

Teacher's Work Motivation: In Terms of Principal's Leadership and School Culture

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ABSTRACT: This study aims to identify and analyse the influence of school principals' leadership and school culture variables on teachers' work motivation. This study was part of a cross-sectional research design to identify and measure the degree of influence among variables such as principal leadership, school culture, and teacher motivation. A survey questionnaire was distributed to 220 teachers to determine their perceptions of principal leadership, school culture, and teacher motivation, then analysed using structural equation modelling (SEM) with PLS 3.0. The results of the analysis show that the principal's leadership has a significant positive direct effect on school culture, that the principal's leadership has a significant indirect effect on teachers' work motivation, that school culture has a positive direct effect and a significant effect about teachers' work motivation and that school culture has a positive and significant indirect effect on teachers' work motivation.

Keywords: Principal's leadership, school culture, teacher's work motivation

ABSTRAK: Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh variabel kepemimpinan kepala sekolah dan budaya sekolah terhadap motivasi kerja guru. Penelitian ini merupakan bagian dari desain penelitian cross-sectional untuk mengidentifikasi dan mengukur besarnya pengaruh antar variabel seperti kepemimpinan kepala sekolah, budaya sekolah, dan motivasi guru. Kuesioner survei disebarakan kepada 220 guru untuk mengetahui persepsi mereka terhadap kepemimpinan kepala sekolah, budaya sekolah, dan motivasi kerja guru, kemudian dianalisis menggunakan Structural Equation Modeling (SEM)-PLS 3,0. Hasil analisis menunjukkan bahwa kepemimpinan kepala sekolah mempunyai pengaruh langsung positif yang signifikan terhadap sekolah. budaya, kepemimpinan kepala sekolah berpengaruh tidak langsung signifikan terhadap motivasi kerja guru, budaya sekolah berpengaruh langsung positif dan signifikan terhadap motivasi kerja guru dan budaya sekolah berpengaruh tidak langsung positif dan signifikan terhadap motivasi kerja guru.

Kata Kunci: Kepemimpinan Kepala Sekolah, Budaya Sekolah, Motivasi Kerja Guru

INTRODUCTION

Successful leadership requires leaders who are able to unite, create alignment, and produce effective results. In schools, where there is a culture of unity and a shared vision, leadership results harmonious ecosystem and better outcomes. A principal who can bring faculty and staff together, articulate and reinforce school's vision, and inspires them to embrace the vision can highly achieve leadership success. Such achievement enables students to attain greater academic fulfillment. Teachers and students mostly consider schools to be successful when the principal focuses on creating a conducive climate for education. The principal shall be able to create a positive atmosphere for

developing a strong effective school culture which integrates the formal and informal dimensions.

Leadership is an individual ability to influence others, motivate people to work together for targeted common goal involving the process distribution of power between leaders and member (Mourão, 2018); (Abubakar et al., 2018); (Eyal & Roth, 2011), and the principal's leadership style influences the efficiency and effectiveness of the teacher's performance in school (Chen, 2017); (Goode, 2017); (Shamaki, 2015). As leaders, principals are aware of the needs of teachers in their professional and personal lives (Wasserman, Ben. 2016) they take care of their employees and students, they are aware of informal groups, they visit classrooms, and they establish close relationships with relevant stakeholders in order to create a positive school culture (Hongboontri & Keawkhong, 2014a); (Day & Sammons, 2014).

The formation of school culture is a complex process involving many variables such as socialization, ritual, language, authority, economics, technology, and influence. Culture thus emerges as the product of the interaction of many dimensions (Buchanan, 2015); (Schneider et al., 2013). Some of these dimensions may be more dominant than others. However, the formation of a common culture depends primarily on the existence and relevance of groups of people interacting with each other (Hassi & Storti, 2012); (V. Spicer, 2016). In human-centered educational organizations, each school has a culture that is built during its creation (Yunusa Dangara., 2016); (Stoll, 2000). An organizational culture shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and tendencies that unify that entity and give it its unique identity school culture is unique and distinctive.

