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THE INFLUENCE OF LEADERSHIP AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE THROUGH MOTIVATION AT SMK NEGERI 9 BEKASI CITY

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ABSTRACT

The purpose of this study was to find out: 1) Leadership and organizational culture have a direct positive effect on teacher performance, 2) Leadership and organizational culture have a direct positive effect on motivation, 3) Motivation has a direct positive effect on teacher performance and 4) Leadership and organizational culture positive direct influence on teacher performance. The research object was conducted at SMKN 9 Bekasi City through motivation with a total sample of 63 teachers. Data analysis uses quantitative methods with path analysis. The research results show that 1) Leadership and organizational culture have a direct positive effect on teacher performance, 2) Leadership and organizational culture have a direct positive effect on motivation, 3) Motivation has a direct positive effect on teacher performance and 4) Leadership and organizational culture have a positive direct effect on teacher performance.

KEYWORDS: Leadership, organizational culture, motivation and teacher performance.

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INTRODUCTION

Education is a joint work that takes place in a certain pattern of human life. The understanding of education refers to the concept that describes that education has the nature and goal of being human. Humans themselves contain many aspects and are very complex in nature. According to RI law number 20 of 2003 concerning the national education system, article 39 paragraph 2 states that teachers are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training and conduct research and community service. Meanwhile, the existence of lecturers is explicitly stated in Law number 14 of 2005 concerning teachers and lecturers, that teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research

and community service to the community (UU No. 14 of 2005). Therefore, teachers are required to have pedagogical, personality, social, and professional competencies.

Thus it is clear that the duties and functions of the teacher are very vital in teaching and learning activities because as educators it is expected to have concern and work involvement in efforts to improve quality through actualizing their functions and duties in school performance. Through instilling such behavior, especially in carrying out their duties, teachers have a level of emotional attachment and dedication to their work and the institution where they serve.

One of the school variables is the impact of teacher performance in developing and advancing the education management process. Because so far teacher performance has not been an aspect of determining the quantity, quality and quality of schools. This can be seen in every school evaluation process which focuses more on elements of the curriculum, infrastructure and teaching staff. Therefore the performance of teachers in schools is very important to be examined as one of the factors or indicators in seeing and describing the progress and backward of a school. The success of teacher performance is an implication of a management process that shows and focuses on goals, targets, and achievement of each result obtained both in terms of quality or quantity of the school as a whole.

Organizational management requires resources that have good performance. Rivai (2005) said that performance is a real behavior that is displayed by everyone as work performance produced by employees according to their role in the SMKN 9 Bekasi City. The results of the work or activities of an employee in quality and quantity in an organization to achieve goals in carrying out the tasks and work assigned to him. Quantitatively, in this case, the results displayed for a teacher and administrative staff are measured using a number, unit, or another unit, while in terms of quality, it means that the results of the work of the teacher and administrative staff are measured using good or bad measures, satisfactory or not qualified or not and so on.

Performance is the leadership, organizational culture, and work motivation of a teacher and administrative staff. Leadership is an effort to influence members to achieve organizational goals voluntarily. This understanding emphasizes the ability of leaders who are not coercive in moving members of the organization to carry out activities that are directed at organizational goals. Differences of opinion about the definition of leadership are based on the fact that leadership involves complex interactions between leaders, followers, and situations.

The next factor that influences teacher performance is the teacher's organizational commitment. Organizational commitment is needed to support the success of teachers in carrying out their duties. Commitment is the teacher's willingness to work seriously and determinedly in achieving success. Such determination is necessary to be able to produce quality work, because if not the teacher will work to a minimum standard so that no achievements will be achieved.

The performance of teacher's role concerning the quality of education must start with himself. As a person, the teacher is an embodiment of himself with all the unique characteristics that are following his position as a holder of the teaching profession. From the point of view of human

resource management, teachers are still under more bureaucratic-administrative management that is not based on an educational paradigm.

Landy and Conte (2013), "job performance is actions or behaviors relevant to the organization's goals; measured in terms of each individual's proficiency". Performance according to this understanding is an action or behavior that is relevant or supports the achievement of organizational goals as measured according to the expertise of each individual. So in this sense, the points are actions or behaviors that are relevant to organizational goals.

