

Analysis of The Influence of Leadership Style and Organizational Culture on Employee Performance Through Motivation as Intervening Variable

(Study on Teachers at State Vocational Schools in Banyumas Regency)

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Abstract. The purpose of this study is to analyze the impact of leadership style and organizational culture on employee performance through motivation as an intervening variable. This type of survey is a quantitative survey because the data used to analyze the relationships between variables is represented numerically or on a numerical scale. A sample of this study was a teacher at Banumas Regency State College, who has worked for at least five years and has already obtained educator certification for as many as 199 staff. The type of data used in this survey is primary data obtained by a data collection method using surveys distributed to respondents. The analytical method used in this study uses PLS-SEM. The results of the survey showed that leadership style and organizational culture had a significant positive effect on motivation. However, the management style does not affect employee performance. Organizational culture and motivation have a significant positive impact on employee performance. Motivation can be used as an intervening variable.

Keywords: Leadership Style, Organizational Culture, Employee Performance, Motivation, Intervention

1 Introduction

Performance within an organization is an inseparable factor for an organization, whether government or private. [1] states that factors that influence employee performance include employee skills and expertise, employee personality, employee motivation, organizational culture, and employee work environment. increase.

Banyumas Regency's State Vocational Training School requires teachers who have acquired the necessary abilities: educational, personal, social and professional abilities so that optimal teacher performance can be expected. Leadership style is a way for leaders to demonstrate specific characteristics that affect their employees in achieving their organizational goals [2]. Managers with a motivated leadership style also influence employee motivation. Organizational culture plays a role in providing a cultural form in which members' attachments to an organization can be built [3]. This organizational culture influences employee motivation. For example, a good organizational culture, such as work culture, discipline, norms, and positive rules, influences the motivation to make more enthusiastic decisions about the school's vision and mission. This study is a development of previous studies due to the discrepancy of previous findings [4], and researchers are interested in conducting the study.

2 Literature Review

Leadership Style Affects Motivation

Leadership Style Affects Work Motivation. Employees find it difficult to make changes in a more progressive direction without forcing them. A management style with an approach that motivates employees who already have a vision. Managers with a motivated leadership style also influence employee motivation. This is supported by a previous study [5]. [6] states that leadership style influences motivation.

Based on the above, the following hypothesis is proposed.

H₁: Has a positive impact on leadership.

The Impact of Organizational Culture on Motivation

This organizational culture influences employee motivation. For example, a good organizational culture, such as work culture, discipline, norms, and positive rules, influences the motivation to be more enthusiastic about making decisions. School vision and mission. This is supported by a previous study [5]. [7] states that leadership style influences motivation.

Based on the above, the following hypothesis is proposed.

H₂: Organizational culture has a positive impact on motivation.

Impact of Leadership Style on Performance

Leadership is highly accepted by teachers if the adopted leadership style is appropriate and preferred by the teacher. The principal's leadership style has a positive impact on teacher performance, as improving teacher performance is exactly the choice of leadership style. The more accurately the principal's leadership style is

selected, the better the teacher's performance. This is in line with previous research on the impact of leadership style on teacher performance and has a positive impact [8], [9], [10], [11], [12], [13].

Based on the above, the following hypothesis is proposed.

H₃: The principal's leadership style has a positive impact on performance.

Impact of organizational culture on teacher performance

Organizational culture serves as a link between members so that they know how to interact with each other. Work culture is also considered a factor that can influence the emergence of employee social behavior. Employees are motivated and motivated to make a significant contribution to the organization with high emotions, and in order to respond to various future challenges, the attitudes and actions of employees to increase their loyalty. I am aiming to change. This is consistent with the results of previous studies on the impact of organizational culture on teacher performance, showing a positive impact [14]. [10]; [15]; [16].

Based on the above, the following hypothesis is proposed.

H₄: Organizational culture has a positive impact on performance

Motivation impacts teacher performance

Motivation can lead to work capacity and collaboration, indirectly improving work effectiveness. On the other hand, if employees are highly motivated but not supported by a comfortable working environment, work efficiency may not be good. This is consistent with the results of previous studies on the positive impact of motivation on teacher performance [17]. [11]; [18]; [19].

Based on the above, the following hypothesis is proposed.

H₅: Motivation has a positive effect on teacher performance.

