

## Effect of Principal Leadership, School Culture and Pedagogic Competence Through Work Motivation on Teachers Performance

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### Abstract

The purpose of this research is to analyze the direct and indirect effect of the principal leadership, school culture and teacher pedagogic competence on teacher performance through work motivation as an intervening variable. This research employs a quantitative approach with path analysis as the data analysis. The sample of this research is 114 teachers, consisting of 8 public high schools in Pati Regency and taken using proportionated cluster random sampling. Questionnaires were used as the research instrument. The results show that leadership, school culture, teacher pedagogical competence, and work motivation directly affected teacher performance. While on the indirect effect, work motivation was able to mediate the effect of leadership, school culture and pedagogic competence on teacher performance. The conclusion is that there is a direct effect of principal leadership, school culture and teacher pedagogic competence on teacher performance, and indirectly, work motivation is able to mediate the effect of the independent variables to the dependent one.

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## INTRODUCTION

Education is essentially an empowerment process to uncover the potential that exists in humans as individuals, who can contribute to local and global communities. Teachers are the main actors in determining and supporting the success of an education in a school, considering that a teacher has a vital role, as stated in Law Number 14 of 2005 concerning Teachers and Lecturers, that is teachers as learning agents must play a role of facilitators, motivators, motivators, learning engineers, and learning inspirations for students.

Each school strives to improve teacher performance. This is because teacher performance underlies the achievement of high-quality education. Teacher performance is the result or achievement of teachers' work that has been carried out in planning, implementing, and evaluating learning in order to create excellent learners. Good teacher performance will certainly produce good output as well.

In line with the results of Dewi's research (2019) which showed that good teacher performance could improve student learning achievement with teachers' behavior in attracting students' attention to learning. Likewise, the results of Asmawati's research (2017) showed that teacher performance affects student learning outcomes as evidenced by the increase in students' scores. Teacher performance in the form of teaching experience, teacher ability in planning, implementing and evaluating learning aspects has an important role in improving student learning achievement.

Today, the performance of teachers in Indonesia is still not optimal. It is proven that around 39% of teachers in Indonesia have not met the standards of academic qualifications as educators (Kemendikbud, 2019). Another factor that causes low teacher performance is teachers' welfare. Many teachers have more than one profession for the reason that teachers salary is inadequate to provide life necessities (Febriantina et al., 2018).

Various problems regarding teacher performance require efforts from every

educational institution (school) to find out the causes of the low performance of teachers. There needs to be more attention to teacher performance by carrying out various activities to improve teacher performance on an ongoing basis so that the plans can be realized. Several factors could cause the low performance of teachers including the leadership of the principal, school culture, teacher competence and others (Kasmir, 2018).

Principal leadership is one of the factors that can lead to low teacher performance. The principal is an important element in the school because it has a role in carrying out school programs or activities and achieving school goals. As a manager or leader, the principal has duties and responsibilities to the institution he leads in the process of managing, empowering and coordinating activities optimally with all the potential that exists in the school in order to obtain maximum results.

The results of Achmadi's research (2012) showed there was a positive and significant relationship between the principal's leadership and teacher performance. Likewise, the research conducted by Azis & Suwatno (2019) showed there was a positive and significant impact on teacher performance. The role of the principal has a very important influence because without strong leadership the process of improving teacher performance cannot be carried out and realized (Carudin, 2011). However, the results of this study were different from those of Giantoro et al. (2019) which showed that leadership had no effect on teacher performance. This is based on the perception of teachers who stated that the principal cannot work alone in carrying out his duties and functions as a leader, but requires a school organization that is built structurally, so that teacher performance can be influenced by various things, not directly by the principal's leadership.

Another factor that affects teacher performance is the school's organizational culture. Organizational culture is a climate that exists in an organization with values and norms that can influence the behavior and acts of organization members. Organizational culture is

very closely related to schools because it is able to have an impact on every activity carried out in schools. Additionally, it is also a characteristic of schools that can be seen based on the values that are implemented and the behavior displayed by all school members (Handayani & Rasyid, 2015).

The results of the research by Febriantina et al. (2018) whose research results showed that organizational culture had not run well in schools because there were still many teachers who violated school regulations such as arriving late and lack of teamwork in several school activities. These issues should not happen because they will hinder the process of implementing an effective and optimal school culture. A teacher should be a model for students and others to be able to exercise timely discipline behaviors in every school activity, including arriving at school.

The factor of teacher competency can also affect teacher performance. Teacher competence is an ability that every teacher needs to have in carrying out their role as educators. The quality of learning can also be determined by the competence of teachers. But the fact is that teacher competence still has a value below the national standard that has been set.

