THE INFLUENCE OF LEADERSHIP ROLES, MOTIVATION, COMPETENCE AND WORK CULTURE ON TEACHER PERFORMANCE

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ABSTRACT.

This study aims to determine the influence of leadership, motivation, competence and work culture variables on the performance of teachers at SMKN 2 Sukoharjo. This study uses a quantitative descriptive approach. In this quantitative descriptive study, the author focuses on the research. The study took six months starting from observation to the preparation of data results and research conclusions, located at SMKN 2 Sukoharjo, Jl Solo-Wonogiri, Begajah, Sukoharjo, Central Java. The population of this study was 111 teachers at SMKN 2 Sukoharjo. The sampling technique in this study used saturated sampling (census), namely a sample collection technique using all samples in the existing population, namely 111 teachers. The variables used in this study include the dependent variable (Y) and the independent variable (X). The dependent variable (Y) is performance and the independent variable (X) contains four variables, namely leadership, motivation, competence and work culture. The data in this study were processed using multiple linear regression tools. The data collection method used a questionnaire. Data analysis using multiple regression analysis, t-test and F-test. Based on the results of the t-test, it shows that leadership, competence and work culture have a positive and significant effect on the performance of teachers at SMKN 2 Sukoharjo, while the motivation variable does not affect the performance of teachers at SMKN 2 Sukoharjo.

Keywords: leadership , teacher performance, competence, motivation, and work culture

ABSTRAK.

Penelitian ini bertujuan untuk mengetahui pengaruh antara variabel kepemimpinan, motivasi, kompetensi dan budaya kerja terhadap kinerja guru SMKN 2 Sukoharjo Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Pada penelitian deskriptif kuantitatif ini penulis memusatkan penelitian. Penelitian dibutuhkan waktu selama enam bulan dimulai dari observasi hingga pembuatan hasil data serta kesimpulan penelitian, bertempat di SMKN 2 Sukoharjo, Jl Solo-Wonogiri, Begajah, Sukoharjo, Jawa Tengah. Populasi dari penelitian ini adalah guru SMKN 2 Sukoharjo sejumlah 111 guru. teknik sampling dalam penelitian ini menggunakan sampling jenuh (sensus) yaitu teknik pengumpulan sampel dengan menggunakan semua sampel pada populasi yang ada yakni sejumlah 111 guru. Variabel yang digunakan dalam penelitian ini antara lain variabel terikat (Y) dan variabel bebas (X). Pada variabel terikat (Y) adalah kinerja dan pada variabel (X) bebas terdapat empat variabel yaitu kepemimpinan, motivasi, kompetensi dan budaya kerja. Data dalam penelitian ini diolah menggunakan alat bantu regresi linier berganda. Metode pengumpulan data menggunakan kuesioner. Analisis data menggunakan analisis regresi berganda, uji t dan uji F. Berdasarkan hasil uji t menunjukkan bahwa kepemimpinan, kompetensi dan budaya kerja berpengaruh positif dan signifikan terhadap kinerja guru SMKN 2 Sukoharjo, sedangkan pada variabel motivasi tidak berpengaruh terhadap kinerja guru SMKN 2 Sukoharjo.

Kata kunci: variabel kepemimpinan, kinerja guru, kompetensi, motivasi,dan budaya kerja

INTRODUCTION

The school quality report reflects the quality of the school as stated in the education report which can be accessed on the website kemendikbud.go.id. There are eight parameters that are the benchmarks for assessment, namely literacy skills, numeracy skills, character, school safety climate, diversity climate, learning quality, absorption of vocational school graduates and linc and match with the world of work. In the 2023 education report, it can be seen that SMKN 2 Sukoharjo has the lowest achievement indicator in learning quality. In this parameter, the increase only reached 6.52% from 2022.

The success of education is determined by the quality of learning where the main sector that plays a role is the teacher. The totality of teacher performance in carrying out their role as a facilitator in accompanying, guiding the nature of students in developing their potential, creating a quality learning climate so that it has a big effect on the quality of the learning process and results. This certainly needs serious attention. The success that is obtained begins with a mature planning, a total process and in-depth evaluation. This provides a reflection of the teacher's performance which is reflected in learning. The quality of teacher performance in an educational institution greatly determines the school's quality report. The desire to improve the quality of themselves for teachers of SMKN 2 Sukoharjo is not optimal. This can be seen from the lack of motivation in developing learning tools, participating in training and boredom in working so that there is a lack of setting self-targets in implementing a quality learning process.