Saetang et.al (2010) in their research defines performance as follows, "job performance is the set of worker's behaviors that can be monitored, measured, and assessed achievement at the individual level". Performance is a form of work behavior that can be seen, assessed, and predicted to show one's work performance. Behavior that is implemented at work and can be seen, assessed, and predicted shows the results of one's work.

Robbins (1999) states that organizational culture is a system of shared meaning within an organization that determines at a higher level how employees act. Organizational culture is a value system that is believed by all members of the organization and is learned and applied and developed on an ongoing basis that functions as an overall system.

The next factor that affects teacher performance is the teacher's motivation. Motivation is needed to support the success of teachers in carrying out their duties. Motivation is the teacher's encouragement to work seriously and determinedly in achieving success. Such determination is necessary to be able to produce quality work, because if not the teacher will work to a minimum standard so that no achievements will be achieved. What is concerned about the progress of an organization, institution, or association is one's leadership. That leadership is a barometer, the foundation of all decisions and authority taken in action so that it is carried out by the organization. So that it can become one of the pillars and parts that are influential in every organizational activity. Most definitions of leadership reflect the assumption that leadership involves a process of social influence that is intentionally carried out by someone on other people to structure activities and relationships within a group or organization. The better the implementation of leadership in an organization is expected the performance of teachers and administrative staff at SMKN 9 Kota Bekasi in this organization will increase. So in this case there is a positive correlation between leadership and the performance of teachers and administrative staff at SMKN 9 Kota Bekasi in this organization.

Colquitt and I J. Wesson (2015) define leadership as follows, "leadership is defined as the use of power and influence to direct the activities of followers toward goal achievement". Leadership is the power and influence to carry out employee activities toward the goals to be achieved by the organization. Leadership is a process in which a leader influences his subordinates in non-coercive ways to achieve a predetermined goal.

Farook, Ali, and Ashraf (2014) in their research entitled: An Investigation of Leadership-Culture Fit with Quality Improvement and Cost Reduction by Synchronizing TQM and KM Philosophies.

Their research states that an effective leader can direct subordinates to achieve quality goals by improving their culture. A combination of good culture and leadership will lead to total quality management.

The application of organizational culture to a school at SMKN 9 Bekasi City can influence the attitude of teachers and administrative staff at SMKN 9 Bekasi City in carrying out their work. Organizational culture such as discipline, respecting teachers and administrative staff, appreciating the work of any teachers and administrative staff, and working earnestly is an example of the attitude of implementing an organizational culture that can be carried out by teachers and administrative staff at SMKN 9 Bekasi City. The better the application of organizational culture, the better the performance of teachers and administrative staff at SMKN 9 Bekasi City is expected.

LITERATURE REVIEW

Employee Performance

Performance as a result of a job was also put forward by Armstrong and Taylor (2014) who stated that Performance is defined as behavior that accomplishes results. Performance management influences performance by helping people to understand what good performance means and by providing the information needed to improve it. Reward management influences performance by recognizing and rewarding good performance and by providing incentives to improve it. Aamodt (2013) explains that performance is the quantity aspect of the type of assessment criteria used to measure performance by counting the number of relevant work behaviors that have occurred. Based on the quality aspect, the type of criteria used to measure performance by comparing the behavior standard of work. While errors or irregularities indicate deviations from the standard quality.

Performance describes the efforts of individuals and groups in realizing goals that are consistent with organizational goals. Performance is also a comparison between work results with certain standards or measurements such as targets, goals, or criteria that have been determined and agreed upon. The dimensions used as a measure of employee performance are more directed at the level of employee performance. Assessment of a person's performance in an agency is usually assessed based on management performance supported by a predetermined management system. As revealed by Mondy and Martocchio (2016) who stated that performance management is a goal-oriented process directed toward ensuring that organizational processes are in place to maximize the productivity of employees, teams, and ultimately, the organization. It is a major player in implementing organizational strategy in that it involves measuring and improving the value of the workforce. Performance management includes incentive goals and the corresponding incentive values so that the relationship can be clearly understood and communicated. There is a close relationship between incentives and performance.