Region-wise, especially in Pati Regency, the average results of the Teacher Competency Test (UKG) are still in the less-than-optimal category. This can be seen from the competency test scores obtained which are still below the specified minimum standard. The following are the results of the Teacher Competency Test (UKG) in Pati Regency as shown in Figure 1.

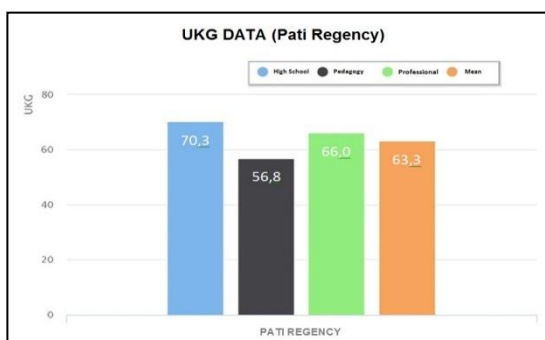
**Figure 1.** UKG Data for Pati Regency

Based on the data in Figure 1., it can be explained that the results of the high school teacher competency test in Pati Regency have a score of 70.32. Meanwhile, pedagogic competence has a score of 56.81 and professional competence has a score of 66.08. Referring to the average score of 63.3, pedagogic competence is still below the average. Therefore, it can be concluded that, there are still teachers who have not yet performed optimally. Various elements cause the low competence of teachers based on the test results obtained. Likewise, the obstacles that affect the performance of teachers, for example, are related to the established regulations, including the unpreparedness of teachers when teaching.

Based on the results of interviews with principals in several schools in Pati Regency, there are still teachers who are lacking in their pedagogical abilities or competencies. This is based on the teacher's lack of ability in managing learning activities, such as providing the administration of teaching and learning activities, or in the learning process in the classroom.

Less-than-optimal teacher performance in the field is still to be found, but the percentage is getting smaller. There are also teachers who have difficulty in making lesson plans; this is shown when they were asked to submit the lesson plans that were collected by the previous devices. This is in accordance with Hesti & Kartowaringan (2019) statement which said that the change of the minister of education and changes in curriculum have not been able to answer the problem of the low quality of education in Indonesia, especially those related to teacher professionalism.

Teacher performance can also be influenced by other factors, namely work motivation. This is in line with the research



conducted by Habibi (2015) which showed that work motivation had a positive and significant impact on teacher performance. Likewise, this is in accordance with the research conducted by Keizer & Pringgabayu (2017) which showed that work motivation affected teacher performance. Like the research of Astiti et al. (2019) whose results showed that teacher work motivation had a positive and significant impact on teacher performance. The demands on the duties and responsibilities of teachers—it seems—would be difficult to fulfill, when the psychological conditions or motivation felt by the teacher are not supportive, because basically teacher performance requires concentration and enthusiasm at work, and this will be realized if the teacher has high motivation in carrying out his tasks (Keizer & Pringgabayu, 2017).

Based on the results of interviews with principals in several schools, data were obtained that there are still teachers who did not prepare teaching tools completely, such as daily implementation plans, attendance, content outline, improvement programs, and KKM analysis. This shows that the teachers' work motivation is still low and of course this will have an impact on the results or performance of the teacher and have an impact on student learning outcomes. Therefore, it is necessary to increase teacher performance because it is a driving factor for teachers to carry out their professional duties.

Based on the description of the background above, the researcher is interested in studying how the principal leadership, school culture and teacher pedagogic competence affect teacher performance through work motivation.

## METHODS

This research employs a quantitative approach with path analysis techniques. Path analysis is used because there are intervening variables in this study. As according to Ghozali (2011: 249) that path analysis is used to test the effect of the intervening variable.

The population in this study were teachers of public high schools in Pati Regency,

amounting to 569 people from 8 schools. The number of samples taken was 20% of the total population so as to get a sample of 114 people. The sampling technique used in this research is the Proportionated Cluster Random Sampling technique which was taken based on the level or strata of the State Senior High School (SMA) in Pati Regency.

This research data collection technique utilized a closed questionnaire consisting of the principal leadership instruments (20 items), school culture (19 items), teacher pedagogic competence (20 items), work motivation (21 items) and teacher performance (33 items). The scoring technique used a Likert Scale which includes the choices of Strongly Agree (score of 5), Agree (score of 4), Doubtful (score of 3), Slightly Disagree (score of 2), Disagree (score of 1). Data collection was carried out online using Google Forms due to the Covid-19 pandemic restrictions which did not allow researcher to collect data directly in the field.