A teacher's performance is influenced by internal and external factors. Both factors are closely related so that good synergy is needed to support the expected performance. One of the external factors is the leadership of the principal. Good leadership is able to create optimal work dynamics aimed at achieving the school's vision and mission.

The principal's leadership is closely related to the motivation, competence and work culture of teachers that grow in the school environment. The leadership style of each principal is different so that it has an impact on the quality of teacher performance. According to researchThe Last Supper (2022)The principal's leadership style is positively and significantly related to performance. This is in line with research by Sherly et al., (2023) that teacher performance is positively and significantly influenced by school leadership.

Quality learning in schools is the full responsibility of teachers. Human resources at SMKN 2 Sukoharjo, especially teachers aged 50 years or over, reached 50.5% or 56 out of a total of 111 teachers. This is an indication of declining motivation in supporting teacher performance. The ability to push oneself to be more advanced both in work and knowledge is needed to improve the learning process. Motivation within teachers can provide encouragement in improving self-quality both in pedagogical, personality, professional and social competencies. This motivation is one of the internal factors that is useful as a leverage to grow work quality. Teacher motivation as a potential force that can boost self-attitude as a driving force to realize everything that has been planned, develop learning and maximize it. According to research by Hartini et al., (2021) which states that motivation has a positive and significant effect on teacher performance, but different from research by Hidayat (2021) which states that motivation does not affect Employee Performance of PT. Surya Yoda Indonesia.

The progress of a nation is determined by progress in education. A quality future generation determines the quality of a country. The success of education and improving the quality of education is influenced by adequate teacher competence. Teachers have an important role in the quality of education so that competent teachers are needed to educate the younger generation. Willingness and ability to go hand in hand will be able to foster competence that is reflected in performance. The competence of a teacher needs to be improved as the times progress. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills and behaviors that must be possessed, experienced and mastered by teachers or lecturers who carry out their professional duties. Teachers who are competent in their fields will be more confident in providing teaching and education to students. Mastery of competence in teachers has a major impact on the competence of students produced. Teachers who are always dynamic in improving their competence will provide the latest knowledge in learning. According to research by Absar et al., (2023) competence has a positive and significant effect on teacher performance. This is in line with research by Damanik (2019) there is a significant influence of teacher competence on teacher performance.

The dynamics of work in a place provide stimulation for workers to make adjustments according to existing demands. A work environment that tends to be static and lacks challenges provides a monotonous attitude in working so that the quality produced is less than optimal. This is the problem that is seen in SMKN 2 Sukoharjo. The ability to create a dynamic work environment continuously so that it becomes a work culture that can provide external motivation for workers is one of the leadership's efforts to improve performance. A dynamic work culture in schools is needed, especially at the vocational high school level because of the changing times and rapid technological advances in the industrial world. This provides a trigger for vocational high school graduates to pursue competencies according to industry demands. Industrial internships which are one alternative to improving teacher competency have been programmed, but are underutilized by teachers so that teacher competency does not develop. Teachers as the driving force of education that produces graduates require dynamism in working. Dynamic work abilities that continue to be developed in order to create a work culture provide changes in the learning process. Work culture is formed on the basis of the will and initiative of internal teachers and external encouragement from the principal who can create a healthy climate and a willingness to collaborate in working. In Pasek's (2022) study, school culture has a positive and significant relationship with teacher performance, as in Amaliyah and Ali's (2023) study, school culture has a positive effect on teacher performance. If the school culture is high, teacher performance is also high, and vice versa, if the school culture is low, teacher performance is also low.

RESEARCH METHODS

This study uses a quantitative descriptive approach. In this quantitative descriptive study, the author focuses on leadership, motivation, competence and work culture on the performance of teachers at SMKN 2 Sukoharjo. The research took six monthsstarting from observation to producing data results and research conclusions, located at SMKN 2 Sukoharjo, Jl Solo-Wonogiri, Begajah, Sukoharjo, Central Java.

