

The Influence Of Organizational Culture, Transformational Leadership Of School Principals And Work Motivation On The Performance Of Public Elementary School Teachers In Binjai Kota Sub- District

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Abstract. This study seeks to examine the relationships between the following factors: (1) the impact of organizational culture on employees' motivation; (2) the influence of transformational leadership displayed by school principals on employees' motivation; (3) the connection between organizational culture and teacher performance; (4) the effect of transformational leadership by school principals on teacher performance; and (5) the correlation between teacher performance and work motivation. The research involved elementary school teachers in the Binjai Kota Subdistrict, with a total sample size of 82 individuals. Sampling was carried out using a proportional simple random sampling method. The research methodology employed path analysis to test the theoretical framework and gather insights into the research objectives. The results of hypothesis testing indicate the following influences: (1) Organizational culture on work motivation ($t_{count} > t_{tabel}$, $3.114 > 1.645$); (2) Transformational leadership of school principals on work motivation ($t_{count} > t_{tabel}$, $2.863 > 1.645$); (3) Organizational culture on teacher performance ($t_{count} > t_{tabel}$, $2.466 > 1.645$); (4) Principal's transformational leadership on teacher performance ($t_{count} > t_{tabel}$, $2.370 > 1.645$); and (5) the impact of teacher performance on work motivation ($t_{count} > t_{tabel}$, $6.205 > 1.645$). The findings of this study suggest that organizational culture, transformational leadership by school principals, and work motivation collectively influence teacher performance by 33.7%, with other factors contributing to the remaining variance. These findings can be utilized to enhance teacher performance by focusing on organizational culture, transformational leadership by principals, and work motivation to achieve educational objectives within the school setting.

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

1 Introduction

Education serves as a crucial instrument for enhancing and cultivating the quality of human resources. Indonesia, in its developmental journey, still grapples with significant educational challenges, particularly concerning the quality, relevance, and efficiency of education. Education stands as the cornerstone of a nation's development; no society or nation can progress without advancing its educational landscape. The progress of education yields positive outcomes in human resource development.

A common thread emerges from the above discourse, highlighting the imperative to elevate the competence of educators, particularly teachers, as a means to enhance the quality of education. Therefore, teachers, serving as pivotal figures within educational institutions, must endeavor to enhance their performance. A decline in school quality and subpar student learning outcomes could ensue if teacher performance falls short, ultimately diminishing the quality of education.

Quality education can be realized when the teaching and learning process unfolds seamlessly within the classroom. This entails well-structured learning plans, effective implementation, and comprehensive evaluation by teachers. Regrettably, qualified teachers still seem to fall short of societal expectations. Nationally, the average competence levels for various educational tiers remain suboptimal: kindergarten teachers at 58.87, primary school at 36.86, elementary school at 46.15, high school at 51.35, vocational school at 50.02, and supervisors at 32.58. This data underscores the pressing need for serious attention from both local and national governments regarding teacher performance.

Information sourced from the Binjai City Education Office supervisor highlights the performance of primary school teachers in the region. A few concerns are raised, including: (1) The inability of many teachers to create conducive learning environments in their classrooms, resulting in passive student engagement. Among 35 observed teachers, only 10 succeeded in fostering ideal learning conditions; (2) A prevalent reliance on lecture-based teaching, with only 17 out of 35 teachers employing varied methods and encouraging active student participation; (3) Minimal feedback provided on students' homework, as most teachers merely graded assignments without addressing students' weaknesses.

In interviews with elementary school teachers in Binjai City, some educators expressed factors that impede their dedication to effective teaching. Issues cited include unfavorable working conditions, unsupportive leadership policies, and disruptive student behavior. Furthermore, a decline in motivation, a sense of boredom, and disillusionment with the organizational culture in schools are identified as factors contributing to suboptimal teacher performance. These circumstances highlight the necessity of addressing teacher performance. According to Suryadi (2001:42), quality teachers must possess professional competence, commitment, time devoted to professional activities, and accountability¹.

