

## The Influence of Principal Leadership, Organizational Culture, and Academic Supervision on Teacher Performance With Work Motivation as a Moderating Variable at State Vocational Schools in Kudus Regency

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### Abstract

Teacher performance is the result of work based on an assessment of the duties and functions of the position as an educator, which is assessed by institutions and school elements to see the extent of the roles, responsibilities and functions that the teacher has carried out. Many factors influence teacher performance, including principal leadership, organizational culture, academic supervision and work motivation. This research aims to determine the direct and indirect influence between Principal Leadership, Organizational Culture and Academic Supervision on Teacher Performance with Work Motivation as a Moderating Variable at State Vocational Schools in Kudus Regency." The sampling technique used in this research was proportional random sampling with a total sample of 115 teachers taken from State Vocational Schools in Kudus Regency. The data collection method uses a questionnaire. Variable data was analyzed using descriptive statistics, path analysis with the help of the SPSS MRA (Moderated Regression Analysis) program. The research results show that the principal's leadership has a direct effect on teacher performance; organizational culture has a direct effect on teacher performance; Academic supervision has a direct effect on teacher performance. Meanwhile, for indirect effects, work motivation is able to moderate the influence of the principal's leadership on teacher performance; work motivation is unable to moderate organizational culture on teacher performance; while work motivation is unable to moderate academic supervision of teacher performance. Suggestions that can be given are that teachers should further increase their work motivation so that their performance will be better. School principals should be able to set an example for teachers. For future researchers to add other independent variables and add research samples to get maximum research results.

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## INTRODUCTION

The success of an educational institution is greatly influenced by the performance of the teachers who teach at that educational institution. Good teacher performance will have

a big influence on the quality of the output produced. One of the ways in which high teacher performance is demonstrated is teacher professionalism which consists of mastery of four competencies including professional,

pedagogical, personality and social competencies. To create professional teachers, it is necessary to assess teacher performance. This does not mean that you want to make things difficult for teachers. Teacher performance assessment also shows precisely the teacher's activities in the classroom and helps teachers improve their knowledge and skills. In this way, it is hoped that it can contribute directly to improving the quality of learning carried out, as well as helping to develop teachers' careers as professionals (Kemdikbud, 2013: 3).

Factors that influence teacher performance include teacher education level, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, the physical and mental condition of teachers, the leadership style of school principals, welfare guarantees, managerial abilities of school principals, training, and provision of incentives. (Setiyowati, 2021: 3).

According to Helfert in Veithzal Rivai and Ella Jauvani Sagala (2009:604), performance is a complete display of the condition of the company during a certain period of time, a result or achievement that is influenced by the company's operational activities in utilizing its resources.

According to Matinis Yamin and Maisah (2010), teacher performance is all activities demonstrated by teaching staff in their responsibilities as people who carry out a mandate and responsibility to educate, teach, guide, direct, and guide students toward mental, spiritual, and physical maturity biological. Some of these activities include: activities before teaching, activities during teaching and activities after teaching.

Dubrin (2005:3) Leadership involves the ability to sway a large group through effective communication to reach objectives, serving as a method to influence individuals through directives or commands. Siagian (2009:62) Leadership refers to an individual's capacity to sway others (their subordinates) in such a manner that those individuals are willing to fulfill the leader's requests, even if they may not agree with them personally. According to Nimran (2006:64), leadership encompasses the act of influencing others' behaviors so that they act in alignment with expectations. It can be inferred that the leadership of the principal involves the principal's

responsibility in organizing and managing all available resources and funds within the school where they are employed.

Organizational culture is an effort to create the feelings, impressions, atmosphere, character or figure of an organization. Organizational culture includes many previous views about informal organizations, norms, values, ideologies and new systems (Wayne, 2014: 269).

According to Suharsimi Arikunto, academic supervision is supervision that focuses on observing academic problems, especially matters related to the learning activity environment when the teacher delivers lessons to students (Arikunto, 2004: 33). Fathurrahman and Suryana (2011: 6) added, academic supervision is a series of professional assistance to teachers with a systematic planning process, careful and careful observation, and objective and immediate feedback in order to improve the quality of teacher performance.

According to Suharsimi Arikunto, academic supervision is supervision that focuses on the observation of academic issues, especially issues related to the learning activity environment when the teacher delivers lessons to students (Arikunto, 2004: 33). Fathurrahman and Suryana (2011: 6) add that academic supervision is a set of professional assistance to teachers with a systematic planning process, careful and careful observation, and objective and immediate feedback to improve the quality of teacher performance.