The population of this study was 111 teachers at SMKN 2 Sukoharjo consisting of PNS: 82, PPPK: 22, GTT: 6 and GTY: 1.The sampling technique in this study used saturated sampling (census), namely a sample collection technique using all samples in the existing population, namely 111 teachers. The sample taken in this study was all teachers of SMKN 2 Sukoharjo, totaling 111 teachers consisting of 82 PNS teachers, 22 PPPK, 6 GTT and 1 GTY.

The variables used in this study include dependent variables (Y) and independent variables (X). In the dependent variable (Y) is performance and in the independent variable (X) there are four variables, namely leadership, motivation, competence and work culture.

The types of data taken are primary data and secondary data.Primary data is data that can be obtained directly from respondents related to leadership, motivation, competence and work culture on the performance of teachers at SMKN 2 Sukoharjo. Secondary data is data obtained from library studies, including through literature to complete data related to this study.

The data in this study were processed using multiple linear regression tools. The multiple linear regression model can be written mathematically as follows:

$$Y = \alpha + \beta_1 X1 + \beta_2 X2 + \beta_3 X3 + \beta_4 X4 + e1$$

α	= intercept coefficient
$\beta_1 \ldots \beta_4$	= regression coefficient
Y	= Teacher performance
X1	= Principal leadership
X2	=Motivation
X3	=Competence
X4	=Work culture
ε	=*error*

RESULTS AND DISCUSSION
Multiple Linear Regression Analysis

Table 2 Regression Coefficients

Variables	Regression coefficient	t statistics	Sig. t
(Constant)	10,581		
Leadership	0.115	19,587	0.001
Motivation	0.018	1,562	0.121
Competence	0.193	49,522	0.001
Work Culture	0.026	3.033	.003
R square	0.980		
F statistics	1345.753		
Sig. F	0,000		

Source: SPSS 29 data processing results, 2024

Based on table 4.4, the regression equation can be formulated as follows:

$Y = 10.581 + 0.115 X_1 + 0.018 X2 + 0.193 X3 + 0.026 X4$

Information:

Y = Teacher Performance

X1 = Leadership

X2 = Motivation

X3 = Competence

X4 = Work Culture

The multiple linear regression equation above shows that:

1. The constant value (α) is 10.581, meaning that if there are no leadership variables (X1), motivation (X2), competence (X3) and work culture (X4), then the dependent variable of teacher performance is 10.581.
2. The coefficient of the principal leadership variable (X1) has a positive value of 0.115. This shows that the principal's leadership has a positive effect on teacher performance. Every 1 unit increase in the principal's leadership variable will increase the value of the teacher performance variable by 0.115. This means that the higher the leadership, the higher the teacher's performance.
3. The coefficient of the motivation variable (X2) has a positive value of 0.018, indicating a positive relationship between motivation and teacher performance. Every 1 unit increase in the motivation variable will increase the value of the teacher performance variable by 0.018. This means that the higher the motivation, the higher the teacher performance.
4. The coefficient of the competency variable (X3) has a positive value of 0.193, which indicates a positive relationship between the competency variable and teacher performance. Every 1 unit increase in the self-development variable will increase the value of the teacher performance variable by 0.193. This means that the higher the self-development, the higher the teacher performance.
5. The coefficient of the work culture variable (X4) has a positive value of 0.026, which indicates a positive relationship between the work culture variable and teacher performance. Every 1 unit increase in the work culture variable will increase the value of the teacher performance variable by 0.026. This means that the higher the self-development, the higher the teacher's performance.

Based on these results, it can be seen that the competency variable (X3) has the greatest influence on teacher performance followed by the leadership variable (X1), work culture (X3) and motivation (X4). This means that leadership, motivation, competency and work culture determine the performance of teachers at SMKN 2 Sukoharjo.

a. R2 Test (Coefficient of Determination)

Based on table 1, the results of the determination coefficient (R^2) value are 0.981 or 98.1%. This means that the percentage of influence of leadership (X1), motivation (X2), competence (X3), and work culture (X4) on changes in teacher performance levels is 98.1%. The difference of 1.9% is influenced by other variables not examined in this study such as work discipline, compensation, self-development and so on.

b. Hypothesis Testing

1. F Test

Based on table 1 above, it is known that the results of the F statistical test obtained a calculated F value of 1345.753 with a significance value of <0.001, so it means that the F test is smaller than 0.05, so it can be concluded that simultaneously the independent variables, namely leadership, motivation, competence and work culture have an effect on the dependent variable, namely teacher performance.

