Kepemimpinan, Motivasi Kerja dan Kinerja Guru

Introduction

Quality education starts from educational institutions or schools that directly handle students as recipients or customers of education itself. At the base of an education is the primary school which is the only main foundation to achieve a quality education. This elementary school implements a civilised model or called a civilised school. Madani School is a school that applies the concept of education by combining aspects of general science with aspects of religious science, especially Islamic religion in the curriculum and learning environment.

The success of primary schools in education is largely determined by the performance of a teacher. Teacher performance according to Geong (2021) is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance. In its application, some teachers have shown good performance, developing their expertise to carry out their duties and functions as educators. However, at SDN 138 Pekanbaru Riau, the performance of teachers who do not have optimal performance.

Public elementary school 138 Pekanbaru Riau became the author's place to conduct research, because in the city of Pekanbaru Riau the only representative of the SDN level that has implemented the civil programme called the civil model school. However, based on interviews and observations of researchers at SDN 138 Pekanbaru, there are problems with teacher performance that have not been maximised, namely the low ability of teachers to prepare lesson plans (RPP), seen from several teachers who have not made lesson plans because the teachers are advanced in age and do not really understand making lesson plans. And there are also lesson plans that have been prepared by teachers but are not applied in classroom learning activities, because the teacher only copies and pastes lesson plans from the internet without considering the learning process that will be taught in the classroom later (Observation, 13 September 2023). As a teacher, teachers have a performance that can do their job and improve quality education such as continuing to teach well, using learning models and mastering teaching materials Nurhayati (2019).

In Government Regulation No. 19 of 2005 concerning National Education Standards article 28 paragraph (1) explains that educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realise national education goals Hidayah (2021). Academic qualifications that must be possessed by a teacher or educator such as a diploma or certificate of expertise in accordance with statutory provisions and competence as a learning agent at the education level include pedagogic competence, personality competence, professional competence and social competence.

Researchers also observed the phenomenon that exists in State Elementary School 138 Pekanbaru Riau on teacher performance which shows that work culture, leadership style and work motivation are still not optimal such as teachers who still come late when entering class. In addition, the research found that there were still teachers whose lessons used the lecture method and were less creative in teaching that utilised existing technology, for example learning while watching learning videos through infocus and laptops from the facilities and infrastructure at State Elementary School 138 Pekanbaru, so that this was a lack of guidance provided by the principal to train teacher performance such as attending seminars or workshops, teachers also lacked motivation in the form of awards in completing their duties. (Observation on 15 September 2023).

Research that supports the results of research conducted by Oktarina, *et al.* (2022) states that work culture has a significant effect on teacher performance, the results of this study are supported by the results of research by Rifa'i (2020). In contrast to the results of research conducted by Ferdian and Devita (2020), it states that work culture has no significant effect on teacher performance. Meanwhile, the results of research conducted by Geong (2021) state that leadership style has a significant effect on teacher performance, the results of this study are supported by the results of research by Sulistyowati and Rohyani (2020). In contrast to the results of research conducted by Kusvitaningrum, *et al.* (2021) states that leadership style has no significant effect on teacher performance. And the results of research conducted by Saherbanun, *et al.* (2021) states that work motivation has a significant effect on teacher performance, the results of this study are supported by the results of research by Damayani, *et al.* (2020). In contrast to the results of research conducted by Astuti and Raharjo (2023), it states that work motivation has no significant effect on teacher performance.

This study aims to determine the effect of work culture, leadership style and work motivation partially or simultaneously on teacher performance. The benefits obtained from this research theoretically can provide additional insight and knowledge in educational school institutions related to work culture, leadership style and work motivation on teacher performance. While practically it is expected to be used as additional information and consideration for educational school institutions.

Work Culture

Work culture is a set of behaviour patterns that are inherent as a whole to each individual in an organisation. Building a culture also means improving and maintaining the positive sides, and trying to get used to (habituating process) certain patterns of behaviour in order to create a new, better from Tohari (2023). A positive work culture will foster positive attitudes in its members that are useful for advancing educational institutions as their work environment.