The created and recreated by people who are considered members of the context. i.e., teachers, students, parents, society, etc. School culture as collection of "traditions and rituals" built up over time as teachers, students, parents, etc. Managers work together to face crises and outcomes (Toom, 2018). School culture students act, feel, and think. Leads to a positive school culture focus on specific aspects to drive and increase engagement and motivate and inspire individuals to improve performance and feel. Competent (Hongboontri & Keawkhong, 2014a). Several studies show that school culture influences teachers' motivation to work (Febriantina et al., 2020); (L. Alvarez, 2019); (Hasan & Hynds, 2014a). School leaders are therefore encouraged to create a safe, caring, responsive and positive school culture to ensure that individuals are given the opportunity to succeed throughout the school year. "The key to academic success is the heart and passion for it. Efforts to permeate relationships and serve all sense of shared responsibility for students and learning" (Pont et al., 2008); (Nehez & Blossing, 2020).

Rear from this perspective, leadership in schools is not just a function. Not only principles, but also tendencies to achieve common goals with stakeholder's school. Leadership and school culture can also be defined as an integrated process The school culture is based on history and deep values, school community, school culture changes and updates management function. Aspects

of school culture and its relationship to school culture, leadership is positively or negatively related to cultural change (Toom, 2018) show research results leadership behavior is directly related to school culture that: (a) stronger cohesion among employees; (b) increased well-being; (c) develop a better understanding of goals between (d) Developing a common vision. Principal leadership constructs, vision, trust, power, and self-efficacy strengthen the pathway. Leadership, change in teacher practice, student performance ((Department of Education Leadership and Management, University of Johannesburg et al., 2012); (Turan & Bektaş, 2013); (Spicer, 2016).

Seen from school activity is the productivity of a schoolteacher's job output when teacher performance is a result of school products teacher productivity increases when you are motivated to work hard. teacher Work motivation is a force that can promote work teacher activity. At school, the motivation for work is the teacher Closely related to educational activities in the teaching and learning process of course, it cannot be separated from the organizational environment. An organization's efforts to improve its capabilities. Work motivation is one of them. Factors that determine individual performance teacher job Motivation is the process of actually doing efforts to achieve set goals (Kolleck, 2019). It also shows that work motivation is something that Generates enthusiasm and work motivation (Shkoler & Kimura, 2020) Such motivations can be internal or external, strong or weak, and serve as motor models Instruct teachers to carry out their duties with full awareness and responsibility in order to achieve the goals/targets set. A teacher's job motivation is greatly influenced by many factors, including the ability of the principal succeeds of the educational process in the school depends on the principal's role in the experiment achieve the goals set, and cope with changes in a more globalized life. In this case, school administrators must be able to promote teacher qualifications accordingly. The role of principals as motivating teachers to improve performance (Eyal & Roth, 2011).

Some previous studies on the same topic were usually conducted only in one school as a research base. In this study, the principal's school management and school culture with the motivation of teacher's work in MTs of Tulungagung. Based on as mentioned above, the purpose of this study was to Principals' Leadership of work motivation and school culture of a teacher at MTs in Tulungagung Regency. This study complements previous studies by strengthening influence assumptions from principal leadership and school culture to teacher job motivation improving performance in the learning process at school.

The success of an educational institution is not only driven by facilities and infrastructure, connected teachers or the contribution of excellent students, school culture plays a very important role in increasing school effectiveness, and culture also plays an important role in all disciplinary activities in schools and organizations. The formation of school culture is a complex process involving many variables such as socialization, ritual, language, authority, economics, technology and other influences an organization's culture unites its entities and

gives them a unique identity through shared values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends (Karada & Öztekin, 2018). School culture determines how teachers and students behave, feel and think. In addition, a positive school culture encourages people to focus on specific aspects, promotes engagement, increases motivation, and encourages people to perform better and feel more competent (Kalkan et al., 2020a). School culture is the structure of a school's behaviors, interactions, thoughts, and feelings, including how individuals discuss the school's appearance and feelings and how this contributes to the school's social norms, values, expectations, and behaviors (Clark, 2019; Youneli, 2018). Previous researchers have examined the impact of school culture on teachers' job satisfaction. For example, Febriantina et al. (2020) found that certain school culture traits are job satisfaction enhancers that increase teacher job motivation. Several other researchers in the field of school culture agree that teachers' perceptions of what motivates successful teachers to remain teachers are influenced by social and cultural aspects (Hasan & Hynds, 2014b). A school culture with aspects of support and collaboration has been shown to improve teacher motivation (Alvarez, 2019; Hongboontri & Keawkhong, 2014). Schools are places where cultural values are socialized, not just scientific values, but all life values that enable people to create cultural people. encourages all school members to achieve excellent grades. Teachers are driven and encouraged by influential cultural support, thus increasing their motivation and enthusiasm for their work. Therefore, school leaders must strive to create a safe, caring, responsive and positive school culture that ensures individuals can succeed throughout their lives.