2. t-test

a) The influence of leadership on teacher performance

Based on the results of the data analysis presented in table 1, it is known that for the leadership variable the t-value is19,587with a significant level <0.001. Because tcount > ttable (19.587 > 1.98282) and the significance value (0.000) is smaller than 0.05, Ho is rejected and Ha is accepted. This means that the leadership variable (X1) partially has a significant positive effect on teacher performance (Y) at SMKN 2 Sukoharjo. Thus, the hypothesis "There is a positive and significant influence of principal leadership on teacher performance at SMKN 2 Sukoharjo," is statistically tested.

b) The influence of motivation on teacher performance

Based on the results of data analysis presented in table 1, it is known that the t-value is 1.562 with a significance level of 0.121. Because t-value <t table (1.562 <1.98282) and the significance value (0.121) is greater than 0.05, Ho is accepted and Ha is rejected. This means that the motivation variable (X2) partially does not have a positive effect on teacher performance (Y) at SMKN 2 Sukoharjo.

c) The influence of competence on teacher performance

Based on the results of data analysis presented in table 1, it is known that the t-value is 49.522 with a significance level of <0.001. Because t-value> t-table (49.522> 1.98282) and the significance value (<0.001) is smaller than 0.05, Ho is rejected and Ha is accepted. This means that the competency variable (X3) partially has a significant positive effect on teacher performance (Y) at SMKN 2 Sukoharjo.

d) The influence of work culture on teacher performance

Based on the results of data analysis presented in table 1, it is known that the t-value is 3.033 with a significance level of <0.03. Because t-value> t-table (3.033> 1.98282) and the significance value (<0.03) is smaller than 0.05, Ho is rejected and Ha is

accepted. This means that the work culture variable (X4) partially has a significant positive effect on teacher performance (Y) at SMKN 2 Sukoharjo.

1. **Discussion**
   a. **The influence of leadership roles, motivation, competence and work culture on the performance of teachers at SMKN 2 Sukoharjo**

   Based on the results of data analysis, teacher performance is simultaneously influenced by leadership, motivation, competence and work culture. Leadership has a positive influence on teacher performance. This is indicated by the value of $\beta1 = 0.115$ which is positive. Based on the frequency distribution table, the influence of the leadership variable is high, namely 97% or 106, so it can be said that the leadership carried out in this period has a major influence on teacher performance. The leadership spirit of the principal has five competencies as stated in the Minister of Education and Culture Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards, namely personality, managerial, entrepreneurial, supervision and social competencies. SMKN 2 Sukoharjo is a vocational high school with the largest number of teachers in Sukoharjo Regency, namely 109 people. Given the large number of teachers at SMKN 2 Sukoharjo, the leadership of the principal is very much needed and plays an important role in teacher performance. The principal through his leadership style tries to manage and develop the school to achieve the school's vision, mission and goals. Good principal leadership will be able to direct, foster and supervise teachers at SMKN 2 Sukoharjo in carrying out their duties as educators.

   Motivation variables have a positive influence on teacher performance. This is indicated by the value $\beta2 = 0.018$ which is positive. Based on the frequency distribution table of the variable on motivation, it looks high, namely 95% or 104. This means that increasing teacher motivation will improve teacher performance. Teachers of SMKN 2 Sukoharjo can be motivated by both internal and external influences. The external motivation generator for teachers of SMKN 2 Sukoharjo has been carried out with the leadership style of the principal who is oriented towards the results of the task and the data-based government performance system that requires uploading evidence of work that has a certain time limit. As for the internal motivation of teachers of SMKN 2 Sukoharjo, based on observations in the field, it is known that teachers who have high internal motivation are under 40 years old, and as their age increases, internal motivation seems to decrease. This is due to boredom at work and the lack of additional tasks outside of teaching duties, especially teachers over 50 years old. In addition, there

are new regulations where participation in upskilling reskilling training for vocational teachers is required to be under 50 years old.

