



## FACTORS THAT INFLUENCE TEACHER PERFORMANCE SMKN 1 SUKOHARJO

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### *Abstrak*

Penelitian ini bertujuan untuk mengetahui pengaruh secara simultan (bersamaan) maupun secara parsial variabel kepemimpinan kepala sekolah, kedisiplinan, motivasi kerja, dan budaya organisasi terhadap kinerja guru di SMKN 1 Sukoharjo. Metode penelitian ini menggunakan desain penelitian kuantitatif. Populasi dalam semua guru yang bekerja di SMKN 1 Sukoharjo berjumlah 58 orang. Teknik sampling yang digunakan dalam penelitian ini adalah teknik Sensus dengan jumlah sampel 55 responden. Pengumpulan data dengan menggunakan kuisioner. Teknik analisis data yang digunakan analisis statistik yaitu uji regresi linear berganda, uji F, uji t, dan koefisien determinasi. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah, kedisiplinan, motivasi kerja, dan budaya organisasi secara simultan dan signifikan berpengaruh terhadap kinerja guru di SMKN 1 Sukoharjo. Saran dari penelitian ini, SMKN 1 Sukoharjo terus meningkatkan kepemimpinan kepala sekolah, kedisiplinan, motivasi kerja, dan budaya organisasi yang ada, sehingga akan membuat kinerja guru semakin meningkat dan menjadi lebih baik dari sebelumnya.

**Kata Kunci :** Kinerja Guru, Kepemimpinan Kepala Sekolah, Kedisiplinan, Motivasi Kerja, Budaya Organisasi

### *Abstract*

*This study aims to determine the simultaneous (simultaneous) and partial influence of the variables of principal leadership , discipline , and motivation. work and culture organization to teacher performance at SMKN 1 Sukoharjo . Research methods This use design study quantitative . Population in all teachers working at SMKN 1 Sukoharjo totaling 58 people. The sampling technique used in study This is technique Census with amount sample 55 respondents . Data collection with use questionnaire . Data analysis techniques used analysis statistics namely multiple linear regression test , F test , t test , and coefficient determination . Research result show that leadership head school , discipline , motivation work and culture organization in a way simultaneous and significant influential to teacher performance at SMKN 1 Sukoharjo . Suggestions from study This is SMKN 1 Sukoharjo Keep going increase leadership head school , discipline , motivation work and culture existing organizations , so that will make teacher performance is increasing increase and become more Good from previously .*



**Keywords:** *Teacher Performance , Leadership Head School , Discipline , Motivation Work*

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## INTRODUCTION

Teacher performance is one of the important components in the world of education in general. The optimality of learning depends on the performance of the teacher. Optimal teacher performance greatly determines the quality of education. However, in reality there are still many teachers who are not optimal in carrying out their work. One example is that teachers do not make good learning plans (do not make lesson plans) or do not even understand how to make good learning plans, teachers do not complete administration as teachers. Teachers just enter the classroom, teach with monotonous methods and make assessments (Rasto, 2016).

Some schools still often find teachers who are often late both when coming to school and entering class during class hours for various reasons. Whatever the reason, even if it is very personal, in principle a teacher should not leave class so easily. Absent from teaching should be avoided as much as possible. Don't just because of personal feelings then ignore students. Given the importance of teacher performance, it is necessary to pay attention to things related to teacher performance in order to create quality teachers. The first component is the leadership of the principal.

The principal as the person occupying the highest position who leads and becomes the manager of a school and greatly determines the success and progress of the school. The intellectual, emotional, spiritual and social capacity of the principal greatly influences the effectiveness of his/her leadership. The principal is considered to represent aspirations, fight for the interests of teachers, and can realize the hopes of teachers.