In line with the aforementioned issues, there is an evident need to enhance teacher performance in educational institutions. One strategy involves examining the various factors that influence teacher performance. Numerous theories, such as the one proposed by Colquitt

¹ Suryadi, Perwiro Sentono. 2008. Human Resource Management Models for Indonesia, Asia and the Far East. Jakarta: Bumi Aksara

et al. (2009: 8), identify factors affecting performance and commitment, encompassing individual mechanisms (job satisfaction, stress, motivation, trust, justice, ethics, learning, and decision-making), individual attributes (personality, cultural values, abilities), group dynamics (team characteristics, team processes, leadership power, style, and behaviors), and organizational elements (structure, culture).² In this context, job performance can be influenced by motivational factors. Besides teacher motivation, transformational leadership by school principals and the organizational culture within educational institutions emerge as pivotal factors in enhancing teacher performance.

The insights provided by primary school supervisors reveal that many teachers exhibit certain lapses in their conduct, such as engaging in informal conversations with colleagues during work hours, making unscheduled visits to the school canteen during instructional sessions, or holding discussions with peers outside the classroom. Such practices have become ingrained within the school's culture, signaling that optimizing teacher performance can be challenging when the school's environment does not foster or mirror the traits of a learning organization. Notably, research by Brahmasari and Paniel (2009³) and Widodo (2011) underscores the influence of organizational culture on teacher performance, implying that improving the school's organizational culture can enhance teacher performance.⁴

Organizational culture is defined as the beliefs, attitudes, and daily behaviors exhibited by individuals in carrying out their organizational responsibilities in accordance with established norms and regulations. As per Romy and Muhammad (2022: 48), a robust organizational culture can contribute to improved performance, while a weak culture may result in diminished performance.⁵

Beyond organizational culture, another factor that exerts influence on teacher performance is the transformative leadership displayed by school principals. According to Umam (2012: 295), in the present era, transformative leadership by school principals assumes increasing importance as it can contribute by: (1) stimulating subordinates and colleagues to view work from fresh perspectives; (2) nurturing a commitment to the work team and organizational vision and mission; (3) cultivating the abilities and potential of colleagues and subordinates; (4) motivating colleagues and subordinates to approach their tasks innovatively; (5) setting more challenging expectations; and (6) driving higher organizational performance⁶. In essence, transformational leaders must inspire and exemplify continuous self-improvement and translate their vision into meaningful missions, programs, objectives, and clear success criteria.

² Colquit Jason A., Jeffrey A. Lepine, Michael J. Wesson. 2007. *Organizational Behaviour*. New York: Mc Graw Hill

³ Brahmasari, Ida Ayu. and Paniel Siregar. 2009. "The Effect of Organizational Culture, Situational Leadership and Communication Patterns on Work Discipline and Employee Performance at PT Central Proteinaprima Tbk". *Journal of Management Applications*, Volume 7, Number 1, February 2009.

⁴ Widodo. 2011. "The Effect of Organizational Culture and Work Motivation on Teacher Performance". *Penabur Education Journal* - No. 16, Year 10, June 2011

⁵ Romy, Elly and Muhammad Ardansyah. 2022. *Organizational Theory and Behavior*. Medan: UMSU Press

⁶ Umam, Khaerul. 2012. *Organizational Behavior*. Bandung: Pustaka Setia

Transformational leadership calls for principals who appreciate novel ideas, new methodologies, and innovative teaching practices within the school's teaching and learning processes. Bass, as cited in Sunarto (2004:6), defines transformational leadership as the process of influence that motivates subordinates to work toward goals that transcend their individual interests.⁷ Yildiz, as cited in Danim and Suparno (2009: 94), underscores how transformational leadership fosters an attitude of motivation and inspiration among those surrounding the leader.⁸ Transformational leaders play a distinct role as motivators, diligently developing the potential of their team members. Principals embodying the key attributes of transformational leadership tend to boost teacher satisfaction and enhance teacher performance within the school. Such leadership behaviors positively influence teacher performance by motivating teachers and assisting them in accomplishing their tasks effectively.