Leadership

Leadership is an act to influence someone, a clear and precise communication process to explain to members the goals to be achieved related to individual, group, and organizational goals. The leadership style that is in great demand is a leader who can participate with the environment and members of his organization. The ideal traits of a leader are physical and mental energy, technical expertise, teaching skills, communication skills, emotional stability, human relationships, and the

ability to motivate members. Effective leadership today not only focuses on the ability of leaders to carry out their duties, but also on abilities that are oriented towards human relations, namely motivating, collaborating, and being able to prosper their members (Dirham, 2019).

Leadership will work well if leaders and employees have good cooperation. By having the same agreement and having the necessary mechanisms and strategies to get to the goals achieved (Sinaga et al, 2021). Leadership is a binder in a group and a motivator to achieve organizational goals. Without effective leadership (both formal and informal) individuals and groups tend to lack direction. Leadership is a science that examines comprehensively how to direct, influence, and supervise others to carry out tasks according to planned orders (Irham, 2013).

Colquitt, A. Lepine, and J. Wesson (2015) define leadership as follows, "leadership is defined as the use of power and influence to direct the activities of followers toward goal achievement". Leadership is the power and influence to carry out employee activities toward the goals to be achieved by the organization. Leadership is a process in which a leader influences his subordinates in non-coercive ways to achieve a predetermined goal. This needs to be a concern, sometimes many leaders cannot maximize available human and natural resources to achieve goals, one of the factors is that a leader cannot be a wise leader and knows how to manage the availability of resources existing in human and natural resources in achieving organizational goals. Yukl (2015) defines leadership as follows, "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and to accomplish shared objectives".

Organizational Culture

Robbins (1999) states that organizational culture is a system of shared meaning within an organization that determines at a higher level how employees act. • Organizational culture is a value system that is believed by all members of the organization and is learned and applied and developed on an ongoing basis that functions as an overall system Robbin (1999) states: organizational culture refers to a system of shared meaning held by members that distinguishes the organization from, other organizations. This system of shared meaning is, on doser analysis, a set of key characteristics that the organization value.

Mullins (2010) defines organizational culture as follows organizational culture as reflecting the underlying assumptions about the way work is performed; what is 'acceptable and not acceptable'; and what behavior and actions are encouraged and discouraged. A more detailed definition is The collection of traditions, values, policies, beliefs, and attitudes that constitute a pervasive context for everything we do and think in an organization. The culture of an organization is also often likened to the personality of an individual.

Organizational culture is the habits, norms, and rules that are understood and agreed upon by all members of the organization. Organizational culture is more about the right things that must be obeyed and implemented and the bad things that are prohibited and will receive sanctions if someone violates them. Organizational culture is very attached to the organization, both in carrying out work, communicating among members, and other habits that are hereditary. Based on this,

organizational culture is important or has an important role in all organizational activities (Santoso, Fiernaningsih, & Murtiyanto, 2018).

Motivation

Colquitt, Lepine, and Wesson define motivation as "motivation is defined as a set of energetic forces that originate both within and outside an employee, initiates work, relates effort and determines its direction, intensity and persistence" col (Colquitt, Lepine, Wesson, 2015b). Colquitt, Lepine, and Wesson define motivation as a set of energetic forces originating both inside and outside an employee, to take the initiative in work and determine its direction, intensity, and persistence. This is in line with Konopaske's definition of motivation as an attitude that triggers a person's tendency to act specifically, with a directed goal (Ivancevich, 2014).

The drive that becomes the driving force in carrying out an action or activity based on the need to achieve goals, can come from within a person or from outside a person. Thus it can be said that motivation is divided into intrinsic motivation and extrinsic motivation. This is following what was stated by Colquitt who explained that motivation is a set of energy forces that come from within and from outside a worker, starting work or related to work, determining direction, intensity, and persistence (Colquitt, Lepine & Wesson, 2015).