Principal leadership towards teacher performance is in the form of creating a school climate that can spur or hinder the effectiveness of teacher work. As the leader of an educational institution, the principal must be the driving force for the running of the education process. The principal always tries to devote his abilities in carrying out his duties to achieve goals. The abilities that a leader must have in this case the principal are having a personality that is a role model for his subordinates, the ability to motivate, make decisions, communicate and delegate authority. Teacher performance will be high if the principal's leadership style is effective and if the teacher also has high work discipline. Teacher performance can be optimized with the principal's leadership style that can encourage teachers to have high discipline towards the school so that they always show the best performance in achieving school goals. This study supports the opinion that the interaction between work discipline and the principal's leadership style has a direct positive effect on teacher performance at SMP N 12 Prambulih. (Juniarti et al, 2020). In addition, Setiyati's research, (2014) also showed that there was a significant influence of leadership on teacher performance.

The next component is teacher discipline. Discipline shows a person's obedience to the rules that have been set by an agency. Good discipline reflects the magnitude of responsibility someone to



the tasks given to him. This will encourage work enthusiasm and the realization of the agency's goals. The existence of work discipline will ensure the maintenance of order and smooth implementation of work, so that optimal results are obtained.

The achievement of optimal results, this is inseparable from the performance of the teacher. Thus, work discipline has a positive impact on students which will increase the enthusiasm of educators in carrying out their work. Conversely, when teachers or educators do not carry out their duties in accordance with existing provisions, it will affect the results which of course will show something less than optimal. From here we can see how the teacher's performance is. This condition is supported by the results of research conducted by (Endy, 2014) which shows that there is a positive and significant influence of discipline on teacher performance.

More than fifty percent of the figures shown are discipline factors on teacher performance which will ultimately affect the results of suboptimal learning. In addition, the results of Setianingsih's research, (2018), show that work discipline has a positive and significant effect on teacher performance, meaning that teacher performance is influenced by work discipline in this case if work discipline is high, teacher performance will be high.

A person must have a strong motivation or drive in themselves in order to achieve the desired goals. In the world of work, especially in the educational environment, teachers must have enthusiasm in working. This motivation is one of the determinants that can improve the quality of schools or institutions. Work motivation is very necessary because it will make the performance of teachers in a school better.

High work motivation will greatly affect the development and progress of a school. Likewise, schools with weak teacher work motivation are certain to experience stagnation or even decline. Thus, there is an influence of work motivation on teacher performance in a school. This is supported by the results of research which states that there is a positive and significant influence of teacher motivation on performance (Endy. 2014). The results of Setiyati's research, (2014) also showed a significant influence of motivation on teacher performance.

The last component related to teacher performance that will be discussed in this study is organizational culture. Organizational culture concerns values, rules that are understood and obeyed together, in an organization that makes its members feel the same fate and creates a different condition. Each organization cannot be separated from organizational culture whose function is to form rules, regulations or guidelines in thinking and acting to achieve the goals set.

A well-maintained and growing organizational culture will spur the organization towards better development. In addition, the main emphasis in changing and developing organizational culture is trying to change the values, attitudes and behaviors of the members of the organization as a whole.

An organization/school that already has a good organizational culture must be maintained because it will improve teacher performance with a strong culture from the organization, in this case the school. This is as conveyed by Muis, (2018) in his research which said that there was a positive and significant influence of organizational culture on employee performance at PT Pegadaian (Persero) Regional Office I in Medan.

Teacher performance reflects a teacher's work ability in carrying out his/her duties as a teacher well. If a teacher's work ability is good, then his/her performance will also be higher, conversely if a teacher's work ability is not good, then his/her performance will also be lower. The low performance of teachers is thought to be due to the poor organizational culture applied in schools.

Nasir, (2020) stated in the results of the study that showed that organizational culture and leadership style have a positive and significant influence on employee performance. Based on the data above, the author is interested in compiling a proposal entitled Factors Affecting Teacher Performance at SMKN 1 Sukoharjo.

## Literature Review

### 1. The influence of principal leadership on teacher performance.

Principal leadership plays an important role in the overall effort to improve teacher performance, both at the individual and organizational level. It is said so because performance does not focus on the perspective of the implementing staff which is generally technical but also from the group and managerial. Juniarti et al, (2020) and Setiyati, (2014) show that leadership has a positive effect on teacher performance, meaning that leadership to handle employees through the communication process is expected to create positive changes in the form of dynamic forces that can coordinate the organization in order to achieve goals if determined in accordance with the corridor that has been determined by both parties according to the position held. The success or failure of a leader is determined by the style of attitude and action that is seen from being able to direct, communicate, make decisions and motivate subordinates (Azhardi in Maartje, 2014).