The impact and motivation of the principal's leadership style on teacher performance Intervening variable

Motivation acts as an intervening variable between leadership style and performance. Motivation increases a person's productivity when they can complete their work and work. A continuous leadership style can motivate someone to improve their performance. According to the results of a previous study by [20]; [21] and the leadership of the school principal was found to influence teacher performance through motivation as an intervention variable.

Based on the above, the following hypothesis is proposed.

H₆: The principal's leadership style influences teacher performance with motivation as an intervening variable.

Motivation as an intervening variable, the impact of the principal's organizational culture on teacher performance

Motivation acts as an intervening variable between organizational culture and performance. Motivation increases a person's productivity when they can complete their work and work. A good, lasting organizational culture can motivate someone to improve their performance. The results of previous studies by [20] and [22] found that motivational leadership as an intervening variable influences teacher performance.

Based on the above, the following hypothesis is proposed.

H₇: Organizational culture influences teacher performance with motivation as an intervening variable..

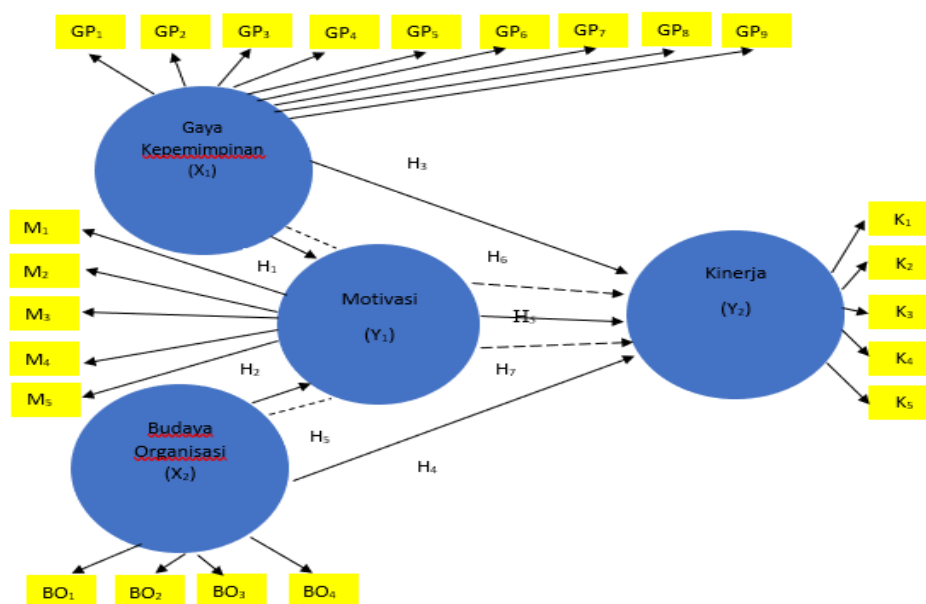


Figure 1. Research Framework

3 Research Method

This type of survey is a quantitative survey because the data used to analyze the relationships between variables is expressed numerically or on a numerical scale. A sample of this study was a teacher at Banumas Regency State College, or 199 staff, who worked for at least five years. The type of data used in this survey is primary data obtained by a data collection method using surveys distributed to respondents. The analytical method used in this study uses PLS-SEM.

4 Result and Discussion

PLS-SEM analysis usually consists of two submodels, measurement models, sometimes referred to as internal models. The outer model shows how each indicator block is related to its latent variable. Internal models, on the other hand, show the relationships or intensities of estimates between latent variables or components based on substantive theory.

a. Outer Model Evaluation (Measurement Model)

The measurement model runs directly on the indicator or manifest variables associated with the latent/factor variables. A measurement model (external model) was used to evaluate the validity and reliability of the model.

1) Convergent Validity

Convergence validity is performed to measure the magnitude of the correlation between a component and a latent variable. When assessing the convergence validity of individual item reliability tests, this can be confirmed by the standardized value of the load factor. The standardized load factor represents the magnitude of the correlation between each measurement object (indicator) and its components. A value with a load factor of 0.7 is called an ideal. This means that it is useful for measuring the composition that the indicator forms. In the experience of empirical research, a stress factor value of 0.5 is still acceptable. Even some experts tolerate the number 0.4. Therefore, the stress coefficient value of 0.4 must be removed from the model [23]. In this study, the exposure factor limit used is 0.7. After processing the data with SmartPLS 3.2.9, the afterload results are shown in Table 1.