Leadership Style

In general, the definition of leadership is a force that drives a struggle or activity towards success. According to Musdalifah (2020), leadership style is defined as a set of abilities to influence subordinates in an effort to achieve predetermined goals. According to Rifa'i (2019) style means attitude, movement, behaviour, beautiful attitude, good movements, strength, ability to do good. This leadership style is a set of characteristics that leaders use to influence subordinates so that organisational goals are achieved or it can also be said that leadership style is a pattern of behaviour and strategies that are preferred and often applied by a leader. Leadership style is the application of three parts, namely the leader, the subordinate person and the situation in which the leadership process occurs. The main functions of leadership can be broken down into several things, including teaching, advice, participation, representation, and operation functions. Leadership style is the basis for classifying leadership types.

Work Motivation

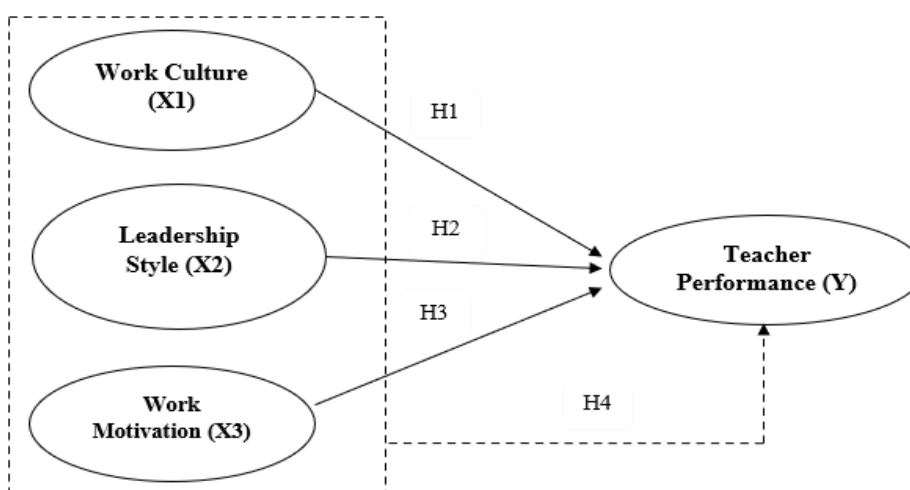
Work motivation is the driving force that motivates employees to be ready and willing to move the skills and abilities of the workforce to carry out any work because of their duties as teachers in achieving goals to fulfil these obligations Geong (2021). High motivation must be possessed by a teacher and maintain this motivation and foster it continuously so that

teachers always improve their abilities in order to improve the quality of education which leads to improved performance. Increasing motivation can be pursued in various ways, both from within (internal) and from outside the teacher (external).

Teacher Performance

Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. According to Gunawan, *et al.* (2018) teacher performance is the ability to carry out teaching work at madrasas and respond to students who are taught to improve their learning outcomes. Meanwhile, according to Hidayah (2021) teacher performance is a teacher who is required to have a performance that is able to provide and realise the expectations and desires of all parties, especially the general public who have trusted schools and teachers in fostering students.

Figure 1. Conceptual Framework



The Effect of Work Culture on Teacher Performance

According to Gulo and Tampubolon (2021) work culture is the main component in achieving an organization's mission, because culture can create work that is conducive to increasing achievement. Work culture is formed due to problems in the work environment, resulting in external changes regarding unity and solidarity. This work culture can produce teaching and education staff who think openly and are willing to participate in various learning activities. Apart from that, work culture is also an alternative that can motivate teachers to fulfill their responsibilities and solve problems regularly, so that they can improve the quality of education (Labudasar, 2018). Thus, if the work culture is good it will influence teacher performance to increase, and vice versa, if the work culture is bad it will influence teacher performance to decline.