**H1= It is suspected that leadership (X1) has a significant influence on the performance of teachers at SMKN 1 Sukoharjo.**

### 2. The influence of discipline on teacher performance

Work discipline is an important aspect in an agency to achieve success and achievement. The expected employees are qualified employees to achieve optimal performance. The influence of work discipline on employee/teacher performance can be seen from research conducted by Endy, (2014) and Setianingsih, (2018) Where there is a significant positive influence of the work environment on teacher performance. The existence of a disciplined attitude that arises from employees is expected to encourage employees to work well so that it can improve employee performance.

**H2= It is suspected that work discipline (X2) has a significant influence on the performance of teachers at SMKN 1 Sukoharjo.**

### 3. The influence of work motivation on teacher performance

The results of previous research conducted by Endy, (2014) stated that there was a positive and significant influence of teacher motivation on their performance and Setiyati, (2014) also showed a significant influence of motivation on teacher performance. This shows the seriousness of employees in carrying out their duties and work optimally. In addition, the lowest indicator of work motivation is the level of persistence. Employees who have high work motivation will have the drive to want to use all their abilities in working. The higher the form of motivation given, the higher the level of achievement.

**H3= It is suspected that work motivation (X3) has a significant influence on the performance of teachers at SMKN 1 Sukoharjo.**

4. The influence of organizational culture on teacher performance.

Organizational culture actually grows because it is created and developed by individuals who work in an organization, and is accepted as values that must be maintained and passed on to each new member. These values are used as guidelines for each member while they are in the organizational environment, and are considered as characteristics that distinguish one organization from another. The success of an organization in achieving its goals is not solely determined by organizational change, but other dominant factors are determined by how its ability to transform organizational culture can support organizational goals. Muis, (2018) in his research said that there is a significant positive influence of organizational culture on employee performance. Likewise, Nasir, (2020) stated in the results of the study that organizational culture and leadership style have a significant influence on employee performance.

**H4= It is suspected that organizational culture (X4) has a significant influence on teacher performance.State Vocational School 1 Sukoharjo.**

### **METHODOLOGY (Materials and Methods)**

In this study using survey research design. This research is a quantitative research. This research was conducted at SMKN 1 Sukoharjo located at Jalan Jenderal Sudirman Number 151 Bendosari, Sukoharjo. The research period was September-November 2024.

The population of this study was teachers.SMKN 1 Sukoharjo which consists of 55 teachers. The entire population is used as a sample, so it is called saturated sampling and in this study the author used all 55 teachers as research samples.

The data used in this study, namely primary data, is data obtained directly from the research location, namely obtained directly from respondents, namely SMKN 1 Sukoharjo Teachers. In addition, there is secondary data used to strengthen data analysis in quantitative analysis. This data is obtained from various sources such as: cooperative reports, school administration books, reading literature, magazines, articles, journals, previous studies, or commonly called library studies.

The variables used in this study are independent variables and dependent variables. The independent variables used in this study are principal leadership, discipline, work motivation and organizational culture. The dependent variable used in this study is teacher performance.

The data analysis technique used in this study is by using econometrics with a multiple linear regression analysis model. The multiple linear regression formula is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information:

Y = Teacher Performance

a = constant

X1 = Principal leadership

X2 = Discipline

X3 = Work motivation

X4 = Organizational culture

e = Error

b = regression coefficient

## Results and Discussion

### 1. Multiple Linear Regression Test

Table 1  
Multiple Linear Regression Results

No	Variables	Unstandardized B	Information
1	(Constant)	25,124	Positive
2	Principal Leadership	0.021	Positive
3	Discipline	0.071	Positive
4	Work motivation	0.629	Positive
5	Organizational culture	0.014	Positive