The test analysis used is the prerequisite test related to the validity test, reliability test, normality test, linearity test, heteroscedasticity test, multicollinearity test. The hypothesis test made use of path analysis technique which includes direct effect test (coefficient of determination test, T test) and indirect effect test with Sobel test.

## RESULTS AND DISCUSSION

The research hypothesis test aims to determine whether the independent variables have a direct effect on the intervening, and whether the intervening variables do so on the dependent variable; as well as the indirect effect the independent variables have on the dependent variable through the intervening variable using path analysis with the help of the IBM SPSS 24.0 program. The hypothesis criteria ( $H_a$ ) are accepted if the value of direct effect either simultaneously (F-count) or partially (t-count) is Sig. 0.05.

### Direct Effect Analysis

The direct effect analysis aims to see whether or not there is a direct effect between the variables of principal leadership, school culture, pedagogic competence and work motivation on teacher performance. The results of the direct influence analysis can be seen in Table 1.

**Table 1.** The Result of Direct Effect Analysis

Variables	t	Sig.
Principal Leadership	6.662	.000
School Culture	7.610	.000
Teacher Pedagogic Competence	9.639	.000
Work Motivation	11.253	.000

Dependent variable: Teacher Performance

In addition, the results of the coefficient of determination test for all independent variables on the dependent variable are as presented in Table 2.

**Table 2.** The Result of The Coefficient of Determination Test

Variables	R <sup>2</sup>
Principal Leadership	0,277
School Culture	0,335
Teacher Pedagogic Competence	0,449
Work Motivation	0,526

**The Effect of Principal Leadership on Teacher Performance**

The results show that the principal leadership variable directly affects teacher performance with the value of Sig. of 0.000 (< 0.05) and the value of t-count > t-table (6.662 > 1.98). Furthermore, it is known that the value of the coefficient of determination (R2) is 0.277, which means that the contribution of the effect of the principal leadership on teacher performance is 27.7% while the remaining 72.3% is influenced by other factors not examined.

This is in accordance with the results of research conducted by Zubaidah (2016); and Wilson (2017) which showed that principal leadership had an effect on teacher performance. Likewise, the results of research by Achmadi

(2012); and Azis & Suwatno (2019) showed that the principal leadership affected teacher performance.

The results of this study are related to the leadership state of the principals at Pati public senior high schools, the teachers feel that the principals have a good personality or social competence towards all elements of the school and community. This is evident from the communication built between the principals and employees or teachers as well as between the principals and the surrounding community. In addition, the principals at Pati public senior high schools are also considered to have good managerial skills, as evidenced by the teachers' responses which state that the principals always involve teachers in discussing the preparation of school programs for the development and progress of school at Pati public senior high schools.

Additionally, the leadership of the principals of Pati public senior high schools can also be seen from their ability to carry out supervision. The principals are able to carry out supervision based on appropriate procedures, carry out monitoring, evaluation and educational programs and the principals are also able to provide feedback in the form of follow-up to the results of supervision such as involving teachers in participating in workshops or training activities and other activities.

**The Effect of School Culture on Teacher Performance**

The results of the study indicate that the school culture variable directly affects teacher performance with the value of Sig. of 0.000 (< 0.05) and the value of t-count > t-table (7.610 > 1.98). Furthermore, the value of the coefficient of determination (R2) is 0.335, which means that the contribution of the effect of school culture on teacher performance is 33.5% while the remaining 66.5% is influenced by other factors.

This is in line with the results of research conducted by Antariksa (2020); Ujiarto et al. (2017) which showed that school culture had an effect on teacher performance. Likewise, the

results of Darmawan's research (2019); and Umar & Lantara (2017) showed that teacher performance was positively and significantly influenced by school culture.

The results of this study indicate that the school culture that has been running at Pati public senior high schools is positive. This is evident from the response of teachers who think that school culture has been implemented properly in carrying out the education process in schools. This can be seen from the freedom and opportunity given to take initiative at school which include school residents being on time at school, sanctions given to students if they do not complete school assignments, reprimands for teachers who lack discipline in teaching and study groups in classrooms to encourage students to excel.

Moreover, the school culture created at Pati public senior high schools, especially in terms of control, encouraged competitiveness in teaching, awards to be given to outstanding students, academic guidance from the principals, conducive work climate, and implementation of a curriculum that is in accordance with the development of science and technology. Another thing is related to feelings of pride in work, where teachers are always noticed by the principals, awards are given by the principals for outstanding teachers and other achievement. Furthermore, the teachers also take a cooperative attitude in achieving goals, including overcoming problematic students.