This research focuses on teacher work motivation which is influenced or explained by the leadership of the principal and school culture in Madrasah Tsanawiyah Negeri (MTs N) in Tulungagung Regency. Several previous research results state that the leadership of the school principal has an influence on teacher work motivation (Jamaluddin et al., 2022; Sakerania et al, 2019; Noviandari et al., 2022), as well as research results which state that school culture has an influence on teacher work motivation (Alvarez, 2019; Stiawati & Maisaroh, 2022; Ruhban Masykur, 2019). However, researchers have not yet found research that examines the influence of school principal leadership on teacher work motivation which is mediated by school culture variables.

Based on the above description, the hypotheses proposed in this study are: (1) There is a direct and significant impact among principals' leadership over school culture. (2) School culture directly and significantly influences teachers' motivation for work. (3) Principal's leadership indirectly influences on teachers' motivation to work through school culture

METHOD

Research design

This study examines the influence of principals' leadership and school culture on teachers' work motivation in carrying out professional duties at State MTs in Tulungagung Regency. Teacher work motivation is a condition or energy

that moves the teacher to be directed or aimed at achieving learning goals at school. The principal's leadership will be effective if it is supported by a school culture that is understood and applied in the school. Thus, school culture becomes a mediating variable that influences school leadership on teacher work motivation. To analyze this case, structural equation modeling (SEM) with PLS 3.0 was applied. Through this model, factor analysis and path analysis were carried out simultaneously and determine the relationship between exogenous and endogenous variables with all indicators (F. Hair Jr et al., 2014).

Populations and samples

This study used a cross-sectional survey design, primary data were obtained from responses to questionnaires distributed to his 220 teachers from his eight MTsN in Tulungagung province. Respondent selected in a multistep sampling procedure, as suggested by Hamed Taherdoost (Taherdoost, 2016) In the first stage, cluster random sampling was used followed by systematic random sampling. A simple random sampling method was suitable for this study because the populations had nearly uniform characteristics among themselves (West, 2016). Sampling techniques used in this study it was a simple random sampling technique using the following Slovin formula (Adam, 2020); (Tejada & Punzalan, 2012), table 1 shows the results. Distribute the questionnaire with the approval of the madrasah chief Department of Education, Board of Directors, Ministry of Religious Affairs, Tulungagung Regency, and their respective principals Carefully selected instructors will answer questionnaire Shows demographics of respondents of Table 1.

Table 1. Research Sample

No	Name of Institution	Number of Teachers	Sample Taken
1	MTsN 1 Tulungagung	73	36
2	MTsN 2 Tulungagung	60	26
3	MTsN 3 Tulungagung	72	31
4	MTsN 4 Tulungagung	56	25
5	MTsN 5 Tulungagung	58	26
6	MTsN 6 Tulungagung	61	27
7	MTsN 7 Tulungagung	54	24
8	MTsN 8 Tulungagung	56	25
Total		490	220

Table 2. Demographic Data

Description	Category	Frequency (n=220)	%
Gender	Female	102	46
	Male	118	54
Age	< 25	9	4
	25-35	61	27,7
	36-45	79	35,9
	46-55	45	20,5

	> 55	26	11,8
Experience	< 5 years	9	4
	5-10 years	64	29
	11-15 years	115	52,2
	> 15 years	32	14,5
Status	Civil servants	199	90,5
	Non civil servants	21	9,5