The implementation of transformational leadership can expedite the development of teachers' capabilities, encouraging them to work smarter and with greater dedication to advancing educational reforms within the school. Transformational leadership by principals can serve as a bridge, reconciling varying perspectives and preventing conflicts that can hinder institutional goals, whether they are individual or group conflicts arising from divergent perceptions, viewpoints, and interests. As noted by Navickaitė (2010:142), transformational leadership among school principals holds immense significance in achieving school success and effectiveness. This leadership approach contributes to shaping the school's direction, fostering unity within the school community, and nurturing relationships among all members of the school community.

In addition to organizational culture and principal transformational leadership, another significant factor impacting teacher performance is work motivation. A teacher's motivation manifests in their behavior directed towards achieving their work-related goals. A teacher's eagerness to excel in their role plays a pivotal role in attaining outstanding work results. Several factors, however, have led to a decrease in the enthusiasm of both civil servant and honorary teachers, including inadequate learning resources and a lack of corrective actions against underperforming teachers. Research by Samson (2006) and Siwantara (2009) confirms the impact of work motivation on an individual's performance.^{9,10}

The findings of Prasetyo and Wahyuddin's research (2010: 67) establish a correlation between work motivation and performance. Kurnain's research (2006: 84) underscores the influence of work motivation on performance and its connection to an individual's adaptability, stemming from diverse expectations of professional success and a brighter future. As noted by Siagian (2002: 255), an individual's desires concerning their job are typically rooted in personal significance and fulfillment for themselves and the organization.¹¹ In essence, a pleasant and

⁷ Sunarto. 2004. *Organizational Behavior*. Yogyakarta: Amus

⁸ Danim, Sudarwan and Suparno. 2009. *Management and Transformational Leadership of School Principals*. Jakarta: Rineka Cipta

⁹ Samson, L. "The Effect of Leadership and Achievement Motivation on the Performance of PDAM Employees in Ambon City". *Journal of Management Applications*, Volume 4, Number 2, August 2006

¹⁰ Siwantara, I Wayan. 2009. "The Influence of Professional Competence and Work Motivation and Organizational Climate on Work Discipline and Performance of Bali State Polytechnic Lecturers". *Ragam*, Vol. 9, No. 2, August 2009

¹¹ Siagian P. Sondang. 2002. *Organizational Leadership and Behavior*. Jakarta: Gunung Agung

joyful work environment motivates employees to perceive their roles as a means to meet a variety of needs and intensify their motivation to work at a higher level. Consequently, the presence of happiness and contentment can inspire employees who may otherwise be dispirited, stressed, fatigued, or discontent in their roles.

2 Research Methods

This research was carried out in all public elementary schools within the Binjai Kota Subdistrict. The study employed a survey methodology and utilized path analysis to examine the relationships between various variables. The research focused on the population of elementary school teachers in the Binjai Kota District, with a sample size of 82 individuals.

Organizational culture is a defining feature of a school, encompassing the values and practices upheld by school members. It can be gauged using indicators such as: innovation and risk-taking, attention to detail, result orientation, people orientation, team orientation, assertiveness, and resilience.

Principal transformational leadership refers to the process by which teachers assess and provide feedback on the transformative leadership qualities displayed by the school principal. This can be assessed using indicators including: delegating tasks to teachers, motivating educators, providing guidance and direction, sharing ideas with the teaching staff, empowering the school community through effective communication, implementing transformative supervisory measures, adhering to a value-based approach (rather than personal interests), demonstrating competence in addressing complex school-related situations, displaying courage, fostering trust, and envisioning a future trajectory.

Teacher work motivation encompasses the driving force that motivates educators to work toward achieving the school's objectives. It can be evaluated through indicators such as physiological needs, security needs, social needs, recognition, and self-fulfillment needs.