The school culture at Pati public senior high schools shows that teachers feel that the school culture or work climate at school has been going well. This is evident from the freedom and opportunity to take initiatives that are carried out well at school such as the punctuality of school residents to attend school, the opportunities given to students to spur their learning achievement, there is the application of sanctions for any problems made to both students and teachers. In addition, on the indicators of pride at work, teachers also feel proud of the attention given by the principals to every achievement by giving awards and always paying attention to teachers' promotions.

Teachers also always carry out their duties with pride in providing an objective assessment of each student's work.

The culture or work climate at Pati public senior high schools also shows that teachers always encourage students to learn and pursue achievements for students who have their own problems. Moreover, teachers always prioritize discussion and cooperation in carrying out certain tasks to achieve school goals.

### **The Effect of Teacher Pedagogic Competence on Teacher Performance**

The results show that the teacher pedagogic competence variable directly affects teacher performance with the value of Sig. of 0.000 ( $< 0.05$ ) and the value of  $t\text{-count} > t\text{-table}$  ( $9.639 > 1.98$ ). Furthermore, the value of the coefficient of determination ( $R^2$ ) is 0.449, which means that the contribution of the effect of teacher pedagogic competence on teacher performance is 44.9% while the remaining 55.1% is influenced by other factors.

This is consistent with the results of research conducted by Febriantina et al. (2018); and Habibi et al. (2018) which showed that school culture affected teacher performance. Likewise, the results of research by Handayani & Rasyid (2015); Hasim & Amiruddin (2019) showed that there was a positive and significant influence between principal leadership and teacher performance.

The results of this study indicate that the pedagogic competence possessed by the teachers is sound. This is clearly seen in their ability to master the characteristics of students such as understanding the intellectual, social, emotional, moral, spiritual and socio-cultural backgrounds. Teachers are also able to identify problems or learning difficulties experienced by students in the subjects being taught so that teachers can adjust or try to resolve these problems. Another thing is that teachers are also able to understand learning theories and principles such as their ability to apply various approaches, strategies, methods, and learning techniques that creatively educate in the subjects they teach, as well as

their ability to design good, educational learning.

Another pedagogic competence shown by teachers at Pati public senior high schools is related to their ability to develop curriculum. This can be seen from their ability to determine the learning objectives being taught, their ability to determine the appropriate learning experience to achieve the learning objectives being taught and their ability to choose teaching materials that are related to the learning experience and learning objectives.

In addition, the teachers are also able to facilitate the development of the students' potential which can be seen from their ability to provide various learning activities to encourage students to achieve optimal performance, their ability to provide various learning activities to realize students potential, including their creativity and ability to organize learning materials correctly in accordance with the approach. Teachers are also able to utilize the results of assessments and evaluations for learning purposes such as their ability to use information on assessment and evaluation results to determine learning proficiency, their ability to use assessment and evaluation results to design remedial and enrichment programs, their ability to communicate assessment and evaluation results to stakeholders, their ability to utilize information on the results of assessment and evaluation to improve the quality of learning and their ability to conduct classroom action research to improve the quality of learning in the subjects taught.

#### **The Effect of Work Motivation on Teacher Performance**

The results showed that the work motivation variable directly affects teacher performance with the value of Sig. of 0.000 ( $< 0.05$ ) and the value of  $t\text{-count} > t\text{-table}$  ( $11.253 > 1.98$ ). Furthermore, the value of the coefficient of determination ( $R^2$ ) is 0.526, which means that the contribution of work motivation to teacher performance is 52.6% while the remaining 47.4% is influenced by other factors.

Accordant with the research conducted by Anis & Sutomo (2016) which showed that work motivation affected teacher performance positively and significantly. Likewise, the results of research by Ekowati et al. (2018); Firmawati & Nasir (2017); and Kiruja & Mukuru (2013) indicated that work motivation affected teacher performance. However, those are different from the results of Suyatno's research (2019); and Sumaryanto (2012) which showed that work motivation had no effect on teacher performance.

The results show that teachers at Pati public senior high schools already have ample motivation to improve their performance. This is related to the responsibility in carrying out tasks that are on target, namely by being responsible for the tasks assigned and completing them according to priorities. Additionally, related to independence and pleasantness at work, it shows that teachers always have the initiative to carry out tasks independently, take part in providing ideas for school progress, and they feel happy to work in a work environment that supports their work activities.

#### **Direct Effect Analysis**

The indirect effect analysis aims to see whether or not there is an indirect effect between the variables of the principal leadership, school culture and teacher pedagogic competence on the teacher performance variable through the variable of work motivation as an intervening variable.

