






# Innovation in Education: The Influence of Leadership, Organizational Culture, Work Motivation, and Organizational Commitment on the Performance of State and Private Madrasa Ibtidaiyah Teachers in Medan

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## ABSTRACT

The level of performance is a significant issue for teachers, which lowers assessments of the caliber of education in Indonesia. So it is necessary to improve the quality of teacher performance, which will have an impact on educational innovation. This study aims to answer the problems that occur by analyzing the influence of leadership factors, organizational culture, work motivation, organizational commitment, and teacher performance in public and private madrasahs. The research respondents were MIN and MIS teachers in Medan, with a total population of 1417 people. Sampling was carried out using a purposive cluster sampling technique with a total sample size of 303 people. The research instrument used was a questionnaire with a Likert scale. The research data was processed and analyzed by path analysis, with the results of the hypothesis that all acceptable variable comparisons were indicated by the t table comparison value, which showed a value greater than the t count. The percentage value of the influence of the leadership variable on work motivation, organizational commitment, and teacher performance has percentage values of 0.58, 0.310, and 0.248, while organizational culture has a direct influence on work motivation, organizational commitment, and teacher performance, with percentage values of 0.142, 0.257, and 0.177, respectively. The percentage effect of work motivation on teacher performance is 0.16, and the effect of organizational commitment on teacher performance is 0.18. The linkages and influences between variables are expected to be able to provide educational innovations that originate from improving teacher performance.

**Keywords:** Leadership, Organizational Culture, Work Motivation, Organizational Commitment, Performance.

## INTRODUCTION

Examining the teaching profession, there are at least two important things that are the main problem. The first is related to quality, and the second is related to performance. The two problems faced by teachers are still important (crucial) issues in Indonesia, especially since 1998. Even the government, policymakers, and education observers have found them to be interesting topics of discussion.

The quality of education in Indonesia is at stake due to the low quality of teachers. Even Indonesia is experiencing an education emergency. This is based on the results of the 2018 Programme for International Student Assessment (PISA), showing that Indonesian students' reading scores were at their lowest point while participating in PISA since 2000. Students with low basic math competence (below level 2 on the PISA scale) totaled 71.9% in the 7th position out of 77 countries surveyed, which means very bad, according to the results of a survey conducted by the Ministry of Education and Culture Research and Development.

The Balitbang Ministry of Education and Culture of the Republic of Indonesia revealed that based on the results of TIMSS (Trend in International Mathematics and Science Study) research, Indonesia was significantly below the international average in science. In 1999, it was ranked 34th out of 38 countries with a total score of 403. In 2003, it was ranked 35th out of 46 countries with a score of 411. In 2007, it was ranked 36th out of 49 countries with a total score of 397 based on data obtained from the publication of the Ministry of Education and Culture Research and Development report.

In the field of science achievement scores, Indonesia's position is only able to rank very low compared to other Southeast Asian countries, such as Singapore, Malaysia, Thailand, and even Vietnam. The results of the assessment put Indonesia in 32nd place with a score of 435; in 2003, it was 37th with a score of 420, and in 2007, it only ranked 35th. TIMSS is an international study institute for mathematics and science at the junior high school level. The International Association for the Evaluation of Educational Achievement, based in Amsterdam, the Netherlands, coordinated this study.

One of the root causes of the poor quality of education in Indonesia is the low quality of teachers. From 2012 to 2015, 1.3 million out of 1.6 million teachers took the Teacher Competency Test (UKG), which measures competency in managing learning and understanding of the subjects taught. The results did not reach the minimum score based on the Ministry of Education and Culture's Balitbang.

Another factor that also contributes to the low quality of education is the performance of teachers in carrying out tasks that have not met expectations. The World Bank has included this issue in a special discussion that is continuously carried out by involving many parties, such as the Ministry of National Education, the National Development Planning Agency (BAPPENAS), and the World Bank itself. The World Bank uses teacher performance as its main topic of discussion for a number of reasons, including the fact that teacher performance factors play a significant role in determining the quality of education.