Table 1. Variables, Indicators, Round 1 Loading Factor, Round 2 Loading Factor, AVE and Composite Reliability

| Variable | Indicator | Round 1 Loading Factor | Round 2 Loading Factor | AVE | Composite Reliability |
|--|-----------|------------------------|------------------------|-------|-----------------------|
| Employee Performance (Permendiknas No 35, 2010) | KK1 | 0,835 | 0,837 | 0,625 | 0,893 |
| | KK2 | 0,769 | 0,772 | | |
| | KK3 | 0,778 | 0,777 | | |
| | KK4 | 0,852 | 0,852 | | |
| | KK5 | 0,713 | 0,710 | | |
| Leadership Style (Mulyadi, 2015) | GP1 | 0,765 | 0,760 | 0,687 | 0,946 |
| | GP2 | 0,789 | 0,791 | | |
| | GP3 | 0,677 (ditolak) | | | |
| | GP4 | 0,816 | 0,821 | | |
| | GP5 | 0,877 | 0,888 | | |
| | GP6 | 0,868 | 0,874 | | |
| | GP7 | 0,842 | 0,845 | | |
| | GP8 | 0,838 | 0,843 | | |
| | GP9 | 0,788 | 0,803 | | |
| Organizational Culture (Zahriyah, 2015) | BO1 | 0,800 | 0,798 | 0,712 | 0,908 |
| | BO2 | 0,859 | 0,859 | | |
| | BO3 | 0,870 | 0,870 | | |
| | BO4 | 0,847 | 0,847 | | |
| Motivation (Hafidzi, dkk., 2019) | M1 | 0,822 | 0,849 | 0,737 | 0,875 |
| | M2 | 0,805 | 0,842 | | |

| | | |
|----|--------------------|-------|
| M3 | 0,740 | 0,755 |
| M4 | 0,578 (Ditolak) | 0,740 |
| M5 | 0,764 | 0,740 |

Source : Data Processed

Most indicators (91.30. %) can be seen from the results of data processing in SmartPLS shown in Table 1. All variables in this study are valid. This is because the variable indicator is highly effective and the load factor value is greater than 0.7. On the other hand, there are two invalid indicators (9.70%) because the load factor value of the variable indicator is less than 0.7. Therefore, most of the indicators (100%) for each variable in this study were considered valid because the two indicators were omitted, the PLS-SEM analysis was performed again, and the load value of the variable indicators exceeded 0.7. I did. High validity.

You can also use the results of the AVE value (mean variance configuration) to assess the validity of convergence. A good AVE score should have a value greater than 0.5. This means that latent variables can, on average, explain more than half of the indicators. For this study, Table 3 shows the AVE values and square roots of AVE for each configuration:

Based on Table 1, all configurations have an AVE value of greater than 0.5 and a minimum employee performance variable of 0.625. This value meets the requirements according to the specified minimum AVE limit (> 0.5). Once the AVE square root value is known for each configuration, the next step is to compare the AVE square root with the correlation between the th configurations.

2) Discriminant Validity

In addition, validation can be viewed through the results of discriminative validity from a reflexive discriminative validity model evaluated by sideload. The cross-loading measure is to compare the correlation between the indicator and its composition and its composition from other blocks. If the correlation between the indicator and its construct is higher than the correlation with other block constructs, this indicates that the construct predicts the size of the block more than the other blocks [23]. Table 2 shows the crossloading results after processing the data with SmartPLS 3.2.9.

Table 2. Cross Loading Results

| Indikator | BO | GP | KK | M |
|-----------|-------|-------|-------|-------|
| BO1 | 0,789 | 0,476 | 0,354 | 0,490 |
| BO2 | 0,859 | 0,549 | 0,417 | 0,550 |
| BO3 | 0,870 | 0,689 | 0,339 | 0,591 |
| BO4 | 0,847 | 0,532 | 0,339 | 0,527 |
| GP1 | 0,529 | 0,760 | 0,464 | 0,506 |
| GP2 | 0,464 | 0,791 | 0,352 | 0,447 |
| GP4 | 0,486 | 0,821 | 0,211 | 0,436 |
| GP5 | 0,569 | 0,888 | 0,290 | 0,495 |
| GP6 | 0,567 | 0,874 | 0,311 | 0,521 |
| GP7 | 0,486 | 0,845 | 0,340 | 0,523 |
| GP8 | 0,569 | 0,843 | 0,310 | 0,507 |
| GP9 | 0,567 | 0,803 | 0,360 | 0,455 |
| KK1 | 0,388 | 0,290 | 0,837 | 0,411 |
| KK2 | 0,316 | 0,283 | 0,772 | 0,270 |