H₁: Work Culture Partially Affects Teacher Performance at State Elementary School 138 Pekanbaru Riau

The Effect of Leadership Style on Teacher Performance

In organizations, leaders have the function and role of dominating and facilitating subordinates. Leadership style can have an impact on teacher performance because leaders have broad authority in managing their potential in achieving improvements in

school quality, the leader's way of directing teachers will be able to motivate teachers' work (Sari dan Martha, 2022). This leadership style is an important part of the organization, because every leadership activity will influence work morale and job satisfaction, a sense of security and the quality of work of subordinates. So the leadership style will encourage subordinates to obtain skill development and opportunities by anticipating every existing challenge and opportunity in their work (Gunawan dan Rahmizal, 2021). Thus, if the leadership style is good it will influence teacher performance to increase, and vice versa, if the leadership style is bad it will influence teacher performance to decline.

H₂: Leadership Style Partially Affects Teacher Performance at State Elementary School 138 Pekanbaru Riau.

The Effect of Work Motivation on Teacher Performance

Motivation is a form of encouragement within oneself that can make someone enthusiastically do something according to their wishes. This motivation can encourage teachers to work hard, so that it can increase employee work productivity and will have an impact on achieving goals (Hidayat, *et al.*, 2020). Motivation is the most important thing to pay attention to in making a positive contribution to achieving the desired agency goals. The encouragement and motivation given by teachers will increase their enthusiasm for work so that teacher performance will increase. The existence of maximum motivation of a worker will result in good performance. Teachers who have high work motivation will be shown through their behaviour at work and if teachers have low work motivation it will be difficult to realise the performance of teachers Aziz and Putra (2022). Thus, if work motivation is high it will influence teacher performance to increase, and vice versa, if work motivation is low it will influence teacher performance to decrease.

H₃: Work Motivation Partially Affects Teacher Performance at State Elementary School 138 Pekanbaru Riau

METHODS

This research is quantitative research with the approach used is *explanatory*. The time used to carry out this research was September 2023 to December 2023. This research was conducted at SD N 138 Pekanbaru City. The population that was the research subject was 31 teachers at State Elementary School 138 Pekanbaru Riau. The sampling technique used nonprobability sampling with the census sampling method, namely all members of the population were sampled, so that a sample of 31 teachers at SDN 138 Pekanbaru Riau was obtained. The data collection technique used is a questionnaire which will be carried out by giving a number of written statements to respondents to answer statement items regarding work culture, leadership style, work motivation and teacher performance.

The measurement method in this questionnaire uses a 1-5 Likert scale, namely Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). The data analysis techniques used are instrument tests including validity and reliability tests, classical assumption tests including normality tests, multicollinearity tests and heteroscedasticity tests, multiple linear regression analysis, hypothesis tests including the coefficient of determination test (R²), simultaneous tests (f test) and partial test (t test). To test data analysis using the Statistical Package for the Social Sciences (SPSS) program.

Results And Discussion

Validity Test and Reliability Test

Uji Validitas

The validity test is carried out by comparing r count with r table, if r count $>$ r table then the questionnaire indicator is declared valid, but if r count $<$ r table then the questionnaire indicator is declared invalid. The value of r table is obtained from $(df) = N - 2 = 31 - 2 = 29 = 0.3550$ with a significant level of 5% (0.05), so that the calculated r value of all statements $>$ r table (0.3550). The results of the validity test can be seen in the following table:

Table 1. Validity Test

Variable	Statement Items	Total Item Correlation (r count)	r table	Information
Teacher Performance (Y)	Y.1	0,570	0,355	Valid
	Y.2	0,490	0,355	Valid
	Y.3	0,532	0,355	Valid
	Y.4	0,512	0,355	Valid
	Y.5	0,580	0,355	Valid
	Y.6	0,492	0,355	Valid
	Y.7	0,509	0,355	Valid
	Y.8	0,520	0,355	Valid
	Y.9	0,478	0,355	Valid
	Y.10	0,496	0,355	Valid
	Y.11	0,523	0,355	Valid
	Y.12	0,551	0,355	Valid
	Y.13	0,514	0,355	Valid
	Y.14	0,536	0,355	Valid
	Y.15	0,477	0,355	Valid
	Y.16	0,645	0,355	Valid
	Y.17	0,404	0,355	Valid
	Y.18	0,552	0,355	Valid
	Y.19	0,506	0,355	Valid
	Y.20	0,466	0,355	Valid
	Y.21	0,455	0,355	Valid
Work Culture (X1)	Y.22	0,456	0,355	Valid
	X1.1	0,548	0,355	Valid
	X1.2	0,690	0,355	Valid
	X1.3	0,528	0,355	Valid
	X1.4	0,538	0,355	Valid
	X1.5	0,515	0,355	Valid
	X1.6	0,510	0,355	Valid
	X1.7	0,515	0,355	Valid
	X1.8	0,499	0,355	Valid
	X1.9	0,489	0,355	Valid
	X1.10	0,526	0,355	Valid
	X1.11	0,582	0,355	Valid
	X1.12	0,574	0,355	Valid
	X1.13	0,675	0,355	Valid
X1.14	0,557	0,355	Valid	
X1.15	0,529	0,355	Valid	
X1.16	0,494	0,355	Valid	
X1.17	0,494	0,355	Valid	
X1.18	0,537	0,355	Valid	
X1.19	0,502	0,355	Valid	
X1.20	0,547	0,355	Valid	
Leadership Style (X2)	X2.1	0,522	0,355	Valid
	X2.2	0,541	0,355	Valid
	X2.3	0,602	0,355	Valid
	X2.4	0,501	0,355	Valid
	X2.5	0,585	0,355	Valid
	X2.6	0,566	0,355	Valid
	X2.7	0,575	0,355	Valid
	X2.8	0,627	0,355	Valid
	X2.9	0,587	0,355	Valid
	X2.10	0,593	0,355	Valid
	X2.11	0,504	0,355	Valid
	X2.12	0,599	0,355	Valid

Variable	Statement Items	Total Item Correlation (r count)	r table	Information
Work Motivation (X3)	X2.13	0,536	0,355	Valid
	X2.14	0,593	0,355	Valid
	X2.15	0,589	0,355	Valid
	X2.16	0,605	0,355	Valid
	X2.17	0,624	0,355	Valid
	X2.18	0,506	0,355	Valid
	X2.19	0,510	0,355	Valid
	X2.20	0,672	0,355	Valid
	X3.1	0,643	0,355	Valid
	X3.2	0,510	0,355	Valid
	X3.3	0,606	0,355	Valid
	X3.4	0,656	0,355	Valid
	X3.5	0,834	0,355	Valid
	X3.6	0,704	0,355	Valid
	X3.7	0,501	0,355	Valid
	X3.8	0,568	0,355	Valid
X3.9	0,574	0,355	Valid	
X3.10	0,553	0,355	Valid	
X3.11	0,625	0,355	Valid	
X3.12	0,520	0,355	Valid	
X3.13	0,591	0,355	Valid	
X3.14	0,571	0,355	Valid	
X3.15	0,503	0,355	Valid	
X3.16	0,646	0,355	Valid	

Based on Table , it shows that $r \text{ count} \geq r \text{ table}$, then the statement items are declared valid, so that the questions or indicators for all variables are declared valid.

Reliability Test

To find out if the instrument is said to be reliable, it is measured using Cronbach's Alpha. A variable is said to be reliable if it has *Cronbach's Alpha* > 0.60. Reliable test results can be seen in the following table:

Table 2. Reliability test

Variabel	Cronbac'h Alpha	Results Cronbac'h Alpha	Description
Teacher Performance (Y)	>0,60	0,867	Reliable
Work Culture (X1)	>0,60	0,870	Reliable
Leadership Style (X2)	>0,60	0,890	Reliable
Work Motivation (X3)	>0,60	0,882	Reliable

Based on Table 2, it shows that the dependent variable and independent variable have a Cronbach's Alpha value > 0.60, so that all variables are declared reliable.

