

The Influence of School Culture and Work Motivation on Junior High School Teachers' Performance

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ABSTRACT

This study aims to analyze the influence of school culture and work motivation on teacher performance at SMP Negeri 1 Tukdana, Indramayu Regency. Using a quantitative approach with an explanatory survey design, this study involved 57 teacher respondents selected through a saturated sampling technique. The research instrument was developed based on Robbins' (2018) theory for school culture, Herzberg's theory for work motivation, and Regulation of the Director General of Teachers and Education Personnel Number 7607 of 2023 for teacher performance. Data were analyzed using Structural Equation Modeling (SEM) with SmartPLS 4.0 software. The results showed that school culture had a positive and significant effect on teacher performance with a contribution of 72.42% ($r = 0.851$; $t = 5.022 > 1.672$). Work motivation also had a positive and significant effect on teacher performance with a contribution of 80.64% ($r = 0.898$; $t = 7.713 > 1.672$). Simultaneously, school culture and work motivation have a positive and significant effect on teacher performance with a contribution of 86.80% ($R = 0.932$; $F = 178.133 > 2.19$). This study provides an empirical contribution to the development of educational management theory and provides practical recommendations for improving teacher performance through developing school culture and increasing work motivation.

INTRODUCTION

In the 21st-century era of globalization and digital transformation, the quality of education is a primary determinant of a nation's progress (Al-Mahdy et al., 2024). Teacher performance, as the spearhead of the learning process, has received special attention from various global education stakeholders. Contemporary research shows that teacher performance is influenced not only by individual competencies but also by organizational contextual factors such as school culture and work motivation (Alsaeedi & Male, 2024).

A recent comprehensive study confirmed that motivation significantly influences teacher performance, while school culture has been shown to be a catalyst for determining the effectiveness of educational policy implementation at the

educational unit level (Wahyuni & al., 2023). This phenomenon indicates the need for a deeper understanding of the interaction between school organizational culture and work motivation in shaping optimal teacher performance.

Indonesia, as a developing country with a complex education system, faces unique challenges in improving teacher quality (Rahman & al., 2024). Research in Indonesia shows that relevant institutions have not yet thoroughly considered the factors that contribute to improving teacher performance in secondary education. This context becomes increasingly relevant with the enactment of Regulation of the Director General of Teachers and Education Personnel Number 7607 of 2023 concerning technical guidelines for managing teacher and principal performance.

Previous research has shown several important findings regarding factors influencing teacher performance. Suleman, in a comparative study in Pakistan, identified principals' strategies for increasing teacher motivation in public and private institutions, demonstrating the complexity of factors influencing teacher performance (Suleman & al., 2025). Belay & Melesse, using a structural equation modeling approach, found that teachers' motivation for continuous professional growth is linked to the formation of Professional Learning Communities (Belay & Melesse, 2024).

Aliwafa confirmed the influence of teaching experience and work discipline on teacher performance, mediated by professionalism (Aliwafa, 2023). Meanwhile, Tayibnapi et al. (2024) in a study on vocational schools showed that teacher motivation and professional development play a crucial role in improving teacher performance (Tayibnapi et al., 2024). Research (Wulandari & al., 2025) explored the factors influencing the achievement of professional standards for Indonesian novice teachers during the induction period through the perspective of Cultural-Historical Activity Theory.

Although existing literature has explored various aspects of teacher performance, several significant research gaps remain. First, most studies were conducted in developed countries with socio-cultural contexts different from Indonesia. Second, previous research tends to examine variables in isolation, failing to integrate school culture and work motivation into a comprehensive model (Wulandari & al., 2025). Third, the context of public junior high schools in rural areas has been relatively underexplored, despite having unique characteristics that differ from urban or private schools.

SMP Negeri 1 Tukdana, Indramayu Regency, as a representative of junior high schools in Indonesia, faces similar challenges. Initial observations identified various teacher performance issues, ranging from limited understanding of learning strategies, suboptimal classroom management, and low technology adoption. Empirical data shows that 40.5% of teachers experience difficulties in classroom management, 23.8% are unable to conduct classroom action research, and 19.0% face obstacles in utilizing learning technology.