| | | | | |
|-----|-------|-------|-------|-------|
| KK3 | 0,309 | 0,245 | 0,777 | 0,333 |
| KK4 | 0,363 | 0,360 | 0,852 | 0,424 |
| KK5 | 0,374 | 0,395 | 0,710 | 0,404 |
| M1 | 0,607 | 0,512 | 0,337 | 0,849 |
| M2 | 0,517 | 0,455 | 0,397 | 0,842 |
| M3 | 0,467 | 0,445 | 0,377 | 0,755 |
| M5 | 0,446 | 0,468 | 0,410 | 0,740 |

Source : Data Processed

Based on the cross-loading results in Table 2, we show that the correlation between the construct and its indicators is high. Than the correlation value with other components. Therefore, all constructs or latent variables whose indicators in the constituent indicator block are superior to other block indicators already have excellent discriminative validity.

The next evaluation is to compare the AVE (mean variance configuration) root value with the correlation between the configurations. The recommended result is that the AVE root value must be higher than the correlation between the construct and the other constructs, or the AVE value must be higher than the square of the correlation between the constructs [23]. The correlation between the square root of AVE and the construct in this study is shown in Table 3 as follows.

Table 3. Correlation Value Between Constructs With The Value Of The Square Root Of AVE

| Variable | BO | GP | KK | M |
|-----------------------------|-------|-------|-------|-------|
| Organizational Culture (BO) | 0,844 | | | |
| Leadership Style (GP) | 0,637 | 0,829 | | |
| Employee Performance (KK) | 0,447 | 0,405 | 0,791 | |
| Motivation (M) | 0,641 | 0,709 | 0,475 | 0,798 |

Source : Data Processed

Based on Table 3 above, this shows that the square root of the AVE for each construct is greater than the correlation value. This study can prove the validity of a good discriminant.

3) Composite Reliability

Composite reliability is performed to evaluate the reliability of variables. A configuration is considered reliable if the combined reliability value is 0.70 [23]. The SmartPLS output results for the composite reliability score are shown in Table 1 as follows: Based on the results of the SmartPLS output in Table 1, the composite confidence score for all components is above the 0.70 value. The resulting values show good reliability for all configurations according to the specified minimum limit.

b. Evaluation of Inner Model (Structural Model)

The Structural Model Test (Internal Model) is used to prove the hypothesis used in the study model. The hypothesis test is performed by performing Compute Bothrapping based on a model that has passed the test requirements of the measurement model or a previous external model of the research model used. The results of both slap calculations are used to determine the effect of an exogenous latent variable on the intrinsic latent variable. Steps performed in the structural model test (internal model). Figure 2 shows an image of the complete smartPLS 3.2.9 output from an analysis of the PLS algorithm for analyzing research hypotheses.