3 Results and Discussion

3.1 Results

From the data description analysis, the distribution of each research data is found as Table 1 below.

Table 1. Summary of Descriptive Statistics Calculation Results..

Statistics	Variable Data			
	X ₁	X ₂	X ₃	X ₄
Ideal highest score	92	100	92	100
Ideal lowest score	23	25	23	40
Highest score obtained	81	93	82	98
Lowest score obtained	42	41	40	46
Mean	67,935	61,737	63,401	81,401

Standard Deviation	9,669	14,306	8,748	9,366
Median	70,389	50,167	63,750	79,380
Modus	68,853	58,188	63,402	81,333

The results of the trend test calculation provide conclusions that: (1) organizational culture in public primary schools in Binjai Kota Subdistrict is generally in the moderate category; (2) transformational leadership of school principals in public primary schools in Binjai Kota Subdistrict is generally in the moderate category; (3) work motivation in public primary schools in Binjai Kota Subdistrict is generally in the moderate category; and (4) teacher performance in public primary schools in Binjai Kota Subdistrict is generally in the moderate category. The results of the normality analysis requirement test using the Lilliefors Test are summarized as Table 2 below.

Table 2. Summary of Descriptive Statistics Calculation Results.

Variable	L_{count}	L_{table}	Results
Work motivation (X_3) on Organizational culture (X_1)	0,041	0,082	Normally distributed
Work motivation (X_3) on Principal transformational leadership (X_2)	0,038		Normally distributed
Teacher performance (X_4) on Organizational culture (X_1)	0,069		Normally distributed
Teacher performance (X_4) on Principal transformational leadership (X_2)	0,058		Normally distributed
Teacher performance (X_4) on Work motivation (X_3)	0,070		Normally distributed

The results of the simple regression analysis requirements test using the Linearity and Significance Test of endogenous variables based on exogenous variables are summarized as Table 3 below.

Table 3. Summary of Regression Analysis Results.

Variable	Regression Equation	Results
Work motivation (X_3) on Organizational culture (X_1)	$X_3 = 47,466 + 0,235 X_1$	Linear and meaningful
Work motivation (X_3) on Principal transformational leadership (X_2)	$X_3 = 54,220 + 0,149 X_2$	Linear and meaningful
Teacher performance (X_4) on Organizational culture (X_1)	$X_4 = 63,019 + 0,273 X_1$	Linear and meaningful
Teacher performance (X_4) on Principal transformational leadership (X_2)	$X_4 = 70,506 + 0,176 X_2$	Linear and meaningful
Teacher performance (X_4) on Work motivation (X_3)	$X_4 = 48,936 + 0,512 X_3$	Linear and meaningful

The results of the path coefficient estimation on the research variables presented in Table 4. below show that all path coefficients are significant.

Table 4. Summary of Path Coefficient Estimation.

Variable	Coefficient	t_{results}	t_{table}	Results
ρ_{31}	0,233	3,224	1,645	Means
ρ_{41}	0,214	2,466	1,645	Means
ρ_{32}	0,159	2,863	1,645	Means
ρ_{42}	0,233	2,370	1,645	Means
ρ_{43}	0,400	6,205	1,645	Means

Based on the prices of the path coefficients obtained from the calculation results, a path diagram can be drawn as Figure 1 below.

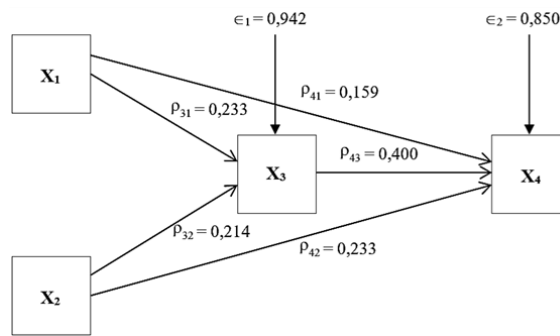


Fig. 1. Research Path Diagram

The calculation of model fit (goodness-of-fit test) conducted shows that the proposed model has a fit with the data. The calculation results obtained count = 0. The result of count = 0 is consulted with table for $d = 1$, which is 3.84. Thus count < ctable ($0 > 3.84$), it is concluded that the overall path analysis model is significant. This indicates that the proposed model is suitable (acceptable).