Education requires teachers who have high performance so that they can continue to survive and be able to improve their quality, both in the process and in the graduates produced. High-performing teachers are those who are more emotionally stable and productive in carrying out their duties so that, in the end, they can become triggers for achieving educational goals. Performance is related to a high desire to carry out tasks as well as possible and being full of responsibility.

Performance is related to a person's commitment to carrying out his duties at school. Actually, it is still not good to say that teachers are performing well in schools. The low performance of teachers is directly or indirectly caused by the economic crisis that occurred in Indonesia in 1998. This is in accordance with the World Bank report entitled "Education in Indonesia: From Crisis to Recovery," dated September 23, 1998 (Jalal & Supriadi, 2001). The economic crisis that occurred at that time caused political and economic instability, which in turn had an impact on aspects of education (Nur, 2001).

Based on the World Bank report, five crucial aspects are important studies, namely (1) the framework of educational reform; (2) the quality of basic education: school-based management and decentralization; (3) school personal development: teachers and educational staff; (4) higher education and the implementation of the new paradigm; and (5) community-based education and partnership between private and public education (Jalal & Supriadi, 2001). These five aspects have become the target of in-depth discussion for the working group (task force) with various perspectives to come up with solutions that are faced in national education. These five crucial aspects are very important for solutions to be found, considering that this is the main problem in the current national education system.

The five important and crucial aspects stated above are basically a real picture of the condition of education delivery in Indonesia at all units and levels of formal education, starting from basic education (SD/MI/SMP/MTs), secondary education (SMA/SMK/MA), and even tertiary institutions, both related to management and personal managers. Aspects related to the quality of basic education: school-based management and decentralization, and school personal development, including teachers, principals, and school staff, are very relevant to be studied in this dissertation research because most of the problem that arises in the world of education lies with teachers and school principals as determinants of the low quality of education. In fact, teachers are used as one of the main factors in the formation of effective schools, in addition to the curriculum and learning process (Handler, 2010).

Empirically, it has been found that many aspects related to the development of teachers, principals, and staff that occur in schools are of great concern because there is minimal systematic and continuous guidance from competent parties, which has a direct impact on teacher involvement (Rechsteiner et al., 2022). This unfavorable situation will have a psychological impact on teachers in carrying out their duties because they perceive that the job of being a teacher cannot provide certainty of material sufficiency. Because of this, there are still many teachers who teach but at the same time also carry out other activities that have absolutely no direct connection

with the learning process.

Various studies that have been conducted show that the level of mastery of teaching materials and skills in using innovative teaching methods is still lacking. This condition also occurs in Medan, so it has an impact on the quality of graduates and student achievement at MIN, which is still relatively low. The low quality of graduates and the achievement of MIN student learning outcomes can be proven by the results of the National Examination in recent years. Based on data released by the Puspendik Balitbang-Kemdikbud and the Ministry of Religion, it was stated that the average competency score of students from the cities of Sibolga and Central Tapanuli only reached a score of 8.33. The acquisition of this student's competency score is still below Humbang Hasundutan's (8.44) and Tebing Tinggi's (8.40). Relatively balanced with Pakpak Barat (score 8.30) and Asahan (score 8.33). But superior to Labuhan Batu Utara district (score 8.08), Gunung Sitoli (score 8.07), Deli Serdang (score 7.68), North Nias (score 8.00), South Nias (score 8.06), and several other districts and cities (Balitbang Dikbud, 2014). (Arikunto, 2012) said that the Global Competitiveness Report 2011-2012 (an annual report on global competitiveness for 2011-2012) made by the World Economic Forum (WEF) placed Indonesia in 46th position out of 142 countries in the world. In the ASEAN region, Indonesia's competitiveness is in fourth place after Singapore, Malaysia, and Thailand (Arikunto, 2012).

The facts that tend to be unfavorable in education at madrasas, as stated above, cannot be left alone but must be given serious and serious attention as an effort to improve what the government is doing through in-service education such as education and training as well as mental coaching. related to the performance of madrasa teachers can be improved. These efforts have not shown any significant change in improving teacher performance (Zhu, Liu & Seong, 2023). On the basis of this explanation, it is necessary to know and understand what factors determine or influence the teacher's performance. According to (Colquitt, Lepine & Wesson, 2015), the factors that influence performance are quality of life, abilities, organizational culture, leadership, personality, job satisfaction, stress, motivation, ethics, and decision-making. decision.