The competency variable has a positive influence on teacher performance. This is indicated by the value of $\beta 2 = 0.193$ which is positive. Based on the frequency distribution table, it can be seen that the competence of teachers at SMKN 2 Sukoharjo is quite high, namely 99% or 108. This means that increasing teacher competence can improve teacher performance. SMKN 2 Sukoharjo teachers who have teacher certificateswho have a teacher certificate of 96 people or 88% of the total number of teachers. This means that most teachers of SMKN 2 Sukoharjo are considered to have met four competencies, namely personality competency, professional competency, pedagogical competency and social competency. Teachers of SMKN 2 Sukoharjo have met the criteria for professional competency, namely planning, implementing and assessing teaching and learning programs. The competency variable is the variable that has the most influence on teacher performance, as indicated by the highest β value (0.193) from the β values of the leadership, motivation and work culture variables. This means that teachers who have high competence also have high performance. Competence is the basic ability of a teacher in carrying out their teaching duties. Therefore, teachers who have high abilities as teachers, mentors, trainers, assessors and administrators will have good performance.

Work culture variables obtain values$\beta 3 = 0.026$ which is positive. This means that self-development has a positive influence on the performance of teachers at SMKN 2 Sukoharjo. In the frequency distribution table, the work culture of teachers at SMKN 2 Sukoharjo is the same as competence, namely high with a frequency of 108 and a percentage of 99%. If the work culture increases, it will be followed by an increase in teacher performance. The government has attempted to improve work culture in the program to form a learning community registered in the PMM (Merdeka Mengajar platform) so that teachers strive to collaborate in online education and training, share good practices, coaching and sharing about learning. All activities carried out by the learning community and certified will provide an assessment of teacher performance.

Based on the research results, it is known that the results of the F statistical test obtained a calculated F value of 1345.753 with a significance value of <0.001, so that the F test is interpreted as being smaller than 0.05, so it can be concluded that simultaneously the independent variables, namely leadership, motivation, competence and work culture have an effect on the dependent variable, namely teacher performance, so that there is a significant simultaneous influence of leadership, motivation, competence and work culture.work on teacher performance at SMKN 2 Sukoharjo," statistically tested. Based on the frequency distribution of the performance

variables of SMKN 2 Sukoharjo teachers, all are classified as high because they have a value of 100%.

b. The influence of leadership roles on the performance of teachers at SMKN 2 Sukoharjo

Based on the results of the t-test, it is known that the role of leadership has a positive and significant influence on the performance of teachers at SMKN 2 Sukoharjo. The results of this study are in line with researchAmaliyah & Ali (2023)explains that the principal's leadership has a significant effect on the performance of teachers' efforts at SMA Negeri 1 Simo and research by Sherly et al., (2023) teacher performance is positively and significantly influenced by school leadership. The principal's leadership plays an important role in motivating teachers to realize the vision, mission and goals of the school that have been formulated. The principal's leadership spirit has a role and function as an educator, manager, administrator, motivator, supervisor, leader and innovator to improve and enhance teacher performance which has an impact on increasing the quality of education. In addition, the principal's leadership spirit can be seen in making fair and wise decisions, being able to motivate to motivate teachers, communicating effectively at all levels and being able to control themselves in various situations and being fully responsible for all activities. As the leadership of the principal of SMKN 2 Sukoharjo who carries out his main duties and functions as a leader who manages and makes changes in accordance with regulations that continue to roll as the government's hopes for the progress of SMK from time to time. The principal's ability to respond to and handle a problem is very much needed. The principal's leadership spirit must be able to be realized in arousing high work enthusiasm, being able to create a pleasant and conducive work atmosphere, The leadership of the principal of SMKN 2 Sukoharjo is task-oriented with an autocratic style in its implementation and democratic in determining a policy. According to Prasinta et al., (2023: 7) autocratic leadership as a style based on its power and the use of authority. This leadership is oriented towards completing subordinate tasks by having criteria or characteristics that are too dependent on formal power, in its movement actions often using a coercive approach. A leader needs a leadership style to manage his subordinates. Each leader has a different leadership style in motivating his subordinates. This is in accordance with Pasek's research (2022) which shows that the principal's leadership style has a positive and significant relationship with the performance of State Elementary School teachers in Sidemen District.

c. The influence of the role of motivation on the performance of teachers at SMKN 2 Sukoharjo

Based on the results of the t-test, it is known that the role of motivation does not have a positive influence on the performance of teachers at SMKN 2 Sukoharjo. This is not in line with the research of Hartini et al., (2021) which states that motivation has a positive and significant effect on teacher performance but is in line with the research of Hidayat (2021) which states that motivation does not affect the performance of PT. Surya Yoda Indonesia employees. The role of motivation partially has no effect but simultaneously with other variables it affects performance.