Classical Assumption Test

Normality Test

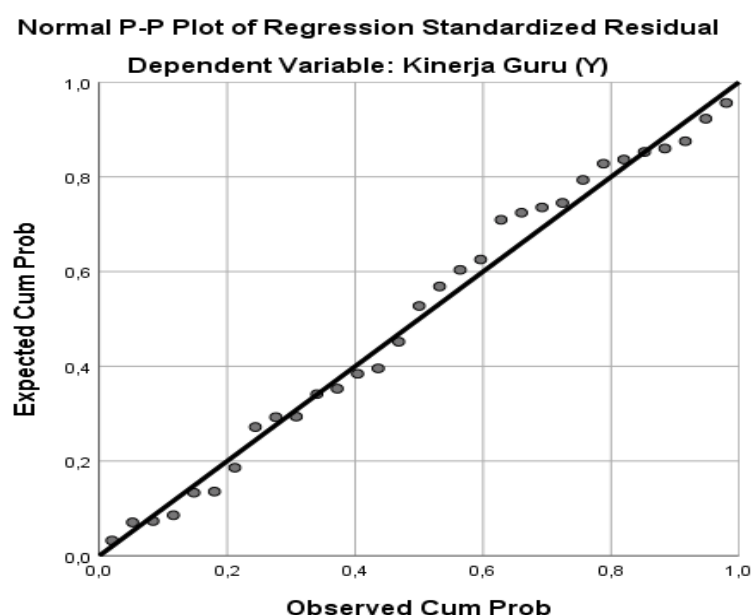
The normality test is carried out to test whether the independent variable and the dependent variable are both normally distributed, close to normal or no normal. The normality test in this study uses the Kolmogorov-Smirnov technique. The data will be normally distributed if $\text{Asymp. Sig (2-Tailed)} > \text{the predetermined alpha value of 5\% or 0.05}$. Normality test results can be seen in the Table 3. Based on Table 3, it shows that the significance value (Asymp. Sig.) is $0.200 > 0.05$, so that the research data is normally distributed or well distributed.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		31
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,45951305
Most Extreme Differences	Absolute	,107
	Positive	,071
	Negative	-,107
Test Statistic		,107
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Heteroskedastisity Test

This heteroskedastisity test assesses whether there is an inequality of variance of the residuals for all observations in the linear regression model. The results of the heteroscedasticity test can be seen in the following table:

Figure 2. Heteroskedastisity Test

Based on Figure 2, it shows that there is a distribution of data such as certain points and there is no particular pattern in the distribution of the data, so that the regression model does not experience heteroscedasticity.

Multicollinearity Test

Multicollinearity test to determine the presence of multicollinearity symptoms by looking at the VIF (*Variance Inflation Factor*) results of the independent variables. If the regression produces a Tolerance value > 0.10 and $VIF < 10$, it does not indicate the presence of multicollinearity symptoms. Conversely, if the Tolerance value < 0.10 and $VIF > 10$, then there is a multicollinearity problem. Based on Table 4, it shows that the tolerance value for the three independent variables is greater than 0.10 and the VIF value is smaller than 10, so that there are no symptoms of multicollinearity in the regression model of this research.

Table 4. Multicollinearity Test

Variabel	Tolerance	VIF	Description
Work Culture (X1)	0,932	1,073	There is no multicollinearity
Leadership Style (X2)	0,902	1,109	There is no multicollinearity
Work Motivation (X3)	0,892	1,121	There is no multicollinearity

Analysis of Multiple Linear Regression

Analysis of multiple linear regression is used to determine the direction and how much influence the independent variable has on the dependent variable. this shows that the unstandardised coefficient output on the Work Culture variable (X1) is 0.426, the Leadership Style variable (X2) is 0.387, the Work Motivation variable (X3) is 0.223 and the constant value (a) is 5.157, then the multiple linear regression equation is in formula 1.