In humans, actions are always caused by factors that come from outside themselves and are also determined by factors that exist within humans themselves, the driving force is motivation. According to Mc. Donald in Sardiman (2012), motivation involves a shift in energy within an individual, marked by the onset of "feeling," and occurs after recognizing the presence of a goal. According to the definition proposed by Mc. Donald, there are three key components involved.

In Law 20 Article 18 of 2003, teacher performance is a measure of educational success in achieving the school's vision and mission, one of which is in Vocational High Schools (SMK). Vocational high schools are a type of secondary education within the national education system

that prepares students specifically for careers in various fields. These schools help students adapt to the workplace, recognize job opportunities, and foster their future development.

Vocational High Schools (SMK) providing skills to graduates to be ready to work in the business also industrial world. Graduates of Vocational High Schools (SMK) are expected to sufficient the needs of competent workers in their fields. The teachers in vocational schools have the role of managing, organizing, directing and training by utilizing all the resources available both from the teacher himself and from the school in order to achieve the goals that have been set. Therefore, to get quality teachers it is necessary to improve the quality and learning methods that are easy to understand and have professional skills also experience as teachers (Tilaar, 2001:16).

The goal of the Vocational High School is achieved through a curriculum framework that includes three programs: normative, adaptive, and productive. A key element that influences the success of the national education objectives is the teacher. Teachers play a crucial and strategic role through their performance. The effectiveness of teachers is vital for fulfilling national education objectives and affects the overall quality of education, yet their performance is shaped by various internal and external factors.

The effectiveness of education and the caliber of graduates are frequently perceived as reliant on the teacher's ability to oversee the teaching elements involved in the educational process, which falls under the school's purview. SMK N in Kudus Regency is a school in Kudus Regency. Students who enter SMK N in Kudus Regency must have adequate grades. Meanwhile, in terms of output, SMK N in Kudus Regency produces outstanding students.

Based on the results of preliminary research regarding the phenomena that occur among State Vocational School teachers in Kudus Regency, there is a tendency for teacher performance to be less than optimal as in the data below:

Table 1.1 School Supervision Activities Regarding Teacher Performance at State Vocational School Level in Kudus Regency

No	Teacher Performance	Percentage
1	Application of Varied Learning Strategies	83,00
2	Implementation of an Effective Learning Activity Structure	74,00
3	Improving Teaching Performance Through Classroom Action Research (PTK)	78,00
4	Syllabus development has not yet carried out context analysis	86,00

Source: 2022 School Supervision Report

Based on the data above, it can be seen that the teacher performance at the vocational school level in Kudus Regency is less than optimal. This shows that the performance of teachers at the vocational school level in Kudus Regency still cannot reach 100 percent.

Good teacher performance will not just happen but is influenced by many factors. In previous research, it was stated that teacher performance was influenced by various factors. Numerous elements that affect teacher performance encompass the principal's leadership, the culture within the organization, and the academic supervision of teachers. However, various research results still show that there is a research gap.

Research by Aissah and Suwatno (2019), Syarwani & Eddy (2020), Ani, Lian, & Wardarita (2020) the leadership of the principal has an impact on the performance of teachers. Research by Mehrab, Homayun, and Sardar (2013) shows conflicting results, namely that based on the findings of the regression results, it shows that the leadership dimensions together cannot reveal a significant influence on teacher performance.

The research results of Febriantina, Lutfiani, and Zein (2018), Anna Wulandari (2014), Sugeng and Safrida (2019) organizational culture significantly impacts the performance of teachers.

Satria (2020), concluded that organizational culture does not influence teacher performance in schools.

Research by Ruswandi (2011), Sussono, Tukiran and Yuwono (2015) shows the positive influence of academic supervision on teacher performance. Research by Ernawati and Marjono (2007) suggests that supervision variables do not have a significant effect on the performance of elementary school teachers in Jenawi District, Karanganyar Regency.

The differences in the research results above provide an opportunity for further research to be conducted, by presenting moderator variables. The added variable is work motivation, as stated by Mulyasa (2009), namely that motivation is one of the factors that determines work effectiveness. If the teacher has positive motivation, his interest, attention and activeness will be visible in a particular task or activity.

In this research, work motivation emerged as a moderator variable based on T.R.'s theory. Mitchell stated effective performance is determined by two key factors: the level of ability and strong work motivation. An individual's abilities are shaped by their comprehension of the job type and their proficiency in executing it; thus, one should focus on enhancing their skills and abilities. Even though employees have adequate abilities, without motivation they will not necessarily be able to complete the task well. Motivation can be described as the inner drive that compels an individual to undertake specific actions to reach an objective. The research results of Shaari, Yaakub and Hashim (2002) prove that the work motivation of most respondents is high. The findings also show that work motivation will produce a teacher with high enthusiasm. Individuals who have very high achievement motivation tend to be very thorough in doing their work and very responsible.