Based on the explanations above, it shows that the performance of MIN teachers in Medan needs serious attention in order to improve the superior quality of madrasah education.

## LITERATURE REVIEW

### Teacher Performance

There are many limitations put forward by experts regarding performance, but in principle, they agree that performance leads to a process in order to achieve goals. In the formulation of performance as a work process of an individual to achieve relevant goals.

From a management perspective, performance can be seen from individual characteristics in work productivity; this is divided into five aspects in determining individual performance, namely (1) characteristics or characteristics; (2) behaviour; (3) competence: (4) achievement of results; (5) potential development (Guterres & Supartha, 2016).

According to (Moehariono & Si, 2016), performance indicators are sometimes used interchangeably with performance measures, but many differentiate them. Performance measures can be determined through (1) productivity; (2) quality; (3) timeliness; (4) resource utilization; (5) costs; and (6) amount of time. (Mangkunegara, 2011) states that performance indicators are (1) loyalty; (2) work results; (3) honesty; (4) discipline; (5) creativity; (6) cooperation; (7) leadership; (8) personality; (9) initiative; (10) skills; and (11) responsibility. Meanwhile, (Ubben, Hughes & Norris, 2001) state that performance indicators are in the form of (1) work processes; (2) working conditions; and (3) time and length of completion.

There are six criteria for measuring performance, namely (1) quality, (2) quantity, (3) timeliness, (4) cost-effectiveness, (5) need for supervision, and (6) interpersonal impact (Ubben et al., 2001). The aspects of performance measurement can be described as (1) work results, (2) work knowledge, (3) initiative, (4) mental dexterity, (5) attitude, and (6) discipline (Sutrisno, 2009). In the aspect of performance evaluation, an assessment can be carried out systematically to find out the results of the work of employees or company organizations (Mangkunegara, 2011).

The teacher performance indicators that are measured are (1) preparing learning programs, (2) mastering learning materials, (3) mastering the learning process, (4) carrying out evaluation of learning outcomes, (5) analyzing evaluation of learning outcomes, (6) providing guidance on improving learning, (7) implementing classroom and school administration, and (8) adapting to the learning situation and atmosphere.

### Leadership

In organizational practice, the word lead has the connotation of moving, directing, guiding, protecting, fostering, setting an example, encouraging, helping, and so on. There are so many meaningful variables contained in the word lead. While leadership is a relationship in which one person, namely the leader, influences other parties to cooperate voluntarily in an effort to carry out related tasks to achieve what the leader wants, it is also the process of influencing others to achieve goals. As stated by Hersey, Blanchard and Johnson (2016), leadership is the activity of influencing people to strive willingly for group objectives. Leadership is the act of influencing others to achieve group goals. Leadership does not only exist in organizations, it can take place wherever the process of influencing others is said to be leadership.

L Gibson, M Ivancevich, Donnelly Jr and Konopaske (2012) define leadership as an effort to use non-coercive (concoersive) types of influence to motivate people to achieve certain goals. Yukl (2009) explains that leadership is a process to influence others to understand and agree with what needs to be done and how the task is done effectively, as well as a process to facilitate individual and collective efforts to achieve common goals. (Ebert & Griffin, 2014) explains "Leadership can be described as a process of influence on a group in a particular situation, at a given individual point of time, and in a specific set of attaining organizational objectives, giving them the experience or helping them attain the common objectives and statistics with the type of leadership provided". Leadership is the process of influencing other people or groups to want to cooperate voluntarily in certain situations so that members are motivated to do their work and do not feel forced; all this is done in order to achieve the goals that have been set.

Hersey et al. (2016) stated, "Leadership is influencing people to follow in the achievement of a common goal". Leadership is an effort to influence a person's behaviour to achieve goals. So a leader must know how to function himself to integrate with his members so that it will be easier to influence others. Leadership indicators are (1) delegation of authority; (2) attention to subordinates; (3) existence of examples; and (5) inspiring to subordinates.