3.2 Research Discussion

1. Organizational culture has a direct effect on work motivation.

The impact of organizational culture on work motivation is evident in the study's findings. The research reveals that organizational culture has a direct influence on work motivation, accounting for 5.4% of the variance. This highlights the role of organizational culture in shaping teacher work motivation. At the organizational culture level, there appears to be a moderate tendency, constituting approximately 54.605%. Suboptimal organizational culture is reflected in the principal's limited understanding of teachers' emotional needs and their capacity to cultivate interpersonal relationships within the school. These findings align with

the theory proposed by Colquitt et al. (2009), suggesting that principals possess the ability to directly impact teacher motivation in the workplace. Thus, optimizing teachers' work motivation can be achieved through the enhancement of organizational culture.

Organizational culture is an inherent characteristic of a school that is embraced by its members. In contrast, teacher work motivation represents the impetus that drives teachers to contribute to the achievement of school goals. In this investigation, organizational culture can be assessed through various indicators, including innovation and risk-taking, attention to detail, result orientation, people orientation, team orientation, aggressiveness, and steadiness. Among these indicators, attention to detail stands out as the most influential. Enhancing teachers' attention to detail in school activities enables them to gain a deeper understanding of what motivates their participation in various school-related tasks.

Among the five indicators of organizational culture evaluated in this study, team orientation exhibits the least impact (minimal), amounting to 0.093. This is attributable to some teachers' reluctance to collaborate effectively in completing tasks within the school. Many teachers still rely on their peers, particularly newer teachers, to fulfill their assigned responsibilities. This lack of cooperation adversely affects the working relationships among teachers within the school and hampers their commitment to performing effectively. In the absence of cooperation, teachers may solely focus on their individual work objectives without considering the needs or broader goals of their colleagues at the school. Such circumstances negatively influence teachers' work motivation.

Organizational culture demands the principal's attention and commitment. As a norm or value system upheld within the school, organizational culture should be disseminated to all teachers to ensure their adherence. It is essential to prevent the erosion of organizational culture by personal interests or specific groups. Instead, organizational culture must be preserved, nurtured, and continually improved. This approach fosters familiarity and comfort among school members, including teachers, with the organizational culture, thereby enhancing their motivation to perform better. Organizational culture should be systematically planned and communicated to teachers. A positive organizational culture transforms it from being perceived as a burden into an integral aspect of their work and life. The description above underscores that teachers operating within a healthy organizational culture tend to exhibit heightened work motivation in their school endeavors.

2. Principal transformational leadership has a direct effect on work motivation

This underscores the significance of the transformative leadership exhibited by school principals in shaping teacher work motivation. At the level of the principal's transformational leadership, there exists a moderate tendency, accounting for approximately 49.573%. Suboptimal transformational leadership of principals is apparent in the insufficient recognition and rewards received by teachers from their school environment, as well as the lack of a collaborative spirit within the school community for fostering teacher work motivation. These findings align with the theory proposed by Colquitt et al. (2009), suggesting that the transformative leadership of principals holds a direct influence over teacher motivation in the workplace. Hence, enhancing the transformational leadership of principals can optimize teachers' work motivation.

Principal transformational leadership encompasses the process by which teachers evaluate and express their views on the transformative leadership demonstrated by the school principal. In contrast, teacher work motivation serves as the driving force motivating teachers to contribute to the attainment of school objectives. Within this study, the transformational leadership of principals can be assessed using various indicators, including assigning tasks to teachers,

motivating educators, providing guidance, sharing ideas, promoting effective communication throughout the school community, engaging in transformative supervisory actions, adhering to value-based principles, demonstrating aptitude in managing complex school-related situations, displaying courage, fostering trust, and envisioning the future.