Based on the description above, the researcher's reason for choosing the title of the thesis proposal is "The Influence of Principal Leadership, Organizational Culture and Academic Supervision on Teacher Performance with Work Motivation as a Moderating Variable in State Vocational Schools in Kudus Regency"

## METHOD

This research is quantitative research. Quantitative research is used to research certain populations or samples by collecting data through research instruments which are then analyzed statistically to test predetermined hypotheses (Sugiyono, 2018: 8).

The approach used in this research is ex post facto. Ex post facto research is a systematic empirical search without being able to directly control the independent variables because the event has already happened (after the fact). Therefore, in this research, we do not provide treatment of the independent variables but only examine the facts that have been or have been carried out by the research subjects, followed by measuring the effects of the independent variables on the dependent variables (Sudjana and Ibrahim, 2001:57).

This research data uses a path analysis model. Path analysis builds upon the foundations of multiple linear regression analysis. This study employs path analysis due to the presence of moderator variables.

This research is classified as explanatory research, which is designed to evaluate a theory or hypothesis to either support or refute it based on earlier investigations. This research design is called correlation research because researchers want to know the level of influence of different variables in a population. The data collected on each variable is a fact that has occurred.

## RESULTS AND DISCUSSIONS

### **The principal's leadership has a positive and significant effect on teacher performance.**

The leadership variable (X1) on teacher performance (Y) has a t count of  $21.584 > 1.659$ , and a significant value of  $0.000 < 0.05$ , which means that H1 is accepted or the principal's leadership has a positive and significant effect on the performance of Kudus Regency State Vocational School teachers. Through this research, it is known that the better the leadership style, the greater the teacher's performance. Therefore "leadership style has a positive effect on performance" is supported.

The results of this research strengthen previous research conducted by Aissah Qomaria Azis and Suwatno (2019) entitled The influence of principal leadership on teacher performance at SMK Negeri 11 Bandung which obtained results there exists a notable and significant impact of principal leadership on teacher performance.. In line with research results from Syarwani & Eddy (2020), Ani, Lian, & Wardarita (2020) said the leadership of the principal affects the performance of teachers. This was also strengthened by Salsabila Ananda Nugroho (2021) regarding the Influence of Principal Leadership and Professional Competence on Teacher Performance with School Work Climate as a Moderating Variable, showing that the influence of principal leadership partially has a positive effect on teacher performance.

The magnitude of the relationship between the principal leadership variable and teacher performance has a fairly good or moderate relationship. This result can be achieved because of good cooperation between the Principal and the Teachers who are supervised. The principal discusses with the teacher the problems teachers face in the process of planning and implementing learning.

From the discussion of the research results above, it can be concluded that the better the leadership style, the better the performance produced.

**Organizational culture has a positive and significant effect on teacher performance.**

The organizational culture variable (X2) on teacher performance (Y) has a t count of  $38.592 > 1.659$ , and a significant value of  $0.000 < 0.05$ , which means that H2 is accepted or organizational culture has a positive and significant effect on the performance of Kudus Regency State Vocational School teachers. Through this research, it is known that the better the organizational culture, the more teacher performance will increase. Therefore "leadership style has a positive effect on performance" is supported.

The findings from this study reinforce earlier research by Sugeng Prayoga & Safrida Yuniati (2019) titled The Influence of School

Organizational Culture on the Performance of State High School Teachers in Mataram City, which indicates that organizational culture positively impacts the performance of State High School teachers in Mataram City by 55.2%. Therefore, it can be concluded that an improvement in the school organizational culture will lead to enhanced performance among State High School teachers in Mataram City. In line with the research results of Risky Camelia (2022), Febriantina, Lutfiani, and Zein (2018), Anna Wulandari (2014), who stated that organizational culture has a strong influence on teacher performance.

This is not in line with the results of research from Wa Ode Rayyani entitled the influence of work attitudes and organizational culture on performance with work motivation as a moderating variable (empirical study at the Muhammadiyah University of Makassar) which states that organizational culture has a negative effect on performance, meaning that culture can reduce performance. The lower the culture is reflected in management hostility and distance, the higher the resulting performance. Organizational culture is reflected in the hostility and distance of management. The culture referred to here is that people in the organization suspect each other, a sense of distrust arises, it is difficult to establish relationships, there is a lack of attention or self-interest, and a culture of decentralization and discrimination. This condition certainly reduces performance achievements.