#### Organizational Culture

Organizational culture is a general perception that is owned by members of an organization, where everyone in the organization mutually develops the intended perception (Luthans, 2011). Robbins (2009) explains that organizational culture refers to a system of shared understanding. Within every organization, there are patterns of beliefs, rituals, myths, and practices that have developed over time. Overall, this in turn creates a common understanding among the members as to how the organization really is and how its members should behave. It is emphasized again that organizational culture is a general perception that is believed by members of the organization (Robbins, 2009).

Organizational culture is the set of values that guide human resources in carrying out their obligations and their behavior in the organization. This means that organizational culture is a value that guides human resources to deal with external problems and efforts to adjust integration into an organization so that each member of the organization must understand the values that exist and develop and how they should act or behave.

The definition above illustrates that organizational culture is a general perception of values, norms, practices, and so on, which every member of the organization guides in attitude and behavior. These values and norms are mutually believed in and accepted as standards for carrying out tasks.

Having an organizational culture will teach the organization how to do things, what to do, and where to prioritize doing work. Culture also helps members fill the void between formal instructions and how to actually do work. (Greenberg & Baron, 2003) put forward the role of culture in the organization as (1) a sense of identity; (2) commitment to the organization's mission; and (3) clarifying and reinforcing standards of behavior.

Based on some of the definitions above, it can be concluded that organizational culture is a norm that is believed to be used as a reference for behaving in an organization so as to facilitate the achievement of organizational goals effectively, with indicators such as (1) good discipline enforcement, (2) togetherness, and (3) work rewards and communication.

#### Work Motivation

Motivation is complex. To motivate effectively requires: (1) understanding the basic process of motivation; (2) knowing the factors that influence motivation; (3) knowing that motivation is not only achieved by creating feelings of satisfaction; and (4) understanding that, in addition to all the factors above, there is a complex relationship between motivation and job performance (Armstrong & Baron, 2005). If motivation is related to a job, there are three types of work motivation or needs related to work, namely (1) the need for achievement, including personal responsibility, feedback, and taking risks; (2) the need for affiliation; and (3) the need for power, including influence and competition (Gibson et al., 2011).

Indicators of work motivation in research: (a) encouragement from within; (b) encouragement from outside

oneself; (c) adequate rewards (Andra, Denma, Hutabarat & Apriani, 2020).

#### Organizational Commitment

Someone who has a high commitment to the task will increase awareness and have a high level of responsibility towards work. Commitment is the most important part of the organization and provides positive support and contribution to work results in an organization. Colquitt et al. (2015) suggest that individual outcomes in organizations are the result of organizational commitment. Individual outcomes are influenced by individual mechanisms consisting of job satisfaction, stress, motivation, trust, fairness, ethics, and learning and decision-making. Individual mechanisms are influenced by organizational mechanisms, which consist of organizational culture and organizational structure, while group mechanisms consist of leadership style and behavior, the power and influence of leadership, team processes, team characteristics, and individual characteristics, which consist of personality, cultural values, and ability.

Commitment is an attachment to a goal to be achieved so that you are willing to sacrifice your time, energy, material resources, and ability to get it. Commitment can also be interpreted as something that regulates itself (self-generating). Commitment is a state that cannot be forced and a condition that must be developed through a feeling of involvement. Commitment is a process in which a person is psychologically involved with his work.

Indicators of commitment measured in the study were (1) self-congruence; (2) belief in the organization; and (3) loyalty to the organization.

## METHODOLOGY

#### The Direct Influence of Leadership on Work Motivation

Through work-related efforts, a person can gain motivation both internally and externally. Motivation has a strong influence on performance. The motivating force with the strongest performance effect is self-efficacy or competence, especially for each teacher personally, which can be a factor in the success of an educational institution (Agustin, Hidayatulloh & Muhammad, 2022). This is because internal self-confidence tends to outperform those who doubt their abilities. It can be suspected that there is a direct influence between leadership and teacher motivation.