Based on the research gap and empirical phenomena, this study aims to analyze and measure the magnitude of the influence of school culture and work motivation on the performance of teachers at SMP Negeri 1 Tukdana, Indramayu Regency. Specifically, this study aims to: (1) analyze and measure the magnitude of the influence of school culture on teacher performance; (2) analyze and measure the magnitude of the influence of work motivation on teacher performance; and (3) analyze and measure the magnitude of the simultaneous influence of school culture and work motivation on teacher performance.

METHODOLOGY

Research Design

This study employed a quantitative approach with an explanatory survey design aimed at explaining causal relationships between variables (Creswell & Creswell, 2018). This quantitative approach was chosen because this study aimed to test hypotheses about the influence of school culture and work motivation on teacher performance through objective and generalizable statistical analysis. The explanatory survey design was used to test existing theories by exploring causal relationships between research variables (Hair et al., 2022).

Population and Sample

The population in this study was all teachers and educational staff at SMP Negeri 1 Tukdana, Indramayu Regency, totaling 57 people, consisting of 1 principal, 52 teachers, and 4 educational staff. Given the relatively small population ($N = 57$), this study used a census sampling technique in which all members of the population were used as research samples (Sekaran & Bougie, 2020).

The inclusion criteria for the research sample include: (1) civil servant and non-civil servant teachers who are actively teaching at SMP Negeri 1 Tukdana; (2) have a minimum work period of 1 year; (3) are willing to participate in the research. The exclusion criteria include: (1) teachers who are on leave or are not actively teaching; (2) educational staff who are not directly involved in the learning process.

Research Instruments

The school culture instrument was developed based on Robbins' (2018) theory with nine dimensions: individual initiative, tolerance for risky behavior, organizational direction, integration, management support, control, identity, reward systems, and conflict tolerance. The instrument consists of 23 items with a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

The work motivation instrument refers to Herzberg's theory developed by Rahardjo (2014) with 8 dimensions including: financial factors, promotion, awards and praise, good relationships with managers, cooperation with coworkers, responsibility, workload, and work completion. The instrument consists of 16 statement items with a 5-point Likert scale.

The teacher performance instrument was developed based on Regulation of the Director General of Teachers and Education Personnel Number 7607 of 2023, with three main dimensions: learning planning, learning implementation, and learning evaluation. The instrument consists of 16 items with a 5-point Likert scale.

Validity and Reliability

The instrument validity test used the Confirmatory Factor Analysis (CFA) technique to ensure the indicators were able to measure the intended construct. The validity criteria used a factor loading value ≥ 0.7 and Average Variance Extracted (AVE) ≥ 0.5 (Hair et al., 2019). The reliability test used Cronbach's Alpha and Composite Reliability with a minimum value of 0.7 for acceptable internal consistency (Fornell & Larcker, 1981).

Data Analysis Techniques

Data analysis used Structural Equation Modeling (SEM) with a Partial Least Squares (PLS-SEM) approach using SmartPLS 4.0 software. PLS-SEM is a powerful

technique for analyzing complex relationships between latent variables with a relatively small sample size (Hair et al., 2022).

The stages of SEM analysis include: (1) Evaluation of the Measurement Model (Outer Model) with convergent validity (Factor loading ≥ 0.7 , AVE ≥ 0.5), discriminant validity ($\sqrt{\text{AVE}}$ value $>$ correlation between constructs), and internal consistency reliability (Cronbach's Alpha ≥ 0.7 , Composite Reliability ≥ 0.7); (2) Evaluation of the Structural Model (Inner Model) with R-square, Path coefficient, Effect size (f^2), and Predictive relevance (Q^2); (3) Hypothesis testing using bootstrapping with 5,000 subsamples to test the significance of the path coefficient with the criteria of t-statistic ≥ 1.96 ($\alpha = 0.05$) and p-value ≤ 0.05 .

RESULTS AND DISCUSSION

Respondent Characteristics and Data Description

This study involved 57 respondents, teachers of SMP Negeri 1 Tukdana, Indramayu Regency. Descriptive analysis showed that the school culture variable (X_1) had a mean value of 88.77 with a standard deviation of 10.915, the work motivation variable (X_2) had a mean of 56.04 with a standard deviation of 10.873, and the teacher performance variable (Y) had a mean of 56.56 with a standard deviation of 10.188. The histogram of data distribution showed a distribution that was close to normal for the three research variables.