**Academic supervision has a positive and significant effect on teacher performance.**

The academic supervision variable (X3) on teacher performance (Y) has a t count of  $117,697 > 1,659$ , and a significant value of  $0.000 < 0.05$ , which means that H3 is accepted or academic supervision has a positive and significant effect on the performance of Kudus Regency State Vocational School teachers. The results of this research strengthen previous research conducted by Ruswandi (2011), Sussono, Tukiran and Yuwono (2015) which showed the positive influence of academic supervision on teacher performance. This is strengthened by research

conducted by Susilo and Slamet Sutoyo (2019) on the Influence of Principal Academic Supervision on Teacher Performance, showing that principal academic supervision has a positive effect on teacher performance at SD Negeri Rayon 4 Pulau Rima District.

However, the results of this research are not in line with the results of previous research conducted by Berlian Wulansari (2023) on the Effect of Supervision and Competency with Certification as a Moderating Variable on Teacher Performance at SMAN 1 Sindue, showing that partially, Supervision has an insignificant effect on performance Teacher.

**The principal's leadership has a positive and significant effect on teacher performance through work motivation as a moderating variable.**

Work motivation does not moderate the influence of principal leadership on teacher performance. because the sig value. from the results of work motivation moderation (X4) to the leadership variable (X1) to the teacher performance variable (Y), namely  $0.70 > 0.05$ . The results of this research are not in line with previous research conducted by Dwi Indriani Ayuningtyas (2019) entitled Analysis of Factors that Influence Teacher Performance with Work Motivation as a Moderating Variable (Empirical Study of State Vocational School Teachers with Business and Management Programs in Blora Regency) which one of the results of his research showed that the influence of work motivation was able to moderate situational leadership on teacher performance. This shows that the variables of the factors that influence teacher performance when moderated by work motivation variables will not necessarily show positive and significant results.

**Organizational culture has a positive and significant effect on teacher performance through work motivation as a moderating variable.**

Work motivation moderates the influence of organizational culture on teacher performance, namely the sig. from the results of the moderation of work motivation (X4) to the organizational culture variable (X2) to the teacher performance

variable (Y), namely  $0.43 < 0.05$ . This is not in line with the results of Dian Rahmawaty's research entitled The Influence of Perception and Organizational Culture on Employee Performance with Work Motivation as a Moderating Variable, where one of the research results states that the work motivation variable does not play a moderating role in the influence of organizational culture on employee performance at the City Public Works Department. Bukittinggi.

Another research from Wa Ode Rayyani entitled the influence of work attitudes and organizational culture on performance with work motivation as a moderating variable (empirical study at Muhammadiyah University of Makassar) also confirmed that although the results of the hypothesis test of organizational culture variables had a positive effect on performance, after being moderated by motivation, There is a weak relationship between culture and performance. This means that motivation can weaken the influence of culture on performance. This bad culture can be weakened by the presence of motivation that comes from extrinsic and intrinsic sources. A bad culture can be suppressed by motivation that comes from within regarding care, adaptation, development, as well as motivation that comes from outside the self, for example salary or allowances so that performance increases.

**Academic supervision has a positive and significant effect on teacher performance through work motivation as a moderating variable.**

Work motivation does not moderate the effect of academic supervision on teacher performance because the sig. from the results of work motivation moderation (X4) to the academic supervision variable (X3) to the teacher performance variable (Y), namely  $0.276 > 0.05$ .

This is not in line with the results of research from Risky Septyo Aji entitled analysis of the quality of academic supervision of school principals and teacher competence on teacher performance with work motivation as a moderator variable during the Covid 19 pandemic at a public elementary school in

Kapanewon, Banguntapan, Bantul district, which states that work motivation strengthens the influence of supervision. principal academics and teacher competence on teacher performance. Andi Ulvayanti emphasized again in his research entitled the influence of team work and innovative behavior on teacher performance with work motivation as moderation that the results of his research showed that motivation as a moderating variable was able to moderate team work and innovative behavior on teacher performance.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that:

- a. The leadership of the school principal has a positive and significant effect on teacher performance at State Vocational Schools in Kudus Regency
- b. Organizational culture has a positive and significant effect on teacher performance at State Vocational Schools in Kudus Regency
- c. Academic supervision has a positive and significant effect on teacher performance at State Vocational Schools in Kudus Regency
- d. Work motivation positively and significantly moderates the influence of principal leadership on teacher performance at State Vocational Schools in Kudus Regency
- e. Work motivation does not positively and significantly moderate the influence of organizational culture on teacher performance at State Vocational Schools in Kudus Regency
- f. Work motivation does not positively and significantly moderate the influence of academic supervision on teacher performance at State Vocational Schools in Kudus Regency

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