#### The Direct Influence of Leadership on Organizational Commitment

Influencing subordinates is a process of interaction between leaders and subordinates that is not limited to communication. However, more than that, a leader must be able to build trust and respect from subordinates by showing noble behavior, ethics, and morals, so that this will give the leader strength and influence in influencing his subordinates and, in the end, will be able to increase organizational commitment within him. Based on the construction of thought above, it can be assumed that leadership influences organizational commitment.

#### The Direct Influence of Leadership on Performance

Influencing subordinates is a process of interaction between leaders and subordinates that is not only limited to communication but more than that; that is, a leader must be able to build trust and respect from subordinates by demonstrating high standards of behavior, ethics, and morals so that this will provide strength and influence for leaders in influencing their subordinates and in the end will be able to increase organizational commitment in the principal's work environment. It is suspected that leadership influences teacher performance (Sudarman, Eddy & Lian, 2021).

#### The Direct Influence of Organizational Culture on Work Motivation

Through work-related efforts, a person can gain motivation both internally and externally. Motivation has a strong influence on performance. The motivating force with the strongest performance effect is self-efficacy or competence because people who feel confident internally tend to outperform those who doubt their abilities. The teacher's awareness of the need to innovate, be result-oriented, and achieve results through group collaboration will support motivation that leads to achieving organizational goals. It can be presumed that organizational culture influences the work motivation of teachers.

#### The Direct Influence of Organizational Culture on Organizational Commitment

The importance of building an organizational culture in a madrasah, especially with regard to efforts to achieve madrasah educational goals and increase the organizational commitment of teachers, Developing a school's organizational culture is very important, especially with regard to the duties of the principal as a leader and manager (Devece, Palacios-Marqués & Alguacil, 2016). A conducive work culture will foster high trust in the organization, foster loyalty, and allow the employee to adapt to the organization, which will ultimately give birth

to commitment to the organization in which he works. It can be stated that organizational culture influences organizational commitment among teachers.

The Direct Influence of Organizational Culture on Performance

Organizational culture in a school institution is very important to continuously and positively develop so that it can also have positive impacts on all teachers. Based on the description above, it is suspected that organizational culture has an influence on teacher performance (Hayata, Sugiarto & Rochanah, 2021). This means that the better the organizational culture, the better the teacher's performance. It can be assumed that organizational culture has a positive influence on teacher performance.

The Direct Influence of Work Motivation on Performance

Work motivation arises in the teacher with the need for achievement, the need to be accepted by the group, and the need to occupy positions, which can encourage people to have high motivation in carrying out work. If a person's needs can be met properly, it will have an impact on increasing his performance (Sudarman et al., 2021). It can be assumed that the higher the teacher's work motivation, the higher the performance shown in doing a job (Santisi, Magnano, Hichy & Ramaci, 2014).

The Direct Influence of Organizational Commitment on Performance

The attitude that arises in a person towards loyalty (loyalty) and trust in the organization is the result of responsibility (Eliyana, Ma'arif & Muzakki, 2019). Organizational commitment involves aspects of cognitive, affective, and evaluative reactions, attitudes, and statements expressed as satisfaction or positive emotion as a result of one's assessment of his work or work experience.

Active involvement and a pleasant atmosphere in communicating will make members feel at home and can absorb most of the income that supports individual and organizational progress. It can be concluded that the higher the organizational commitment of the teacher, the higher the performance, so it will have a positive impact on the progress of the madrasah.

Research Methods

This research uses a quantitative paradigm with an ex post facto research design. The ex post facto research design is carried out by classifying the variables studied, which are not controlled and manipulated by researchers, but facts are revealed based on measuring symptoms that have been identified or testing what will happen (Ramírez-Montoya, Castillo-Martínez, Sanabria-Z, & Miranda, 2022). The analysis of one variable with other variables used path analysis. Narrative number 303: while testing the hypothesis using the T-test method, besides testing the percentage of influence with research using the Coefficient of Determination Test,

Hypothesis testing is carried out based on a theoretical model made using a path diagram. This is done to look for direct relationships between variables in each proposed aspect (Schrempft, Piumatti, Gerbase & Baroffio, 2021). The path diagram representation can be described in Figure 1.