Among the indicators of transformational leadership of school principals mentioned above, empowering the entire school community through directed communication exerts the most pronounced influence. Enhancing the principal's capacity to empower all school stakeholders, particularly teachers, in the pursuit of school goals remains pivotal. This approach is fundamental to the success of a school, where effective collaboration among all stakeholders plays a pivotal role. Empowering the entire school community enables principals to establish an environment conducive to all teachers' instructional activities, igniting their enthusiasm for active participation in school activities. Teachers become eager to partake in various school-related endeavors, proudly showcasing their contributions to the school community.

Of the eleven indicators of transformational leadership exhibited by school principals assessed in this study, the indicator related to transformative supervisory actions displays the least impact (minimal), with a value of 0.089. This outcome can be attributed to the principal's reluctance to engage in supervisory activities related to teaching planning and classroom instructional implementation. The absence of effective supervision provides teachers with opportunities to deviate from the intended course, leading to detrimental consequences for teacher motivation within the school environment. The lack of stringent supervision allows teachers to leave their classrooms unattended and engage in unproductive behaviors.

Principals, in the execution of their responsibilities, must strive to enhance teacher performance through motivation and meeting the needs of educators. When teachers receive encouragement and have their needs met, they are likely to exert their best efforts. Principals are deemed successful when they can motivate, mobilize, and fulfill the needs of teachers in their school duties. This fosters a comfortable and enthusiastic work environment where teachers are invigorated by the encouragement and motivation provided by the principal. Additionally, the transformative leadership of the principal can be exemplified in guiding teachers in their instructional duties, including aspects such as lesson planning, mastery of teaching materials, classroom management, evaluation, remedial instruction, remedial examinations, classroom control, and discipline enforcement..

3. Organizational culture has a direct effect on teacher performance

This emphasizes that the emotional intelligence of the principal plays a role in influencing teacher performance. When assessed at the level of organizational culture tendency, it remains categorized as moderate, specifically at 54.605%. Suboptimal organizational culture is discernible through the principal's limited awareness regarding teachers' emotions and their capacity to nurture interpersonal relationships within the school.

These research results align with Koesmono's study (2007), which posits that leadership and task requirements influence organizational commitment among Surabaya Private Hospital nurses, with motivation acting as a moderating variable. Consequently, leadership exhibits a positive and significant association with organizational commitment. This underscores the potential for enhancing teacher performance through improvements in organizational culture.

Organizational culture represents the school's distinct characteristic embraced by its members. On the other hand, teacher performance pertains to the behavior of educators, which can either positively or negatively impact the achievement of school objectives. Within this study, organizational culture can be assessed through various indicators, encompassing innovation

and risk-taking, attention to detail, result orientation, people orientation, team orientation, assertiveness, and resilience.

Among these indicators of organizational culture mentioned above, the attention to detail indicator exerts the most dominant influence. Augmenting teachers' ability to pay close attention to the specifics of school activities simplifies their understanding of the factors contributing to improved teacher performance at school.

Out of the five indicators of organizational culture evaluated by researchers, the team orientation indicator demonstrates the weakest influence on teacher performance at school, registering at 0.195. This phenomenon is attributable to teachers' reluctance to align their efforts with the school's conditions. Numerous teachers limit their contributions to what they perceive as their own capabilities based on their existing knowledge. Few teachers are willing to extend assistance to their colleagues facing teaching challenges. This circumstance undoubtedly exerts a negative impact on the enhancement of teacher performance within the school.

Each teacher inherently possesses distinct characteristics and interests. These differences can sometimes yield unfavorable consequences for the organization or school if not effectively managed. Therefore, schools should uphold a shared value system that accommodates individual interests and character traits without exclusion. These values should manifest in the daily conduct of teachers within the school. Such shared values should prioritize the interests of the school above individual ones. These shared values must facilitate individual interests, motivating each teacher within the organization or school to dedicate their utmost efforts for the benefit of the institution.