The importance of motivation requires a person to stay motivated before doing a job, with the hope that the work to be completed can provide maximum results. With motivation in a business, it can create a strong drive to achieve the final goal, thus it can be said that if someone has motivation in working, the work they do will provide maximum results. The ability to move themselves from SMKN 2 Sukoharjo teachers is not built internally but can be built with the influence of external factors, one of which is external motivation. According to Abbas (2023) factors such as a large salary, good leadership attitude, adequate work facilities, good work environment and coworkers and other things can drive a worker's performance towards optimal and provide maximum results.

d. **The influence of the role of competence on the performance of teachers at SMKN 2 Sukoharjo**

Based on the results of the t-test, it is known that the role of competence has a positive and significant influence on the performance of teachers at SMKN 2 Sukoharjo. This is in line with Damanik's research (2019) which states that there is a significant influence of teacher competence on teacher performance in State Junior High Schools throughout the West Rayon of Sragen Regency and research by Absar et al., (2023) competence has a positive and significant effect on teacher performance. The role of teacher competence is very important to support all main tasks which include the main tasks of educating, teaching, guiding, directing, training, assessing and evaluating students.

The competencies that a teacher must have based on Law Number 14 of 2005 concerning Teachers and Lecturers, in Article 10 paragraph (1) states that teacher competencies include pedagogical, personality competencies, social competencies, and professional competencies obtained through professional education. Teacher competencies are possessed by participating in education and training, participating in activities both at school and outside of school. SMKN 2 Sukoharjo teachers totaling 109 teachers with the number of teachers who have professional teacher competency certificates or are certified as many as 96 teachers. In addition, all SMKN 2 Sukoharjo teachers have participated in education and training of at least 32 JP each semester in accordance with the minimum standards set in the PMM (Merdeka Mengajar Platform).

This is able to improve teacher competencies both pedagogical and professional which are able to support teacher duties so that teacher performance can be better.

e. The influence of the role of work culture on the performance of teachers at SMKN 2 Sukoharjo

Based on the results of the t-test, it is known that the role of work culture has a positive and significant influence on the performance of teachers at SMKN 2 Sukoharjo. In line with Pasek's research (2022) school culture has a positive and significant relationship with teacher performance, as with Amaliyah and Ali's research (2023) school culture has a positive effect on teacher performance. If the school culture is high, teacher performance is also high, and vice versa if the school culture is low, teacher performance is also low.

Habits carried out in the work environment so that it becomes a binding culture based on applicable regulations and norms. The work culture that exists at SMKN 2 Sukoharjo that has been carried out is discussing with each other between teachers, collaborating, innovating in carrying out tasks and the existence of SMKN 2 Sukoharjo teacher study groups in improving competencies that have been registered in the PMM. The work culture that has been formed at SMKN 2 Sukoharjo is a consensus work culture based on the information process where information processing is collective. According to Widodo (2020: 17) consensus culture is a collective processing culture, namely through discussion, participation and consensus which are assumed to be a means of part of the goal of cohesion (climate, morale and group cooperation).

CONCLUSION AND SUGGESTIONS

Teachers of SMKN 2 Sukoharjo are expected Based on the research that has been done, the conclusion that can be drawn is The results of the t-test show that partially the variables of leadership (X1), competence (X3) and work culture (X4) have a positive and significant effect on the performance of teachers of SMKN 2 Sukoharjo, while the variable of motivation (X2) does not affect the performance of teachers of SMKN 2 Sukoharjo. The results of the F-test show that the variables of leadership (X1), motivation (X2), competence (X3) and work culture (X4) simultaneously affect the performance of teachers of SMKN 2 Sukoharjo.

able to apply all competencies in carrying out their duties so that the quality of learning can be improved. It is expected that other researchers that this study needs to be followed up, especially the different variables that contribute to teacher performance.

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