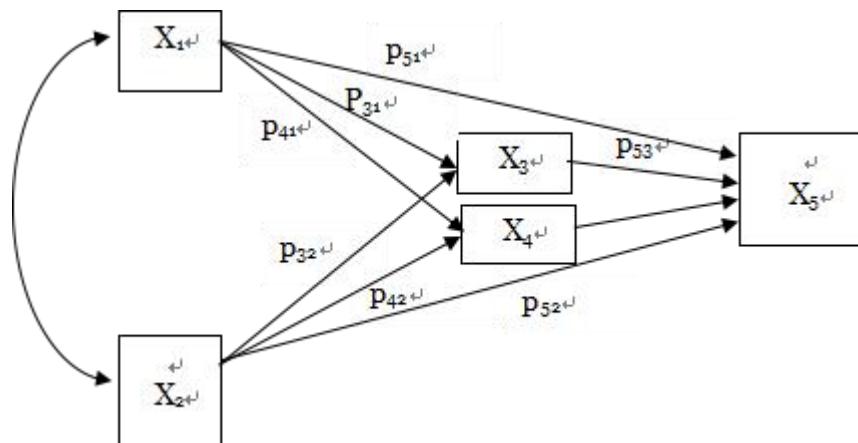


Figure 1. Research Path Analysis Diagram

RESULTS

In the tests carried out, the results of testing the first hypothesis were obtained, namely that leadership has a simultaneous effect on work motivation; this is indicated by a level of influence value of 0,58. (Coefficient of

Determination Test) (58%); the remaining 42% are influenced by other factors. The basis for the first hypothesis is accepted empirically based on a comparison of the t count value of 12,89  $\geq$  of the t table (0,05) = 1,97 and the t table (0,01) = 2,59. Meanwhile, in testing the second hypothesis, leadership has a direct effect on organizational commitment, with a coefficient value of 0,31. The basis for acceptance The second hypothesis can be accepted empirically based on the results of a comparison of the magnitudes of the t count value of 5,90  $\geq$  of the value t table, (0,05) = 1,96 and t table, (0,01) = 2,59.

In testing the third hypothesis that leadership has a direct effect on teacher performance, a coefficient value of 0.24 is obtained. The basis for accepting the third hypothesis has a comparison of the t count value with a value of 4.03  $\geq$  of the t table value, (0,05) = 1,97 and t table (0,01) = 2,59. The third hypothesis can be accepted empirically. Besides that, according to the fourth hypothesis, organizational culture variables have a direct effect on work motivation, with a large percentage value of 0.14. The basis of the third hypothesis can be accepted empirically with the results of a comparison of the t count value of 3,13  $\geq$  of the t table (0,05) = 1,97 and t table (0,01) = 2,59. The fourth hypothesis can be accepted empirically.

Subsequent tests are oriented towards the fifth hypothesis by testing organizational culture variables that have a direct effect on organizational commitment with a large percentage value of 0.25. The t count value is 4,89  $\geq$  of the t table (0,05) = 1,97 and the t table (0,01) = 2,59. Based on the results of these comparisons, the fifth hypothesis can be accepted empirically. The test continued with the sixth hypothesis, with the results of the organizational culture variable having a direct effect on teacher performance of 0.17. The basis for determining the acceptance of the third hypothesis is obtained based on a comparison of the t count value of 3,48  $\geq$  of the t table (0,05) = 1,97 and t table (0,01) = 2,59.

The seventh hypothesis describes the relationship between work motivation and teacher performance with a percentage value of 0.16. While the comparison of the t count value of 2,61  $\geq$  of the t table value (0,05) = 1,97 and t table (0,01) = 2,59 is the basis for determining the seventh hypothesis that can be accepted empirically, Furthermore, the eighth hypothesis is oriented towards organizational commitment, which has a direct influence on teacher performance with a percentage value of 0,18. The acceptance of the eighth hypothesis is empirically influenced by the comparison results, which show the t count value of 3,47  $\geq$  of the t table (0,05) = 1,97 and t table (0,01) = 2,59. Based on the description of the test results that have been carried out in this study, a summary of the computational results of the Computational results of the coefficient of determination and regression can be represented in detail in Table 1.