Research Instrument

The research instrument used to obtain data from each of the variables studied was in the form of a questionnaire compiled according to the indicators of these variables. Principal leadership was measured based on (1) integrity with sub-attributes of being principled and humble; (2) looking ahead with sub-attributes of catalyst and motivator of thought; (3) inspirational, which has supporting and influential sub-attributes; (4) competent with sub-attributes of task competence (there were two components, namely action-oriented and social skills as well as emotional and spiritual competencies); and (5) self-efficacy (Senjaya, 2020). School culture indicators modified from various studies (Wagner, 2006); (Peterson & Deal, 1998); (Brankovic & Rodić, 2012), namely 1. Professional Collaboration, 2. Affiliative and Collegial Relationship, 3. Efficacy or Self Determination. The indicators used to measure teacher work motivation were based on several research results (Oga-Baldwin & Praver, 2008); (Sudarjat et al., 2015), which consisted of indicators of intrinsic motivation consisting of: 1) a sense of responsibility in doing work, 2) enthusiasm to achieve job satisfaction; 3) enthusiasm in improving livelihoods, 4) self-development behavior, while extrinsic motivation consists of: 1) recognition, appreciation and belief in doing work, 2) communication with personnel in the work environment. The matrix is described in Table 3.

Table 3. Research Variables and Indicators

Variable	Indicator	Code	
Principal leadership	A. integrity	LP1	
	B. looking forward	LP2	
	C. inspirational	LP3	
	D. competent	LP4	
	E. self-efficacy	LP5	
School Culture	A. Professional Collaboration		
	- Teachers and staff work together to develop the school	SC1	
	- Teachers and staff are involved in the decision-making process regarding materials and resources	SC2	
	- Teachers and staff discuss teaching strategies and curriculum	SC3	
	B. Affiliative and Collegial Relationship		
- Teachers and staff visit/talk/meet outside the school	SC4		

	to enjoy each other's company.		
	- Teachers and staff tell celebratory stories that support the school's values.	SC5	
	- Our school reflects the true "feel" of community	SC6	
	- Our school supports and values the sharing of new ideas by our school members.	SC7	
	C. Efficacy or Self Determination		
	- School members depend on and respect each other	SC8	
	- People work here because they enjoy and choose to be here.	SC9	
	- Members of our school community look for alternatives to problems/issues rather than repeating what has always been done.	SC10	
Teacher's Work Motivation	a. Intrinsic Motivation		
	- sense of responsibility in doing work	TM1	
	- enthusiasm to achieve job satisfaction	TM2	
	- passion in improving life	TM3	
	- self-development behavior	TM4	
	b. Extrinsic Motivation		
	- recognition, appreciation and confidence in doing work	TM5	
- communication with personnel in the work environment	TM6		

Methods of data analysis

In this study, data were analyzed using the SEM-PLS approach, a formative estimation model a composition that describes the relationship between primary and secondary order as an indicator. This model was chosen because it did not require the following assumptions. the sample is large, the normal distribution is multivariate, the model met the goodness of fit (Shi et al., 2019). Data were analyzed with SmartPLS Software version 3.2.8. The measurement model included relationships between measures for each variable. The primary structure is indexed and secondary structure is indexed by the primary structure. The resulting model evaluation was based on the criteria according to (Richter et al., 2016) show at table 4.

Table 4. Criteria for measuring reflective models

Criteria	Information
Composite reliability	Composition Reliability is a measure of internal consistency and should not be less 0.6
Indicator reliability	Absolute standard External (component) load must be greater than 0.7
Extracted mean variance (AVE)	AVE is 0.5 or more

Loading factor	The loading coefficient value must be greater than 0.70.
Discriminant Validity	The square root value of AVE must be greater than the correlation value between latent variable.
Cross loading	Any index A block is expected to have a higher charge for each latent variable compared to others latent variable
Collinearity Test	VIF value not less than 0.2 and VIF value not greater than 0.5
Significance value	t-table at 5% level = 1.661