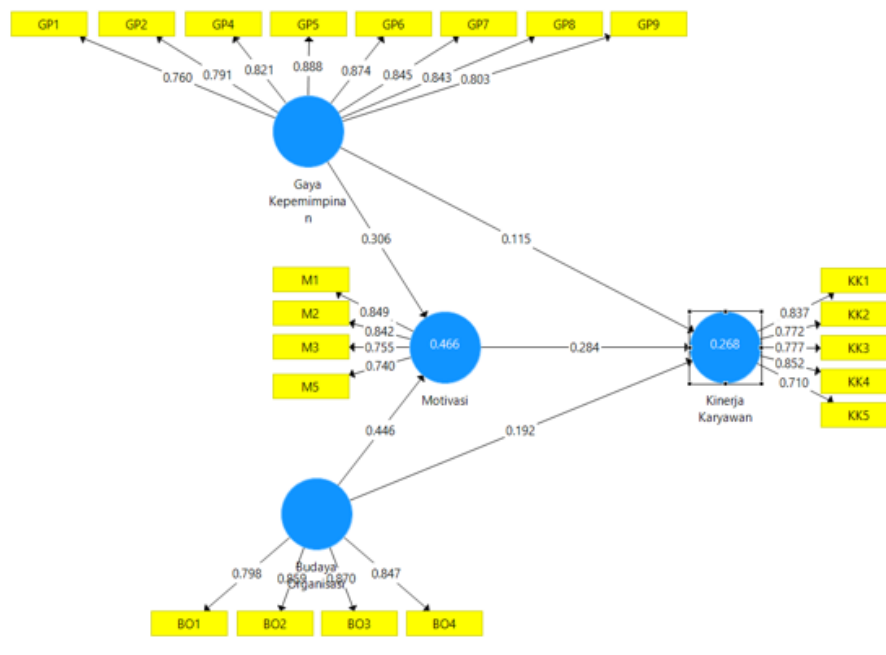


Figure 2. Results of the PLS Algorithm Research Model Image

After testing the fitted external model, the next step is to test the internal model (structural model). The internal model can be evaluated by examining the model's fit, direct effect (direct effect), indirect effect (indirect effect), overall effect, and coefficient of determination.

1) Fit Model

Model fitting is performed to see how good the model under investigation is. The goodness of fit of the model can be determined by examining the NFI value. If the model matches the goodness of fit of the model, you will see the SRMR value or the standardized root mean square ≤ 0.10 [23]. The SmartPLS output results for the model conformance values can be shown in Table 4::

Table 4. Fit Model

| | Saturated Model | Estimated Model |
|------|-----------------|-----------------|
| SRMR | 0,065 | 0,065 |
| NFI | 0,847 | 0,847 |

Source : Data Processed

Based on Table 4, the NFI value shows 0.847 or 84.7%, so this study model is 84.7% conforming and the SRMR value. Is 0.065 ≤ 0.10, so we can conclude that the model fits the data.

2) Direct Effects

The direct effect value is seen from the path coefficient value, and the path coefficient measurement between configurations is performed to confirm the importance and strength of the relationship. The range of path factor values is -1 to +1. As the path factor value approaches +1 the relationship between the two components becomes stronger. A relationship close to -1 indicates that the relationship is negative [24]. The SmartPLS output results for the direct impact analysis are shown in Table 5 as follows:

Table 5. Path Coefficients

| Variable | BO | GP | KK | M |
|----------|----|----|----|---|
|----------|----|----|----|---|

| | | | | |
|-----------------------------|--|--|-------|-------|
| Organizational Culture (BO) | | | 0,192 | 0,446 |
| Leadership Style (GP) | | | 0,115 | 0.306 |
| Employee Performance (KK) | | | | |
| Motivation (M) | | | 0,284 | |

Source : Data Processed

Based on Table 5, the results of the direct impact analysis can be inferred as follows:

1. Organizational culture has a direct impact on employee performance at 0.192. This means that for every unit of organizational culture, employee performance can increase by 0.192%. This effect is positive.
2. Organizational culture has a direct impact on motivation at 0.446. In other words, if organizational culture increases by 1 unit, motivation can increase by 44.6%. This effect is positive.
3. Leadership style has a direct impact on employee performance at 0.115. That is, employee performance should not increase by 11.5% for each unit of leadership style. This effect is positive (not important).
4. The direct impact of leadership style on motivation is 0.306. This means that a 1 unit increase in leadership style can increase motivation by 30.6%. This effect is positive.
5. The direct impact of motivation on employee performance is 0.284. This means that for every 1 unit increase in motivation, employee performance can increase by 28.4%. This effect is positive.

Based on these conclusions, Banyuma's Regency's employee performance at SMK Negeri is influenced by the largest variables: 0.284 motivation variables, 0.192 organizational culture variables, and finally 0.115 leadership style variables. I can say.