**Table 1.** Computational Results of the Coefficient of Determination and Regression

Hypothesis	Coefficient of Determination	T value	Sig (0,05)	Sig (0,01)
H <sub>1</sub>	0,58	12,89		
H <sub>2</sub>	0,31	5,90		
H <sub>3</sub>	0,24	4,03		
H <sub>4</sub>	0,14	3,13	1,97	2,59
H <sub>5</sub>	0,25	4,89		
H <sub>6</sub>	0,17	3,48		
H <sub>7</sub>	0,16	2,61		

There is an influence on the variables tested based on the path analysis scheme; testing the T method and analysis of determination provides information that all the variables tested are in accordance with the scheme and have an influence between one variable and another according to the comparison based on the path analysis diagram. This is expected to have an impact on teacher performance and can provide educational innovation in the public and private madrasah environments in the city of Medan. This is due to the fact that innovation in education can provide options and solutions for facing challenges in the educational environment (Saura & Mamaoag, 2023).

## DISCUSSION

Based on the computational results that have been carried out, the findings in the study outline how the influence of leadership variables can affect the motivational aspects of teachers in public and private madrasah ibtidaiyah in Medan. So it can be said that leadership has a driving aspect in increasing teacher performance motivation, which in turn will affect performance and achievement of the goals and targets set by the organization

(Syaiful Rohim M. Surip & Gafari, 2023). This is because work motivation is one of the important aspects of a potential teacher that can be developed and improved internally through oneself or externally through support and encouragement from organizational leaders. In this case, external factors can be defined as effective leadership patterns. In order for the efforts made to change the mindset and behavior of teachers working under the supervision of the school, leaders can give teachers instructions, advice, and directives that they must follow. In addition, the efforts made are also expected to assist teachers in developing positive potential within themselves so that the goal of creating human resources in the field of education can be achieved and the potential of teachers can be developed into professional individuals.

In addition, leadership also has an influence on organizational commitment (de Araújo & Lopes, 2014). Leadership ability illustrates the mechanisms and stages of policy implementation that can be used in carrying out management activities, regulating, and directing teachers towards implementing aspects that are considered capable of increasing the level of teacher commitment to the organization. So that, based on the policies implemented by the leader, they can have a direct impact on teachers' leadership development. It is possible to say that leadership factors affect organizational commitment. This is because leadership can direct and influence teachers directly. Teachers' organizational commitment illustrates teachers' desire to stay by declaring themselves as part of the institution (school). This declaration provides a description of the teacher's feelings related to his work and everything that is encountered in the daily implementation of tasks in the school environment. The findings in the study illustrate aspects of leadership influence on organizational commitment and its achievement, including maximizing the potential for leadership implementation related to authority and responsibility. This can have an influence on teachers by helping them stay on the path of the school's vision and mission in the field of education. Furthermore, school leaders can provide opportunities to increase teacher participation to obtain human resource competencies through training facilities, workshops, and policy implementation so that a strong desire arises within the teacher to remain part of the school, as well as a form of contribution, appreciation, and attention in the formulation of policies, especially those concerning aspects of teacher welfare. This can lead to strong feelings among teachers that encourage the creation of higher organizational commitment through the process of monitoring the daily activities of teachers in carrying out their duties and responsibilities (Hulpia & Devos, 2010).