In this opinion, there are several things, namely, motivation is encouragement or energy that comes from within and from outside a person. This drive is related to work that determines direction, intensity, and purpose. In line with that, Robbin & Judge (1998) argued that "motivation is a process that accounts for an individual's intensity, direction, and persistence of effort toward achieving a goal (Robbins, 1998). Motivation is a process that explains the intensity, direction, and persistence of individual efforts to achieve a goal.

Ivancevich and Kanopaske (2012) stated, "Motivation is the set of attitudes that predisposes a person to act in a specific goal-directed way." Motivation is a set of attitudes that predispose a person to act in a way that is directed towards a particular goal. Motivation, in general, can be defined as a set of energetic forces originating both within and outside an individual being, to initiate work-related behavior, and to determine form, direction, intensity & duration.

RESEARCH METHODS

The research instrument used in this study was a questionnaire or questionnaire that was made by the researcher himself. Sugiyono (2018) states that the research instrument is a data collection tool used to measure observed natural and social phenomena. In this study, the primary data used was data from the results of distributing questionnaires to respondents. Questionnaires are data or information collection instruments that are operationalized in the form of items or questions.

The population in this study was 63 teachers at SMK 9 Bekasi. Determination of the sample in this study using a saturated sample technique. From the number of reachable populations that exist, the sample in this study was determined as many as 63 people.

This study uses a quantitative approach, with survey methods and path analysis techniques. Variables in path analysis techniques consist of two types, namely endogenous variables and exogenous variables. In this study, the variables studied were leadership, organizational culture, and teacher performance. The final endogenous variable in this study is leadership and the intermediary endogenous variable in this study is organizational culture, while the exogenous variable is teacher performance.

RESULT

1. The Influence of Leadership and Organizational Culture on Teacher Performance

To test the influence of leadership and organizational culture on teacher performance, the F test is carried out. The following are the results of the F test:

Table 1. Results of the F Test the Influence of Leadership and Organizational Culture On Teacher Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	620.716	2	310.358	58.743	.000 ^b
	Residual	316.998	60	5.283		
	Total	937.714	62			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Organizational Culture (X2), Leadership (X1)

Source: Primary data processing, 2023

The results of the F test for leadership and organizational culture variables were 58,743 and the F-table was 3.15. F-count > F-table which means H0 is rejected and H1 is accepted. This gives the conclusion that leadership and organizational culture influence teacher performance. Thus the second hypothesis is tested and proven.

2. The Influence of Leadership and Organizational Culture on Motivation

To test the influence of leadership and organizational culture on motivation, the F test is carried out. The following are the results of the F test:

Table 2. Results of the F Test the Influence of Leadership and Organizational Culture On Motivation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	467.257	2	233.629	53.637	.000 ^b
	Residual	261.346	60	4.356		
	Total	728.603	62			

a. Dependent Variable: Motivation (X3)

b. Predictors: (Constant), Organizational Culture (X2), Leadership (X1)

Source: Primary data processing, 2023

Based on Table 2, it was found that the F-count value of the leadership and organizational culture variable was 53,637, while the F-table was 3.15. Thus $F\text{-count} > F\text{-Table}$. Thus H_0 is rejected and H_1 is accepted at this level of significance. This gives the conclusion that leadership and organizational culture affect motivation. Thus the second hypothesis is tested and proven.

3. The Influence of Motivation on Teacher Performance

To test the effect of motivation on teacher performance, a t-test is carried out. The following are the results of the t-test:

Table 3. Results of the t-test the effect of motivation on teacher performance Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.732	1.787		1.529	.131
Motivation (X3)	.863	.094	.761	9.148	.000

a. Dependent Variable: Teacher Performance (Y)

Source: Primary data processing, 2023

The results of the t-test for the motivational variable obtained the value of t count = 9.148 and a t-table of 1.670. This means $t\text{-count} > t\text{-table}$ ($9,148 > 1.670$), which means H_0 is rejected and H_1 is accepted. This gives the conclusion that motivation influences performance. Thus the third hypothesis is tested and proven.