Instrument Validity and Reliability Test

The results of validity testing using Pearson Product Moment correlation showed that all instrument items were valid with r-values > 0.300 . For the school culture variable, the r-value ranged from 0.377 to 0.708. The work motivation variable had an r-value between 0.547 and 0.832, while the teacher performance variable showed an r-value between 0.537 and 0.793.

Reliability testing using Cronbach's Alpha showed excellent results, with values of $\alpha = 0.907$ for school culture, $\alpha = 0.947$ for work motivation, and $\alpha = 0.941$ for teacher performance. All of these values far exceed the minimum standard of 0.70 required (Hair et al., 2019).

Hypothesis Testing Results

Hypothesis 1: The Influence of School Culture on Teacher Performance

The correlation analysis yielded a correlation coefficient of $r = 0.851$ with a t-test value of $5.022 > t\text{-table} = 1.672$ ($\alpha = 0.05$). These results indicate that school culture has a positive and significant effect on teacher performance with a contribution of 72.42% ($R^2 = 0.7242$). This finding is in line with research (Robbins & Judge, 2019) which states that a strong organizational culture can improve employee performance by creating a conducive work environment.

Hypothesis 2: The Influence of Work Motivation on Teacher Performance

The analysis results show a correlation coefficient of $r = 0.898$ with a t-test value of $7.713 > t\text{-table} = 1.672$. Work motivation is proven to have a positive and significant effect on teacher performance with a contribution of 80.64% ($R^2 = 0.8064$). These results support the Self-Determination Theory (Deci & Ryan, 2020) which emphasizes the importance of autonomy, competence, and relatedness in motivating individuals.

Hypothesis 3: The Simultaneous Influence of School Culture and Work Motivation

Multiple regression analysis yielded a multiple correlation coefficient of $R = 0.932$ with an F-count value of $178.133 > F\text{-table} = 2.19$. Simultaneously, school culture and work motivation had a positive and significant effect on teacher performance with a contribution of 86.80% ($R^2 = 0.8680$). The resulting regression equation is: $Y = -7.100 + 0.363X_1 + 0.560X_2$

The research findings showing a positive and significant influence of school culture on teacher performance align with Schein's (2017) theory on organizational culture, which emphasizes that shared values, norms, and practices within an organization can influence individual behavior and performance. The contribution of school culture, which is 72.42% to teacher performance, indicates that aspects such as shared values, school traditions, and organizational climate play a significant role in encouraging teachers to perform optimally (Cameron & Quinn, 2020).

The research results showing a positive influence of work motivation on teacher performance with a contribution of 80.64% are in accordance with Herzberg's motivation theory which states that motivating factors can increase job satisfaction and performance (Herzberg et al., 2017). The dominant influence of work motivation compared to school culture indicates that internal factors of individual teachers have a more crucial role in determining performance, in line with research (Ryan & Deci, 2018).

The finding that the combination of school culture and work motivation contributed 86.80% to teacher performance indicates a synergistic effect between the two variables. This supports the systems theory developed by (Katz & Kahn, 2018), which states that organizational performance is the result of a complex interaction between various internal and external factors.

Theoretically, this research contributes to the development of human resource management theory in the education sector by demonstrating the importance of integrating organizational culture and individual motivation. These findings reinforce Social Cognitive Theory (Bandura, 2019), which emphasizes the interaction between personal, behavioral, and environmental factors in shaping performance.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that: (1) School culture has a positive and significant effect on the performance of teachers at SMP Negeri 1 Tukdana with a contribution of 72.42%; (2) Work motivation has a positive and significant effect on teacher performance with a contribution of 80.64%; (3) Simultaneously, school culture and work motivation have a positive and significant effect on teacher performance with a contribution of 86.80%.

This research provides practical implications for school principals and education policymakers to develop holistic strategies to improve teacher performance by fostering a positive school culture and enhancing teacher motivation. Limitations of this study lie in its limited scope within a single school and the use of a cross-sectional method. Future research is recommended to employ a longitudinal design and involve more schools to increase the generalizability of the results.

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