The next representation is leadership, which has an influence on teacher performance in the school environment. Teacher performance is oriented towards the work results achieved by teachers through the process of completing all tasks and responsibilities in accordance with the teacher's capacity, experience, and all aspects related to the full attention dedicated by the teacher. Teacher performance represents elements related to loyalty and strong commitment to completing their duties and obligations. In accordance with the duties and responsibilities of teachers, the description of teacher responsibilities leads to learning activities, developing teaching materials, discipline, making themselves a role model for students, guiding students, having a good personality, and being honest and objective in conducting evaluations. Meanwhile, the availability of aspects of innovation and creativity in the implementation of learning provides variation options that can be added to the achievement of aspects of a teacher's performance. The supervision and evaluation practices used by school leaders on teachers are examples of how leadership influences them. Some important things in the performance evaluation process can be done by formulating an objective evaluation of teacher performance by paying attention to indicators of the teacher's ability to plan and manage learning, organize teaching materials, manage the classroom, and be able to compile, implement, and evaluate learning based on instruments that have been determined objectively. The findings in the study describe the need to improve aspects of teacher performance, especially in the development of learning materials that can be combined with the application of technology as a learning support medium. The implementation of the learning process, which is a medium for transferring knowledge, can run as expected. The influence of leadership on teacher performance lies in the role of school leaders, who carry out functions as supervisors, policymakers for developing teacher potential, and motivators who can encourage teachers to develop in terms of creativity, innovation in teaching materials, use of learning media, and more effective learning methods. Until there is an improvement in teacher performance, the concept of leadership development will also contribute to school improvement (Slegers, 2023).

The next discussion is the influence of organizational culture variables on teacher work motivation. Organizational culture has an orientation towards a common understanding that is accepted, maintained, and set as a goal by the leadership and members of the organization (Mikušová et al., 2023). Organizational culture gives each member of the organization a sense of identity because all parties who are members of the organization accept it. So that it is able to provide an overview of the commitment of members as a whole and shape the behavior of members and leaders in a system of social interaction in the organization. The interaction between school leaders and teachers in the bond of organizational culture will have an impact on performance motivation for teachers. Organizational culture will play an important role and have a major impact on teacher motivation.



Implementation of a positive organizational culture can provide an increase in productivity, creativity, innovation, and loyalty related to teacher work motivation.

In addition, based on the research that has been conducted, the results show that organizational culture has an influence on organizational commitment. This can be seen based on the implementation of coaching aspects carried out by school leaders, which are carried out regularly. So that it is able to maintain the commitment of teachers to carry out their duties and responsibilities in accordance with the provisions imposed by school leaders. The organizational culture applied to the school environment provides an illustration of school identity that will have an impact on the quality of services received by service users. The existence of penalties and sanctions imposed by school leaders, as well as the crowning of appreciation given to teachers, will provide the potential to increase the level of commitment. On the other hand, school organizational culture has an influence on teacher performance. The implementation of organizational culture requires each of its citizens to comply with all the provisions set by the school. So all activities carried out in the school environment must be in accordance with the rules that are enforced. This includes teachers who have status as educators in the school environment. Each teacher's performance will be associated with the values contained in a school, so that the impact that can be generated is oriented towards the achievement of teacher performance accompanied by high loyalty and commitment to the school.

The results of research that has been conducted through testing the effect of work motivation on teacher performance. The level of teacher performance results that school leaders can consistently carry out is where this has a relationship orientation. The higher the motivation of teachers in completing their duties and responsibilities, the better their behavior in carrying out their duties, which will have an impact on the performance results that will be received. So that school leaders have a role in increasing teacher work motivation, which is expected to improve teacher performance and will have a direct impact on aspects of improving the quality of education in schools.

## CONCLUSION

The results of testing the hypothesis as a whole can be accepted based on the tests that have been carried out using the T-test as the basis for accepting the proposed hypothesis. The determination test is carried out to determine the magnitude of the influence value between the variables tested. The results showed that the variable leadership on work motivation, organizational commitment, and teacher performance has a percentage value of 0.58, 0.310, and 0.248, while organizational culture has a direct influence on work motivation, organizational commitment, and teacher performance, with a percentage value of 0.142, 0.257, and 0.177, while the percentage effect of work motivation on teacher performance has a value of 0.16, and the effect of organizational commitment on teacher performance is 0.18. So that with the linkage of influence between variables, it is expected to be able to provide an increase in the quality of teacher performance, which has an impact on the creation of educational innovations that are expected to be able to provide options for every challenge that occurs in the educational environment, especially in the public and private Madrasah Islamic Elementary Schools.

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