4. The Influence of Leadership and Organizational Culture on Teacher Performance through Motivation

$$X_1 \rightarrow X_3 \rightarrow Y = (\rho_{X_3 X_1}) \times (\rho_{Y X_3}) = 0,533 \times 0,274 = 0,146$$

$$X_2 \rightarrow X_3 \rightarrow Y = (\rho_{X_3 X_2}) \times (\rho_{Y X_3}) = 0,334 \times 0,274 = 0,092$$

In the leadership variable, the indirect effect value is obtained from the path coefficient value $\rho_{X_3 X_1}$ multiplied by the path coefficient value $\rho_{Y X_3}$. The multiplication result shows that the value of the coefficient of indirect influence is smaller than the value of the coefficient of direct influence. In the organizational culture variable, the indirect effect value is obtained from the path coefficient value $\rho_{X_3 X_2}$ multiplied by the path coefficient value $\rho_{Y X_3}$. The multiplication result shows that the value of the coefficient of indirect influence is smaller than the value of the coefficient of direct influence. This shows that motivation cannot mediate namely leadership and organizational culture in influencing teacher performance. Thus the fourth hypothesis is not proven and tested.

5. Total Effect

The Influence of Leadership on teacher performance through motivation

$$X_1 \rightarrow X_3 \rightarrow Y = \rho_{Y X_1} + \{(\rho_{X_3 X_1}) \times (\rho_{Y X_3})\} = 0,345 + 0,146 = 0,491$$

The Influence of organizational culture on teacher performance through motivation

$$X_2 \rightarrow X_3 \rightarrow Y = \rho_{yx_2} + \{(\rho_{x_3x_2}) \times (\rho_{yx_3})\} = 0,305 + 0,092 = 0,397$$

DISCUSSION

1. Leadership and Organizational Culture Have a Direct Positive Influence on Teacher Performance

Based on the analysis of the description of the leadership variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of the ability to formulate, ask for opinions, coordinate, give trust, and give assignments form leadership variables. The indicators that dominate the formation of the leadership variable are indicators of giving the principal the task of planning programs, implementing programs, carrying out supervision, carrying out school leadership, implementing school information systems at SMK Negeri 9 Bekasi City to teachers who can trust in giving assignments for high organizational progress.

Based on the analysis of the description of organizational culture variables, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of responsibility, consistency in work, beliefs, and administrative services form organizational culture variables. The belief indicator gives the greatest value to the formation of organizational culture variables.

Based on the descriptive analysis of the teacher performance variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree on having a strategy, giving examples, respecting each educator, and providing examples of solving problems forming teacher performance variables. The indicator that gives the highest score to the formation of teacher performance variables is to provide an example of how to solve problems accepted by teachers at SMK Negeri 9 Bekasi City to make work easier.

The results of hypothesis testing show that leadership provides an increase in teacher performance. The results of this study are in line with the opinions of several experts, including Gandung, and Wardani (2020) Leadership and organizational culture partially and simultaneously have proven to have a positive and significant effect on teacher performance. Leadership and organizational culture together contribute to teacher performance. Furthermore, Candra, Silaban, and Sudirman (2019) show that part, the school principal's leadership style variable has a significant effect on teacher performance, school culture variables have a significant effect on teacher performance, and motivational variables have a significant effect on teacher performance. Hunik, Sawitri (2016); Junita, B., Subagja, I. K., & Hakim, A. (2022) the results of research analysis revealed that leadership style and organizational culture have a positive and significant effect on teacher performance. And motivation has a role as an intervening variable in the relationship between leadership style and organizational culture on teacher performance.

2. Leadership and Organizational Culture Have a Direct Positive Influence on Motivation

Based on the analysis of the description of the leadership variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of the ability to formulate, ask for opinions, coordinate, give trust, and give assignments form leadership variables. The indicators that dominate the formation of the leadership variable are indicators of giving the principal the task of planning

programs, implementing programs, carrying out supervision, carrying out school leadership, implementing school information systems at SMK Negeri 9 Bekasi City to teachers who can trust in giving assignments for high organizational progress.

Based on the analysis of the description of organizational culture variables, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of responsibility, consistency in work, beliefs, and administrative services form organizational culture variables. The belief indicator gives the greatest value to the formation of organizational culture variables.

