

The Influence of Leadership, Organizational Culture, and Work Motivation on Teacher Performance in Public Junior High Schools in Ngaglik District

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ABSTRACT

This study aims to examine the specific effects of leadership, organizational culture, and work motivation on teacher performance. The objective is to identify which factors predominantly drive educational quality in public junior high schools in Ngaglik District, Yogyakarta. The methodology employed a quantitative ex post facto design. Data were collected from a census of 118 teachers using structured questionnaires. The analysis utilized multiple linear regression via SPSS version 26.0. The results indicate that leadership (sig = 0.000) and organizational culture (sig = 0.000) significantly improve teacher performance. Conversely, work motivation does not show a significant independent effect (sig = 0.098). Collectively, these variables account for 51% of the performance variance. The study concludes that systemic external factors currently overshadow internal motivation in driving teacher performance. Future studies should incorporate qualitative methods, such as interviews, and expand the geographical scope to validate these findings across different cultural and demographic contexts.

Keywords: leadership, organizational culture, work motivation, teacher performance.

INTRODUCTION

Education is a strategic investment in human resources. In Indonesia, improving educational quality is a primary national agenda. Teachers are the main actors in this process. Their performance directly determines the quality of educational outcomes. Currently, the "Merdeka Belajar" (Emancipated Learning) curriculum requires teachers to shift from mere knowledge providers to innovative facilitators. This shift demands high adaptability and collaboration.

Teacher performance is influenced by both internal and external factors. Internally, motivation drives an individual's desire to achieve goals. Externally, the principal's leadership and the school's organizational culture play crucial roles. Effective leadership provides direction and support. A strong organizational culture fosters a comfortable and collaborative work environment.

Preliminary studies in Ngaglik District revealed several issues. These included a weak collaborative culture, reliance on individual work, and suboptimal teacher motivation. Furthermore, some leadership patterns did not fully accommodate teachers' needs. This study empirically analyzes how these three variables affect teacher performance. The goal is to provide actionable insights for educational policy improvement.

LITERATURE REVIEW

Teacher Performance

Performance refers to the observable behavior an individual displays while executing their role. Mulyasa (2015) states that teacher performance involves the ability to plan, implement, and evaluate learning. Good

performance positively impacts the entire school system. According to Armstrong and Baron (2006), performance integrates leadership, systemic, team, and personal factors.

Leadership

Leadership is the process of influencing others to achieve shared goals (Yukl, 2005). Effective leaders guide their subordinates to understand and execute necessary tasks. Robbins (2006) defines it as the capacity to direct a group toward success. Leaders who actively supervise and provide feedback significantly improve staff performance.

Organizational Culture

Organizational culture is a system of shared meaning that distinguishes one organization from another (Robbins & Judge, 2015). It acts as a social glue. A strong culture provides clear standards for employee behavior. Sutrisno (2019) asserts that a positive culture provides psychological comfort, which supports daily performance.

Work Motivation

Work motivation is the psychological energy that drives individuals to achieve complex goals (Mangkunegara, 2017). It aligns personal behavior with organizational objectives. Highly motivated teachers usually demonstrate enthusiasm and generate innovative teaching ideas.

METHODOLOGY

Research Design and Population

This research utilized a descriptive quantitative design with an ex post facto approach. It examined existing conditions without manipulation. The population consisted of 118 active teachers from four public junior high schools in Ngaglik District, Yogyakarta. A census sampling technique was applied, meaning all 118 teachers participated.

Ethical Considerations

Strict ethical guidelines were followed during this study. Prior to data collection, written informed consent was obtained from all participants. The respondents were clearly informed about the research objectives. Participation was entirely voluntary. To prevent ambiguity and protect respondents, strict confidentiality and anonymity of the data were guaranteed. Furthermore, official ethical approval and research permits were secured from the relevant local education authorities before conducting the survey.

Data Collection and Analysis

Data were collected using structured questionnaires based on a 4-point Likert scale. The instruments were tested for validity (Pearson's Product Moment) and reliability (Cronbach's Alpha). Data analysis utilized multiple linear regression via SPSS version 26.0. Prerequisite tests included normality, linearity, and multicollinearity checks.

RESULTS

Prerequisite tests confirmed that the data met all necessary assumptions. The Kolmogorov-Smirnov test indicated normal distribution ($\text{sig} = 0.180 > 0.05$). Linearity tests confirmed linear relationships among the variables. Table 1 shows that no multicollinearity issues were found.

Table 1. Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Leadership (X1)	0.570	1.754	No Multicollinearity
Organizational Culture (X2)	0.991	1.009	No Multicollinearity
Work Motivation (X3)	0.574	1.743	No Multicollinearity

Hypothesis testing was conducted to determine the partial effects of each variable. The t-test results are presented in Table 2.

Table 2. t-test Results (Partial Effects)

Variable	t-value	Sig.	Conclusion
Leadership (X1)	6.473	0.000	Significant
Organizational Culture (X2)	4.961	0.000	Significant
Work Motivation (X3)	1.671	0.098	Not Significant

The simultaneous effect of all variables was assessed using the F-test. The results are summarized in Table 3.

Table 3. F-test and Coefficient of Determination

Model	F-value	Sig.	R Square
Regression	39.555	0.000	0.510

DISCUSSION

The Role of Leadership and Culture

The results demonstrate that leadership positively and significantly impacts teacher performance. Effective principals in Ngaglik District successfully guide their staff by providing clear directions and supportive supervision. This aligns with Yukl (2005), who highlights leadership as an active process of influence. Furthermore, organizational culture acts as a dominant predictor of performance. A strong culture of discipline and teamwork naturally encourages teachers to collaborate. This shared environment mitigates individualistic tendencies and improves overall instructional quality.

Exploring the Motivation Contradiction

A critical finding of this study is that work motivation does not show a significant independent effect on performance. This contradicts established theories, such as those by Mangkunegara (2017), which posit motivation as the primary driver of work achievement. However, this anomaly can be explained by the specific bureaucratic context of the studied schools.

In this environment, strong external compliance overrides internal drive. Teachers heavily base their daily actions on strict administrative mandates from the principal and rigid cultural norms. According to Herzberg's two-factor theory, the teachers may be primarily motivated by "hygiene factors," such as job security and regular salaries. These factors prevent dissatisfaction but do not necessarily inspire exceptional performance. Therefore, without the constant external push from leadership and culture, internal motivation alone is insufficient to elevate performance levels.

Research Limitations

This study has several notable limitations. First, the geographical scope is strictly limited to one district (Ngaglik). Due to differing geographical, climatic, and socio-cultural dynamics, these findings do not represent the overall country or other regions. Second, the methodology relies exclusively on quantitative questionnaire data. By omitting qualitative methods, such as direct observations or in-depth interviews, the study lacks

nuanced insights into the respondents' true sentiments. A purely quantitative approach restricts the depth of understanding regarding why teachers behave the way they do.

CONCLUSION

Leadership and organizational culture are the primary drivers of teacher performance in public junior high schools in Ngaglik District. Conversely, work motivation does not exert a significant independent effect. This contradiction to classical motivation theories occurs because teachers in this specific bureaucratic setting operate primarily through external compliance rather than internal drive. Together, these three variables account for 51% of the performance variance.

To improve educational outcomes, school management must prioritize transformational leadership and foster a highly collaborative culture. Future studies must address the limitations of this research. Researchers should expand the geographical scope to include diverse regions, ensuring broader generalizability. Moreover, future research must incorporate qualitative methodologies, including interviews and field observations, to provide a deeper, more comprehensive understanding of teacher dynamics.

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