Organizational culture is regarded as a factor influencing teacher performance within the classroom, as individuals are consistently influenced by the prevailing culture in their living environment. This culture encompasses values, beliefs, and social behaviors, culminating in a social or community culture. The same principle applies to schools, where the observable elements of organizational culture include the school's fundamental philosophy, its perspective on the broader reality, the meaning of life, and what the school deems significant and worth pursuing. All of these aspects have an impact on teacher performance. New teachers endeavor to acclimate to the school environment by embracing the prevailing organizational culture. In cases where the school boasts a positive culture, it inevitably enhances teacher performance within the institution.

4. Principal transformational leadership has a direct effect on teacher performance

This underscores the influence of the principal's transformational leadership on teacher work motivation. When assessing the level of the principal's transformational leadership, it remains classified as moderate, specifically at 49.573%. Suboptimal transformational leadership of principals becomes apparent in the limited rewards received by teachers from their school environment and the absence of a collaborative spirit in schools to enhance teacher performance.

These research results are consistent with the findings of Muriman et al. (2008), which suggest that organizational climate and stress exert an influence on organizational commitment and job satisfaction. Additionally, research by Budiar, et al. (2004) indicates an impact of demographic variables, compensation, and organizational climate on motivation, job satisfaction, and organizational commitment. Wau's research (2012) further highlights the influence of participative leadership, personal capabilities, the transformational leadership of

principals, and work motivation on the performance of principal teachers¹². This underscores the potential for optimizing teacher performance through enhancements in the transformational leadership of school principals.

Principal transformational leadership involves the process where teachers evaluate and express their opinions regarding the principal's transformational leadership. On the other hand, teacher performance pertains to the conduct of teachers, which can either contribute positively or negatively to the achievement of school objectives. This study measures the transformational leadership of principals through various indicators, encompassing assigning tasks to teachers, motivating educators, providing guidance, sharing ideas, empowering the entire school community through effective communication, transformative supervisory actions on teachers, adherence to value-based principles, the ability to manage complex school-related situations, demonstrating courage, fostering trust, and envisioning the future.

Among these indicators of transformational leadership of school principals mentioned above, the indicator related to empowering the entire school community through directed communication exerts the most pronounced influence. Augmenting the principal's ability to empower all school stakeholders, especially teachers, in the pursuit of school objectives is a crucial ongoing effort. Effective collaboration among all school stakeholders is integral to the success of the school. By empowering the entire school community, principals can foster a school environment that supports the teaching activities of all teachers. Consequently, teachers are inspired to continue performing well at school, striving to provide their utmost abilities in fulfilling school goals and delivering optimal learning experiences.

Out of the eleven indicators of transformational leadership exhibited by school principals assessed in this study, the indicator related to transformative supervisory actions exerts the least impact (minimal), registering at 0.097. This outcome is attributable to the principal's reluctance to engage in supervisory activities related to teaching planning and classroom instructional implementation. The absence of effective supervision grants teachers the flexibility to deviate from the intended path, resulting in adverse consequences for teacher performance within the school environment.

In any organization, diverse individuals with varying characteristics and traits may not always align with organizational goals. However, achieving organizational goals necessitates a shared vision, mission, and views, as well as the cooperation of all teachers in the organization. This is where leadership becomes indispensable. Leaders play a crucial role in directing teachers towards alignment with organizational goals.

Transformational leadership of school principals can be manifested through various actions, including control, guidance, and influencing the thoughts, feelings, or behaviors of subordinates. When related to the performance of subordinates, leaders, with the goal of improving performance, employ their leadership abilities to control, guide, and influence the thoughts, feelings, or behaviors of their subordinates to drive enhanced performance. Consequently, through effective leadership, the organization can achieve the desired level of performance.