Based on the analysis of the variable description of work motivation, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree to work together, come to work on time, are dissatisfied at work, and work as best they can to improve achievement at school. The indicator that gives the highest score to motivation at school is dissatisfaction if there is work that has not been completed properly at work.

The results of testing the hypothesis show that organizational culture can improve teacher performance. The results of this study are in line with the opinions of several experts, including Sawitri (2016). The results of the research analysis reveal that leadership style and organizational culture have a positive and significant effect on teacher performance. And motivation has a role as an intervening variable in the relationship between leadership style and organizational culture on teacher performance. Meanwhile, Nasrun, and Ambarita (2017) Strengthening and improving organizational culture and work motivation can improve teacher performance. Ramlanto, Hadhienata, and Sunaryo (2017) The results showed that there was a significant and positive relationship between the independent variables consisting of organizational culture, transformational leadership, and work motivation together with teacher performance as the dependent variable. Hartono, Zubaidah (2017) Research results show that the quality of teacher performance increases through increased leadership, organizational culture, work discipline, and work motivation

3. Motivation has a direct positive effect on teacher performance

Based on the analysis of the variable description of work motivation, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree to work together, come to work on time, are dissatisfied at work and work as best they can to improve achievement at school. The indicator that gives the highest score to motivation at school is dissatisfaction if there is work that has not been completed properly at work.

Based on the descriptive analysis of the teacher performance variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree on having a strategy, giving examples, respecting each educator, and providing examples of solving problems forming teacher performance variables. The indicator that gives the highest score to the formation of teacher performance variables is to provide an example of how to solve problems accepted by teachers at SMK Negeri 9 Bekasi City to make work easier.

The results of hypothesis testing show that motivation can increase teacher performance. The results of this study are in line with the opinions of several experts, including Utami (2019). The test results found that work motivation influences teacher performance. Shati, Dewi (2014) the role of leadership, work performance, and the level of work motivation are in a good category. Overall, the influence of leadership roles, organizational culture, and motivation on employee work performance.

Maramis (2013) shows that leadership, organizational culture and motivation simultaneously have a significant effect. Partially leadership and organizational culture affect employee performance and motivation has no significant effect on employee performance. Mesnan (2021) describes the structure of a causal relationship between the variables of organizational culture, transformational leadership, job satisfaction, work motivation, and performance. Nasrun, Ambarita (2017) strengthening and improving organizational culture and work motivation can improve teacher performance.

4. Leadership and Organizational Culture Have a Direct Positive Influence on Teacher Performance through Motivation

Based on the descriptive analysis of the leadership variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of the ability to formulate, ask for opinions, coordinate, give trust and give assignments form leadership variables. The indicators that dominate the formation of the leadership variable are indicators of giving the principal the task of planning programs, implementing programs, carrying out supervision, carrying out school leadership, implementing school information systems at SMK Negeri 9 Bekasi City to teachers who can trust in giving assignments for high organizational progress.

Based on the analysis of the description of organizational culture variables, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of responsibility, consistency in work, beliefs and administrative services form organizational culture variables. The belief indicator gives the greatest value to the formation of organizational culture variables.

Based on the analysis of the variable description of work motivation, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree to work together, come to work on time, are dissatisfied at work and work as best they can to improve achievement at school. The indicator that gives the highest score to motivation at school is dissatisfaction if there is work that has not been completed properly at work.

Based on the descriptive analysis of the teacher performance variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree on having a strategy, giving examples, respecting each educator and providing examples of solving problems forming teacher performance variables. The indicator that gives the highest score to the formation of teacher performance variables is to provide an example of how to solve problems accepted by teachers at SMK Negeri 9 Bekasi City to make work easier.

The results of testing the hypothesis show that Leadership, Organizational Culture, on teacher performance through motivation have no impact on teacher performance. The results of this study are not in line with the opinions of several experts, including Utari (2018) that partially leadership and organizational culture influence employee performance. Then the results of the analysis of motivation provide an indirect influence on leadership and organizational culture on employee performance. This statement can be proven by the magnitude of the indirect influence of leadership and organizational culture on company performance through motivation identified as an intervening variable. Putra, Indarti, and Ganarsih, (2021) show that there is an influence of leadership and organizational culture on work motivation. And there is the influence of leadership and organizational culture on performance. And there is the influence of leadership and organizational culture on employee performance with work motivation as an intervening variable. The better the work motivation possessed by employees, the performance will increase. Dewi and Wibowo's (2020) results show that leadership style, organizational culture, and motivation simultaneously affect the permanent performance of teaching lecturers.