3) Indirect Effects

Indirect effects are the indirect effects of a construct or exogenous latent variable on endogenous latent variables through an endogenous intermediary variable. The results of SmartPLS output for indirect effects analysis can be shown in Table 6 as follows:

Table 6. Indirect Effect

| Variable | Kinerja Karyawan (KK) | | |
|------------------------|-----------------------|-----------------------|---------|
| | Sampel Asli (O) | T Statistik (O/STDEV) | P Value |
| Organizational Culture | 0,127 | 2,998 | 0,003 |
| Leadership Style | 0,087 | 2,737 | 0,006 |

Source : Data Processed

Based on Table 6 the results of the direct effects analysis can be concluded as follows:

- a. The indirect effect of leadership style on employee performance through motivation is 0.006, which means that if leadership style increases by one unit, employee performance can increase indirectly through motivation by 0.6%. This influence is positive.
- b. The indirect effect of organizational culture on employee performance through motivation is 0.003 which means that if organizational culture increases by one unit, employee performance can increase indirectly through motivation by 0.3%. This influence is positive.

Based on these conclusions, the greatest indirect impact on employee performance of SMK Negeri 1 Vaniums Regency can be said to be a leadership style variable for employee performance with a motivation of 0.006.

4) Overall effect

The overall effect is the overall effect that results from adding a direct effect to the indirect effect. The SmartPLS output results for the overall impact analysis are shown in Table 7 as follows:

Table 7. Total Effects

| Variable | BO | GP | KK | M |
|-----------------------------|----|----|-------|-------|
| Organizational Culture (BO) | | | 0,319 | 0,446 |
| Leadership Style (GP) | | | 0.202 | 0,306 |
| Employee Performance (KK) | | | | |
| Motivation (M) | | | 0,284 | |

Source : Data Processed

Based on Table 7 of , the results of the overall impact analysis can be concluded as follows.

- The overall impact of leadership style on employee performance is 0.202. This means that for each additional unit of leadership style, employee performance can directly and indirectly improve employee performance by 20.2% through motivation. This effect is positive.
- The overall impact of organizational culture on employee performance from motivation is 0.319. This means that with each unit of organizational culture, motivation can directly and indirectly improve employee performance by 31.9%. This effect is positive.
- The overall impact of motivation on employee performance is 0.284. This means that a unit increase in motivation can directly increase employee performance by 28.4%. This effect is positive.

Based on these conclusions, the performance of SMK Negeri's faculty staff in Banyumas Regency is most strongly influenced by the organizational culture variable 0.319, the motivational variable 0.284, and finally the leadership style variable 0.202.

5) R-Square

ANOVA r-squared (R²) or certainty tests are used to determine the effects of intrinsic variables that can be explained by extrinsic variables. The higher the coefficient of determination, the better the predictive model of the proposed research model. The coefficient of determination (R-squared) is a way of assessing how much an endogenous construct can be explained by an extrinsic construct. The coefficient of determination (R-squared) value is expected to be between 0 and 1.

Chin set the standard for an R-squared value of 0.67. 0.33 and 0.19 [25] as strong, medium and weak. The adjusted coefficient of determination, on the other hand, is the adjusted coefficient of determination based on the standard error value. Adjusted R-square values provide a stronger diagram than R-square in assessing the ability of extrinsic constructs to explain intrinsic constructs. The coefficient of determination values are shown in Table 8 as follows:

Table 8. R-Square Value

| Variable | <i>R-Square</i> | <i>R-Square Adjusted</i> |
|---------------------------|-----------------|--------------------------|
| Employee Performance (KK) | 0,268 | 0,256 |
| Motivation (M) | 0,466 | 0,461 |

Source : Data Processed

Based on the coefficient of determination values in Table 8, leadership styles and weak categories of organizational culture accounted for 26.8% in explaining the variability of employee performance components, with the remaining 73.2% in this survey. You can see that it is explained by other components than the one we examined. Will. On the other hand, in the medium category, leadership style and organizational culture accounted for 46.6% to explain the variability of motivational components, with the remaining 53.4% being other components than those examined in this study. Explained by. Based on the classification, the coefficient of determination value is less than 0.67, so the predictive model for this study is in the intermediate category.

c. Hypothesis test

The Hypothesis Test shows whether a hypothesis can be accepted or rejected by considering the significant values between the components, t-statistics, and p-values. The hypothesis test for this study was performed using SmartPLS 3.2.9 software. These values can be obtained from the bootstrap results. The rule of thumb used in this study was t-statistic > 1.96 and the significance level was p-value < 0.05. The value of the hypothesis test for this study can be shown in Table 9 as follows:

Table 9. Path Coefficients Bootstrapping Results

| No | Hypothesis | Original Sample (O) | T/Statistics (O/STDEV) | P-Values | Criteria |
|----|--|---------------------|------------------------|----------|----------|
| 1 | Leadership Style > Motivation (H ₁) | 0,306 | 4,687 | 0,000 | received |
| 2 | Organizational Culture > Motivation (H ₂) | 0,446 | 6,442 | 0,000 | received |
| 3 | Leadership Style > Employee Performance (H ₃) | 0,115 | 1,193 | 0,233 | rejected |
| 4 | Organizational Culture > Employee Performance (H ₄) | 0,192 | 2,251 | 0,025 | received |
| 5 | Motivation > Employee Performance (H ₅) | 0,248 | 3,695 | 0,000 | received |
| 6 | Leadership Style > Motivation > Employee Performance (H ₆) | 0,087 | 2,737 | 0,006 | received |
| 7 | Organizational Culture > Motivation > Employee Performance (H ₇) | 0,127 | 2,998 | 0,003 | received |

Source : Data Processed

Discussion

1. The Effect of Leadership Style on Motivation

Impact of Leadership Style on Motivation Based on Table 9 in , the results of the Hypothesis Test (H1) demonstrated that leadership style has a significant positive impact on the motivation of teachers at Banyuma Regent's State Vocational School. This shows that teachers at Banumas District State College are positively assessing the motivation of teachers at Banumas District State College in the leadership style of the principal. Leadership-style motivation for school leaders can motivate teachers to carry out their work. Leadership styles influence work motivation because employees find it difficult to make changes in higher directions without coercion. A management style with an approach that motivates employees who already have a vision. Managers with a motivated leadership style also influence employee motivation. This is the view that motivation is the driving force that stimulates enthusiasm for work, and that they can work together, effectively, and in good faith in the pursuit of all satisfaction [26]. It matches. This is supported by a previous study [5], [6] states that leadership styles have a positive effect on motivation.

2. The Influence of Organizational Culture on Motivation

Based on Table 9 the results of hypothesis testing (H2) have proven to have proven that organizational culture has a significant positive effect on teacher motivation at SMK Negeri Banyumas. This shows that the organizational culture owned by the school can affect motivation at work, with a positive organizational culture that is owned by the school, the motivation in completing the tasks and responsibilities of teachers will increase. This organizational culture will have an impact on the motivation of its employees, because a good organizational culture for example related to work culture, discipline, norms or rules that are positive will affect motivation to be more enthusiastic in determining the achievement of the school's vision and mission. This is in agreement with the opinion of [27]. Organizational culture is the norms and values formed and applied by the company to influence the characteristics or behaviors of employees to complete tasks on time and to organize them. A guide to achieve. The results of this study are supported by previous studies conducted by [5]. [7] Someone who discovers that leadership style influences motivation.

3. The Influence of Leadership Style on Employee Performance

Based on Table 9, the results of the Hypothesis Test (H3) proved that the style of leadership did not affect the performance of employees at the Banyumasan Prefectural Vocational Training School. This shows that the leadership style of a state vocational high school in Banuma's Regency does not affect employee performance improvement.

Leadership style does not affect employee performance improvement, as good or bad leadership style does not change employee performance. The style of leadership does not affect employee performance, keeping in mind that the system cannot run unless the organization being built limits the limits of leader creativity. Due to the limited characteristics, number and distribution of respondents, and variable measurements in this survey, leadership style does not affect employee performance. Moreover, the style of leadership does not affect performance. This can happen because the influencing factor is not the leadership style, but the attitude and behavior of the leader.

Therefore, organizations need to conduct reviews to obtain better research results, generalize them, and make them available for use in developing better policies. This is inconsistent with the view that leadership style is a leader's way of showing specific attitudes that affect employees in achieving organizational goals [2]. According to Fiedler in [28], performance can be effectively achieved when organizational leaders are prepared for contingencies.

The results of this study are inconsistent with the theory and results of previous studies conducted by [8], [9], [10], [11], [12], [13]. When leadership styles affect employee performance. Meanwhile, [29] found that leadership styles do not affect employee performance. Therefore, it is important that the style of leadership has nothing to do with employee performance. From these results, we can conclude that the management style implemented by the client is not optimally applied in a targeted manner by the client and does not affect employee performance.