#### **The Effect of Principal Leadership on Teacher Performance Through Work Motivation**

The results of calculating the mediating role of work motivation on the influence of principal leadership on teacher performance at Pati public senior high schools indicate that work motivation is significantly able to play a role as a mediator. This can be seen from the resulting Sobel test statistical value of 5.70676582 with a two-tailed probability p-value of 0.0000001 and a one-tailed probability p-value of 0.0000001 at a significance level of  $p = 0.05$ .

The details of the statistical test result of indirect influence using the Sobel test (Tabel 3).

**Table 3.** Sobel Test Result of The Leadership Effect on Teacher Performance

Statistical Test		Z-table
Sobel Test	P-Value	
5.7067	0.000	1.98

Consistent with the results of research by Ekowati et al. (2018); and Muna et al. (2020) which showed that school leadership had an influence on teacher performance through work motivation. Similarly, the results of Agung's research (2015) showed that work motivation was able to mediate the effect of principal leadership on teacher performance.

The results obtained indicate that better leadership of the principal will have an impact on increasing teacher work motivation, which is expected to improve teacher performance at Pati public senior high schools. This is because work motivation has mediated the effect of principal leadership on teacher performance. This is in accordance with Gibson's theory cited by Supardi (2013), which states that teacher performance is influenced by three groups of variables, namely: individual variables (ability and skills, background, and demographics), organizational variables (resources, leadership, rewards, structure and job design) and psychological variables (perception, attitude, personality, learning, motivation, job satisfaction and work climate). The organizational variable in this study is represented by principal leadership, while the psychological variable is represented by work motivation.

**The Effect of School Culture on Teacher Performance through Work Motivation**

The results of calculating the mediating role of work motivation on the effect of school culture on teacher performance at Pati public senior high schools indicate that work motivation is significantly able to play a role as a mediator. This can be seen from the resulting Sobel Test Statistic value of 5.77561 with a two-tailed probability p-value of 0.0000001 and a

one-tailed probability p-value of 0.0 at a significance level of  $p = 0.05$ .

The details of the statistical test result of indirect influence using the Sobel test (Table 4).

**Table 4.** Sobel Test Result of The School Culture Effect on Teacher Performance

Statistical Test		Z-table
Sobel Test	P-Value	
5.775	0.000	1.98

This is in line with the results of Caksana's research (2019) which showed that work motivation was able to mediate the effect of work environment on teacher performance. Similarly, the results of Al-Ayyubi's research (2019); and Kultsum (2017) showed that work motivation was able to mediate the effect of organizational culture on employee performance. However, those are different from the results of research by Ahmadi (2013) which indicated that work motivation was not able to mediate the effect of school culture on teacher performance.

The results of this study indicate that the leadership of school principals who have good personality, managerial abilities, and social skills, will indirectly improve teacher performance if mediated by work motivation such as responsibility for carrying out tasks, being independent and enjoying work, and having the opportunity to pursue achievement and promotion as well as obtaining recognition for the performance that has been done. The school culture created so far at the Pati public senior high schools has been felt to be going well because all elements of the school are able to carry out their respective duties and responsibilities well and are able to carry out effective communication between the principals and teachers, teachers and teachers, as well as teachers and students.

Therefore, the role of all parties in implementing a conducive school culture or work environment is very important in achieving school goals properly. These results indicate that an organizational culture that can create a sense of comfort at work can support employees in



completing their tasks well. Employees who are motivated by a healthy and safe work environment can increase their productivity at work (Dewanggi & Sawitri, 2016).

**The Effect of Teacher Pedagogic Competence on Teacher Performance through Work Motivation**

The results of calculating the mediating role of work motivation on the effect of teacher pedagogic competence on teacher performance at Pati public senior high schools indicate that work motivation is significantly able to play a role as a mediator. This can be seen from the resulting Sobel Test Statistic value of 5.198545 with a two-tailed probability p-value of 0.00000020 and a one-tailed probability p-value of 0.000000010 at a significance level of  $p = 0.05$ .

The details of the statistical test result of indirect influence using the Sobel test (Table 5).

**Table 5.** Sobel Test Result of The Pedagogical Competence Effect on Teacher Performance

Statistical Test		Z-table
Sobel Test	P-Value	
5.198	0.000	1.98

This is accordant with the results of research by Yuliana et al. (2019) which showed that work motivation was able to mediate the effect of competence on teacher professionalism. However, those are different from the results of research by Ahmadi (2013) which showed that work motivation was not able to mediate the effect of pedagogic competence on teacher performance.

**CONCLUSION**

Based on the results and discussion of the research, this study concludes that principal leadership, school culture and teachers' pedagogical competence have direct effect on teacher performance. While indirectly, principal leadership, school culture and teachers' pedagogical competence influence high school

teacher performance in Pati Regency through work motivation.

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