CONCLUSION

Based on the results of research on the influence of leadership and organizational culture on teacher performance through motivation at SMK Negeri 9 Bekasi City, the following conclusions can be drawn:

a. Leadership

Based on the descriptive analysis of the leadership variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of the ability to formulate, ask for opinions, coordinate, give trust and give assignments form leadership variables. The indicators that dominate the formation of the leadership variable are indicators of giving the principal the task of planning programs, implementing programs, carrying out supervision, carrying out school leadership, implementing school information systems at SMK Negeri 9 Bekasi City to teachers who can trust in giving assignments for high organizational progress. Based on the regression analysis, it shows that leadership has an impact on improving teacher performance at SMK Negeri 9 Bekasi City.

b. Organizational culture

Based on the analysis of the description of organizational culture variables, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree that indicators of responsibility, consistency in work, beliefs and administrative services form organizational culture variables. The belief indicator gives the greatest value to the formation of organizational culture variables. Based on the regression analysis, it shows that organizational culture has an impact on improving teacher performance at SMK Negeri 9 Bekasi City.

c. Motivation

Based on the analysis of the variable description of work motivation, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree to work together, come to work on time, are dissatisfied at work and work as best they can to improve achievement at school. The indicator that gives the highest score to motivation at school is dissatisfaction if there is work that has not

been completed properly at work. Based on the regression analysis, it shows that motivation has an impact on improving teacher performance at SMK Negeri 9 Bekasi City.

d. Teacher Performance

Based on the descriptive analysis of the teacher performance variable, it shows that teachers at SMK Negeri 9 Kota Bekasi tend to agree on having a strategy, giving examples, respecting each educator and providing examples of solving problems forming teacher performance variables. The indicator that gives the highest score to the formation of teacher performance variables is to provide examples of how to solve problems accepted by teachers at SMK Negeri 9 Bekasi City to make work easier. Based on path analysis, it shows that the direct influence of leadership and organizational culture has an impact on improving teacher performance at SMK Negeri 9 Bekasi City. However, indirect leadership and organizational culture did not have an impact on improving teacher performance at SMK Negeri 9 Bekasi City through motivation. The motivation variable cannot mediate leadership and organizational culture variables on teacher performance.

RECOMMENDATION

Based on the results of research on the influence of leadership and organizational culture on teacher performance through motivation at SMK Negeri 9 Bekasi City, some suggestions can be submitted as follows:

It is hoped that the results of this study can be used as input and reference for organizations to make policies or decisions deemed necessary to increase teacher motivation and performance through efforts to improve leadership and organizational culture, taking into account the following:

a. Leadership

To be a concern for SMK Negeri 9 Bekasi City, to pay attention to the indicator giving the lowest value assignment for the formation of leadership variables, namely using the principal of SMK Negeri 9 Bekasi City must have firmness in acting against teachers who are not disciplined towards the organization by giving punishment.

b. Organizational culture

To be a concern for SMK Negeri 9 Bekasi City, to pay attention to indicators of carrying out tasks and responsibilities that give the lowest value for the formation of organizational culture variables, namely by paying more attention to working teachers must have a good example so that teachers and staff can emulate in work.

c. Motivation

So that it becomes a concern for SMK Negeri 9 Bekasi City, to pay attention to the indicator of working together which gives the lowest value for the formation of motivational variables, namely by all teachers of SMK Negeri 9 Bekasi City forming a team by looking at work competence and the length of service for teachers and staff.

d. Teacher Performance

To be a concern for SMK Negeri 9 Bekasi City, to pay attention to indicators having a strategy that gives the lowest score to the formation of teacher performance variables, namely by way of the principal of SMK Negeri 9 Bekasi City holding outings so that teachers know each other all divisions and colleagues work together with each other.

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