Source: Appendix VIII

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 25.124 + 0.021 X_1 + 0.071 X_2 + 0.629 X_3 + 0.014 X_4$$

From this equation it can be explained that:

a. Constant (a)

The constant value of 25.124 shows that the variables of Principal Leadership, Discipline, Motivation and Organizational Culture if the value is 0 then the Teacher Performance of SMKN 1 Sukoharjo has a Teacher Performance level of 25.124.

b. Principal Leadership Coefficient (b<sub>1</sub>)

The coefficient value of the Principal's Leadership Style or Principal Leadership variable (β<sub>1</sub>) is 0.021 with a positive value. This means that for every 1-fold increase in Principal Leadership, the Performance of Teachers at SMKN 1 Sukoharjo will increase by 0.021 assuming other variables are constant.

b. Discipline Coefficient (b<sub>2</sub>)

The coefficient value of Discipline or Discipline variable (β<sub>2</sub>) is 0.071 with a positive value. This means that every increase in Discipline by 1 time, the Performance of SMKN 1 Sukoharjo Teachers will increase by 0.071 assuming other variables are constant.

c. Motivation Coefficient (b<sub>3</sub>)

The Discipline Value or Motivation variable (β<sub>3</sub>) is 0.629 with a positive value. This means that every 1-fold increase in Motivation will increase the Performance of SMKN 1 Sukoharjo Teachers by 0.629 assuming the other variables are constant.

d. Organizational Culture Coefficient (b<sub>4</sub>)

The value of Organizational Culture or Organizational Culture variable (β<sub>3</sub>) is 0.014 with a positive value. This means that every increase in Organizational Culture by 1 time, the Performance of SMKN 1 Sukoharjo Teachers will increase by 0.014 assuming other variables are constant.

### 2. Model Feasibility Test

Table 2  
Model Testing Results

Model	Fcount	Ftable	Sig.	Standard	Information
Regression	25,075	2.61	0,000	0.05	Eligible Model

Source: Appendix VIII

From the results of the feasibility test of the model obtained  $F_{count} > F_{table}$  of  $25.075 > 2.61$  with a significance of 0.000 meaning that this analysis is significant with a significance level of less than 0.05 then  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is an influence between Principal Leadership, Discipline, Motivation and Organizational Culture simultaneously and significantly on the Performance of Teachers of SMKN 1 Sukoharjo and meets the feasibility test of the model.

### 3. Hypothesis Testing

The results of the t-test can be seen in the following table:

Table 3

Hypothesis Testing Results

Hypothesis	count	table	Sig.	Standard	Information
H1	2,247	>1,660	.005	0.05	$H_a$ Accepted
H2	2,627	>1,660	.002	0.05	$H_a$ Accepted
H3	5,110	>1,660	.000	0.05	$H_a$ Accepted
H4	2,168	>1,660	.037	0.05	$H_a$ Accepted

Source: Appendix VIII

Based on the results of the t-test in the table above, it can be explained in a hypothesis in the following form:

- The Influence of Principal Leadership on Teacher Performance at SMKN 1 Sukoharjo  
The Principal Leadership variable has a tcount value  $> t_{table}$  ( $2.247 > 1.660$ ) and a significance of  $0.005 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Principal Leadership on Teacher Performance at SMKN 1 Sukoharjo.
- The Influence of Discipline on Teacher Performance at SMKN 1 Sukoharjo  
Discipline variable has a value of t count  $> t_{table}$  ( $2.627 < 1.660$ ) and a significance of  $0.002 > 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Discipline on Teacher Performance at SMKN 1 Sukoharjo.
- The Influence of Motivation on Teacher Performance at SMKN 1 Sukoharjo  
The Motivation variable has a tcount value  $> t_{table}$  ( $5.110 > 1.660$ ) and a significance of  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Motivation on Teacher Performance at SMKN 1 Sukoharjo.
- The Influence of Organizational Culture on Teacher Performance at SMKN 1 Sukoharjo  
The Organizational Culture variable has a tcount value  $> t_{table}$  ( $2.168 > 1.660$ ) and a significance of  $0.037 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Organizational Culture on Teacher Performance at SMKN 1 Sukoharjo.