$$Y = 5,157 + 0,426x_1 + 0,387x_2 + 0,223x_3 + e \dots\dots\dots (1)$$

Table 5. Analysis of Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5,157	8,213		,628	,535
Work Culture (X1)	,426	,072	,530	5,919	,000
Leadership Style (X2)	,387	,073	,484	5,317	,000
Work Motivation (X3)	,223	,084	,243	2,655	,013

Uji Koefisien Determinasi (R²)

The coefficient of determination test (R²) is used to determine the proportion of the dependent variable explained by the independent variable in providing information about variations in the value of the dependent variable based on the explanation of the regression model used. The results of the coefficient of determination test (R²) can be seen in the following table:

Table 6. Coefficient of Determination Test (R²)

Model	R	R Square	Adjusted R Square
1	,893 ^a	,798	,776

Based on Table 6, it shows that the Adjusted R square value is 0.776 or 77.6%. This figure states that the influence of the independent variables (work culture, leadership style and work motivation) on the dependent variable (teacher performance) is 77.6%. while the remaining 22.4% is explained by other variables not examined in this study.

F Test

The F Test is used to determine whether all independent variables or independent variables (work culture, leadership style and work motivation) have a simultaneous / joint influence on the dependent variable or dependent variable (teacher performance). Simultaneous test results (f) can be seen in the following table:

Table 7. F Test

Model	Sum of Squares	ANOVA ^a			Sig.
		df	Mean Square	F	
1 Regression	718,008	3	239,336	35,608	,000 ^b
Residual	181,476	27	6,721		
Total	899,484	30			

Based on Table 7, it shows that the calculated f value is 35.608 with $\text{sig } 0.000 < 0.05$, so work culture, leadership style and work motivation have a significant influence simultaneously. This means that work culture, leadership style and work motivation simultaneously have a significant effect on teacher performance.

Partial Test (t test)

This partial test (t test) is used to determine how much influence one independent variable individually has on the dependent variable, by comparing the t value with the t table. With this test it can be determined whether the hypothesis made is significant or not. If t count and $\text{sig } < 0.05$ then H_0 is rejected and H_a is accepted, meaning that the independent variable partially influences the dependent variable. On the other hand, if t is calculated and sig is > 0.05 then H_0 is accepted and H_a is rejected, meaning that partially the independent variable has no effect on the dependent variable. Partial test results can be seen in the following table:

Table 8. Partial Test (t test)

Model	t	Sig.	Description
Work Culture (X1)	5,919	,000	Accepted
Leadership Style (X2)	5,317	,000	Accepted
Work Motivation (X3)	2,655	,013	Accepted

Based on Table 8, it shows that the work culture variable has a calculated t value of 5.919 with a significance of $0.000 < 0.05$, so H_0 is rejected. H_1 is accepted, so the work culture variable has an effect on teacher performance. The leadership style variable has a calculated t value of 5.317 with a significance of 0.000, so H_0 is rejected. H_1 is accepted, so the leadership style variable has an effect on teacher performance. The work motivation variable has a calculated t value of 2.655 with a significance of $0.013 < 0.05$, so H_0 is rejected. H_1 is accepted, so the work motivation variable has an effect on teacher performance.

Discussion

The Effect of Work Culture on Teacher Performance

Based on the results of the first hypothesis test, the work culture variable has a calculated t value of 5.919 with a significance of $0.000 < 0.05$, so H_0 is rejected. H_1 is accepted, so the work culture variable has an effect on teacher performance. This means that the better the work culture, the higher the teacher's performance. This is because the attitudes or habits possessed by a teacher such as mutual respect, willingness to work together, tolerance, sense of responsibility and other attitudes inherent in him are able to create a good organization in realizing educational goals as expected, so that the work culture can be achieved. realized and able to improve teacher performance. Strengthened by research results Akib, et al. (2022) which states that to maximize performance, a good work culture is needed, so that it becomes a good habit in daily life, in daily work activities and in carrying out work, it is necessary to pay attention to a culture of integrity, punctuality, friendship, innovation and responsibility.