4. The Influence of Organizational Culture on Employee Performance

The impact of organizational culture on employee performance. Based on Table 9, the results of the Hypothesis Test (H4) proved that organizational culture had a significant positive impact on the performance of employees at the state vocational school in Banyumas Regency. This shows that organizational culture affects employee performance. One because organizational culture, along with its cultural form, contains symbols, languages, stories, and activities that emphasize the values and norms that members believe and give meaning to the daily activities that they carry out together. Off in the organization. For example, a good organizational culture in terms of work culture, discipline, norms, or positive rules influences the performance of teachers who make great passionate decisions about the school's vision and mission. This is in agreement with the opinion of [27]. Organizational culture is the norms and values formed and applied by the company to influence the characteristics or behaviors of employees to complete tasks on time and to guide them. Achieving organizational goals. The

results of this study were supported by previous studies dealing with the impact of organizational culture on teacher performance, with positive impacts [24], [10], [15], [16].

5. The Effect of Motivation on Employee Performance

Based on Table 9, the results of the Hypothesis Test (H5) showed that motivation had a significant positive impact on the performance of employees at Banumas Regency State College. This shows that employee motivation can affect an employee's ability to perform their duties. With employee skills, it is beneficial to carry out the work and responsibilities assigned by the company, and highly motivated employees can improve the performance of these employees and achieve the company's goals. I can do it. According to [30], motivation is the force that encourages or does not take positive or negative actions that are inherently internal and external. Work motivation evokes work motivation / enthusiasm. The results of this study are supported by previous studies related to motivation that have a positive impact on teacher performance [17], [18], [19].

6. Impact Of Leadership Style On Employee Performance Due To Motivation As An Intervening Variable

Based on Table 9, the results of the hypothesis test (H6) show that motivation is an intervening variable or leadership style on employee performance. SMK Negeri Banyumas proved to be able to mediate the impact. Leadership style has a significant positive impact on employee performance compared to the direct impact of leadership style on employee performance. The boss's leadership style is highly motivated and improves employee performance. Motivation acts as an intervening variable between leadership style and performance. Motivation increases a person's productivity when they can complete their work and work. This is in line with the opinion [2] that leadership style is a way for leaders to show a particular attitude to influence employees in achieving their organization's goals. The results of this study are supported by previous studies conducted by [20]. [21] The school principal's leadership states that it influences teacher performance through motivation as an intervention variable.

7. Organizational Culture Impact of Employee Performance by Motivation as Intervening Variables

Based on Table 9, the results of the Hypothesis Test (H7) show whether motivation is an intervening variable or employee performance. Proved to mediate the influence of organizational culture. At SMK Negeri Banyumas. This shows that motivation acts as an intervening variable between organizational culture and employee performance. Motivation increases a person's productivity when they can complete their work and work. A good, lasting organizational culture can motivate someone to improve their performance. This is in agreement with the opinion of [27]. Organizational culture is the norms and values formed and applied by the company to influence the characteristics or behaviors of employees to complete tasks on time and to guide them. Achieving organizational goals. The results of this study are supported by previous studies conducted by [20], [21] He then discovered that organizational culture influences teacher performance through motivation as an intervening variable.

5 Conclusion

Based on the discussion of research results using Partial Least Square (PLS) analysis tool which aims to analyze the influence of leadership style, organizational culture through motivation as an intervening variable on teacher performance at SMK Negeri Banyumas, the conclusions are as follows:

1. Leadership style has a positive effect on motivation.
2. Organizational culture has a positive influence on motivation.
3. Leadership style does not affect performance.
4. Organizational culture has a positive effect on performance.
5. Motivation has a large positive effect on performance.
6. Motivation is able as an intervening variable the influence of leadership style on performance.
7. Motivation is able as an intervening variable the influence of organizational culture on performance.

Suggestion

Suggestions for on the basis of the research results here are:

1. The principal's leadership style must be accompanied by high enthusiasm and motivation, because this will affect the enthusiasm and motivation of teachers so that they can improve their work efficiency.
2. It is hoped that other studies can be more complete by referring to the results of the third hypothesis of this study, where the manager's style has a positive but not significant effect on employee performance.

Researcher Limits

Based on the researcher's direct experience in the research process, research has some limitations:

1. A more specific leadership style on performance needs to be further investigated by researchers as a research variable.
2. The research object used in this study only focuses on teachers of State Vocational Schools in Banyumas Regency who have worked for more than 5 years and have educator certificates.

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