4. Coefficient of Determination Test (R2)

Table 4  
Determination Coefficient Results

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R</i>	<i>Information</i>
1	.718a	.516	.946		Eligible Model

Source: Appendix VIII

Based on the calculation results, the adjusted R square value is 0.946. This means that the variables of Principal Leadership, Discipline, Motivation and Organizational Culture contribute to the Performance of SMKN 1 Sukoharjo Teachers by 94.6% while the remaining 5.4% is explained by other variables not proposed in this study.

**Discussion**

- 1. The Influence of Principal Leadership on Teacher Performance at SMKN 1 Sukoharjo**  
Based on the test presented in Table IV.10, it shows that the Principal Leadership Variable has a tcount value > ttable (2.247 > 1.660) and a significance of 0.005 < 0.05, so Ho is rejected and Ha is accepted. It can be concluded that there is a positive and significant influence of Principal Leadership on Teacher Performance at SMKN 1 Sukoharjo.  
The results of the study on Principal Leadership have a positive and significant effect on Teacher Performance at SMKN 1 Sukoharjo in accordance with research by Juniarti et al, (2020) and Setiyati, (2014) which shows that leadership has a positive effect on teacher performance.
- 2. The Influence of Discipline on Teacher Performance at SMKN 1 Sukoharjo**  
Based on the test presented in Table IV.10, it shows that the Discipline Variable has a tcount value > ttable (2.627 > 1.660) and a significance of 0.002 < 0.05, so Ho is rejected and Ha is accepted. It can be concluded that there is a positive and significant influence of Discipline on the Performance of Teachers at SMKN 1 Sukoharjo.  
The results of the study on Discipline have a positive and significant effect on the Performance of Teachers at SMKN 1 Sukoharjo in accordance with research by Endy, (2014) and Setianingsih, (2018) where there is a significant positive effect of the work environment on teacher performance.
- 3. The Influence of Motivation on Teacher Performance at SMKN 1 Sukoharjo.**  
Based on the test presented in Table IV.10 shows the Influence of Motivation Variable on Teacher Performance of SMKN 1 Sukoharjo. The Motivation variable has a value of tcount> ttable (5.110> 1.660) and a significance of 0.000 <0.05, then Ho is rejected and Ha is accepted. It can be concluded that there is a positive and significant influence of Motivation on Teacher Performance of SMKN 1 Sukoharjo.  
Research on Motivation towards Teacher Performance of SMKN 1 Sukoharjo. has a significant influence according to research by Endy, (2014) and Setiyati, (2014) also shows a significant influence of motivation on teacher performance.



4. The Influence of Organizational Culture on Teacher Performance at SMKN 1 Sukoharjo  
The Organizational Culture variable has a tcount value  $>$  ttable ( $2.168 > 1.660$ ) and a significance of  $0.037 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of Organizational Culture on Teacher Performance at SMKN 1 Sukoharjo.

The results of the study on Organizational Culture on Teacher Performance at SMKN 1 Sukoharjo have a positive and significant effect according to research by Muis, (2018), Nasir, (2020) stated in the research results that organizational culture and leadership style have a significant effect on employee performance.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of hypothesis testing and discussion that have been done, it can be concluded that there is a positive and significant influence of leadership, discipline, work motivation, and organizational culture on teacher performance at SMKN 1 Sukoharjo. The variables of Principal Leadership, Discipline, Motivation and Organizational Culture contribute to Teacher Performance at SMKN 1 Sukoharjo by 94.6% while the remaining 5.4% is explained by other variables not proposed in this study.

It is expected that in the future SMKN 1 Sukoharjo will continue to maintain and improve the quality of discipline, work motivation, and existing organizational culture. It is also better to increase motivation so that teachers feel satisfied, confident and more enthusiastic in working so that targets can be achieved. For other researchers, employee performance variables can also be used for research outside organizations or government agencies because they can be used for the progress of a research object. It can also be used in companies, banks, factories and others.

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