¹² Wau, Yasaratodo. 2012. "The Influence of Participative Leadership, Personal Ability, Work Climate, and Achievement Motivation on Principal's Affective Commitment (Empirical Study on Junior High Schools in Nias Island)". Dissertation. Postgraduate Program, State University of Medan

5. Work motivation has a direct effect on teacher performance

When assessing the level of work motivation, it remains categorized as moderate, specifically at 61.538%. Signs of suboptimal teacher work motivation include teachers' reluctance to seek feedback on their work at school and a lack of enthusiasm for innovative approaches to their tasks. These findings corroborate the theory proposed by Colquitt et al (2009), emphasizing the direct impact of work motivation on teacher performance. This emphasizes that teacher performance can be enhanced by bolstering work motivation. The study aligns with the research by Astaty (2012) and Romy, Muhammad, and Hambali (2021), highlighting the impact of organizational commitment, work environment, and work motivation on the performance of community learning activity center tutors¹³. The research results indicate a significant effect of work motivation on organizational commitment and work environment. This affirms that the performance of tutor teachers can be optimized by amplifying work motivation.

Teacher work motivation is the driving force that influences teachers to engage in activities aligned with school goals. Conversely, teacher performance refers to teacher behavior that either positively or negatively contributes to the attainment of school objectives. Within this study, work motivation can be gauged through various indicators, including physiological needs, security needs, social needs, appreciation needs, and self-actualization needs.

Among these work motivation indicators outlined above, it is evident that enhancing work motivation can be achieved by giving due attention to the indicators associated with physiological needs, security needs, social needs, appreciation needs, and self-actualization needs. Notably, the indicator related to the need for recognition exerts the most pronounced influence. Increasing rewards and recognition for deserving teachers fuels their motivation to consistently deliver outstanding performance at school. Teachers are motivated to put forth their best efforts in alignment with the school's predefined goals. Furthermore, the provision of rewards instills a commitment to improving their teaching knowledge and skills, consequently elevating teacher performance at school.

Of the five indicators of work motivation evaluated in this study, the self-actualization indicator exerts the least impact (minimal) on teacher performance within the school environment, measuring at 0.136. This phenomenon is attributed to the absence of freedom for teachers to explore their abilities outside the confines of school regulations. Teachers are mandated to adhere to school regulations when developing and providing learning materials, especially when using student funds. This constraint stifles teachers' creativity and innovation in introducing novel teaching methods in their classrooms, negatively affecting teacher performance at school.

Motivation underlies all human activities, propelling individuals towards their desired objectives. High motivation yields high energy and drive, whereas low motivation results in diminished energy. The source of an individual's work motivation varies, as no two individuals are identical. Nonetheless, the critical factor is that motivation empowers individuals with greater endurance and fortitude to realize their goals.

For teachers working in a school environment, motivation geared toward achieving organizational goals fuels their commitment to their work. When teachers are motivated, their

¹³Romy, Elly, Muhammad Ardansyah and Hambali. 2021. "The Influence of Pedagogic Competency, Leadership of Schools, and Work Motivation Towards Teacher Performance in State Elementary Schools in Medan City". *International Journal for Educational and Vocational Studies*, Volume 3 Number 3, July 2021, pp. 169-176

performance escalates. Moreover, motivation cultivates their aspiration to attain predetermined performance targets.

4. Conclusions

Organizational culture has a direct positive effect on work motivation, meaning that the better the organizational culture, the better the work motivation of public elementary schools in Binjai Kota District.

The transformational leadership of the principal has a direct effect on work motivation, meaning that the better the transformational leadership of the principal, the better the work motivation of public elementary schools in Binjai City District.

Organizational culture has a direct effect on teacher performance, meaning that the better the organizational culture, the better the performance of public elementary school teachers in Binjai Kota District.

The transformational leadership of the principal has a direct effect on teacher performance, meaning that the better the transformational leadership of the principal, the better the performance of public elementary school teachers in Binjai City District.

Work motivation has a direct effect on teacher performance, meaning that the better the work motivation, the better the performance of public elementary school teachers in Binjai Kota District..

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