According to Nurhalizah (2023) high work productivity in a work environment is strongly influenced by ways and methods of work, the more effective and efficient the implementation of an organisation's tasks, the greater the potential to produce high work productivity. So if the work culture is positive, it will foster a positive attitude in teachers and be useful for advancing educational institutions as their work environment. In this way, a

positive work culture will foster a positive attitude in teachers and is useful for advancing educational institutions as a work environment. The work culture carried out by each teacher well has improved teacher performance, because the attitude they have is able to provide changes to their performance so that educational goals have been achieved. The results of this study are supported by research results Dauhan (2020) which states that teacher performance is greatly influenced by work culture, because work culture in the learning process is teacher behavior which becomes a habit in carrying out duties and obligations in the form of a different perspective on work and behavior such as discipline, thoroughness and responsibility.

The Effect of Leadership Style on Teacher Performance

Based on the results of the second hypothesis test, the leadership style variable has a calculated t value of 5.317 with a significance of 0.000, so H_0 is rejected. H_1 is accepted, so the leadership style variable has an effect on teacher performance. This means that the better the leadership style, the more teacher performance will increase. This is because the leadership style possessed by a person is able to influence subordinates in improving their performance, because a leader has guided and fostered subordinates to do their work according to their responsibilities and can increase maximum work productivity. Strengthened by the research results of Majidah, et al. (2020) which states that a leader who can support each other and is able to understand each teacher can improve teacher performance.

According to Parashakti and Setiawan (2019) increasing performance standards from subordinates must produce quality results. In carrying out his work, a leader can direct teachers in terms of thinking, skills, knowledge and working time so that they can achieve the expected performance standards. The results of this study are supported by research Sari dan Martha (2022) which states that the better a leader is in developing teachers, the better the teacher's performance will be because of the ability to influence his members, have a clear strategy, be innovative and be open-minded.

The Effect of Work Motivation on eacher Performance

Based on the results of the third hypothesis test, the work motivation variable has a calculated t value of 2.655 with a significance of $0.013 < 0.05$, so H_0 is rejected. H_1 is accepted, so the work motivation variable has an effect on teacher performance. This means that the higher the work motivation, the higher the teacher's performance. This is because the work motivation embedded in a teacher is able to improve his performance, because high motivation has encouraged teachers to do work according to their responsibilities without coercion. This is strengthened by the results of research by Sari dan Martha (2022) which states that sufficient motivation can create higher morale and support from leadership which will help increase teacher enthusiasm in carrying out their duties.

According to Yawan (2016) work motivation is seen as a change in energy within a person to achieve a common goal. Work motivation that is carried out appropriately by a teacher can achieve the goals or vision and mission of an educational institution well. A teacher will be more motivated to complete his work when he has a good relationship with the leadership, fellow teachers and other employees and there is interest in students wanting to study seriously and understanding the lessons that have been taught. The results of this study are supported by research Muyasaroh, et al. (2024) which says that teachers who

have work motivation will work optimally in completing each job and work with full responsibility in accordance with the work that has been given.

Conclusion

This research can be concluded that work culture has a partially significant influence on the performance of teachers at State Elementary School 138 Pekanbaru Riau. This means that the higher the work culture, the higher the teacher's performance. The work culture carried out by each teacher well has improved teacher performance, because the attitude they have is able to provide changes to their performance so that educational goals have been achieved. Leadership style has a partially significant effect on the performance of teachers at State Elementary School 138 Pekanbaru Riau. This means that the higher the leadership style, the higher the teacher's performance. Because a good leadership style will meet good performance standards. Meanwhile, work motivation has a partially significant effect on the performance of teachers at State Elementary School 138 Pekanbaru Riau. This means that the higher the work motivation, the teacher's performance will increase. Work motivation has an impact on teacher performance. Because the work motivation carried out by a teacher must be appropriate so that the goals or vision and mission of an educational institution can be achieved well. And work culture, leadership style and work motivation simultaneously have a significant effect on the performance teachers of State Elementary School 138 Pekanbaru Riau. This is because quality human resources make work culture, leadership style and work motivation further improve teacher performance.

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