RESULT AND DISCUSSION

Model Test Quality Measurement

A model can be a good predictor if: Configuration indicators have high validity and reliability values of Evaluation of the model used was performed in two steps. Primary structure formed from indices and secondary ratings. A construct formed by the first order. As a rule of thumb, the indicator should be appropriate variable measurement when external load exceeds 0.70 (Achjari, 2004). External stress test results in Table 5 showed values below 0.70 for indicators PL2 (forward looking) and PL3 (inspiration), PL5 (self-efficacy), SC1 (teacher and staff school development), SC3 (teachers and staff curriculum), SC4 (teachers and staff hang out/talk/meet outside the school) each other's company), SC6 (our school reflects true "feelings" community), SC7 (our school encourages and appreciates members' sharing of new ideas our school), SC9 (People work here because they enjoy and choose to be here.), SC10 (Members of our school community look for alternatives to problems/issues rather than repeating what has always been done), TM2 (enthusiasm for achieving job satisfaction), TM3 (spirit in improving livelihoods), TM5 (recognition, appreciation and confidence in doing work), and TM6 (communication with personnel in the work environment). These indicators are omitted and not included in the hypothesis testing.

Result of discriminative validity analyzes showed the degree of difference for each construct or potential concept variables and other variables. The correlation value of the construct with the measured element was greater than the value of correlation with configuration, model had good discriminant validity (Mello & Collins, 2001). Table 6 shows the plausibility levels of the discriminant models analyzed. based on table 7 means that the correlation value is was greater than the correlation value for all configurations because it is used with other constructs, the discriminant validity of the model was good. through use the AVE method can also indicate a discrimination level. Validity of constituents or latent variables. an AVE value greater than 0.5 indicates a good validity value (Ab Hamid et al., 2017).

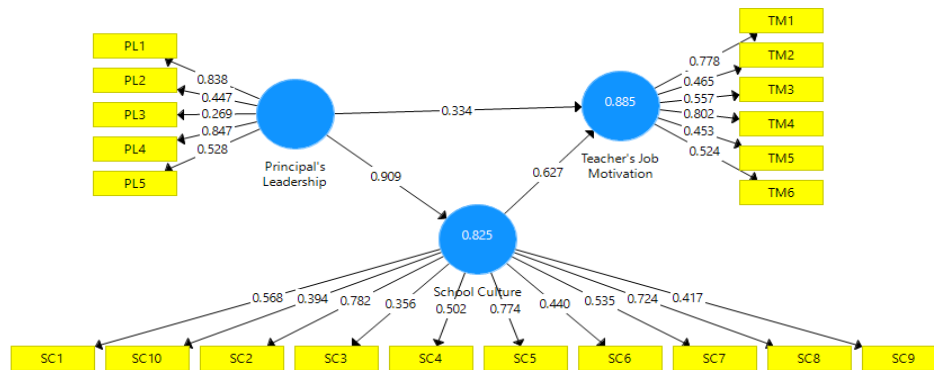


Figure 1. PLS Algorithm

Table 5. Factor Loading and Reliability

Variable	Indicator	Principal's Leadership	School Culture	Teacher's Job Motivation
Principal's Leadership	PL1	0.838		
	PL2	0.447		
	PL3	0.269		
	PL4	0.847		
	PL5	0.528		
School Culture	SC1		0.568	
	SC2		0.782	
	SC3		0.356	
	SC4		0.502	
	SC5		0.774	
	SC6		0.440	
	SC7		0.535	
	SC8		0.724	
	SC9		0.417	
	SC10		0.394	
Teacher's Job Motivation	TM1			0.778
	TM2			0.465
	TM3			0.557
	TM4			0.802
	TM5			0.453
	TM6			0.524

Table 6. Validity of variable discrimination in research

Variable	Principal's Leadership	School Culture	Teacher's Job

			Motivation
Principal's Leadership	0.956		
School Culture	0.919	0.913	
Teacher's Job Motivation	0.886	0.921	0.965

Table 7. Value of AVE (Average Variance Exacted)

Variable	Alpha Cronbach	Rho_A	Composite reliability	AVE
Principal's Leadership	0.906	0.920	0.955	0.914
School Culture	0.900	0.901	0.938	0.834
Teacher's Job Motivation	0.927	0.932	0.965	0.932

Collinearity testing was the first step to ensure that there was no collinearity between the extrinsic. Same endogenous latent variable in latent variable and structure the model you created. tolerance value between These exogenous variables is the VIF value must not be > 0.5, not less than 0.2. result of the collinearity test in this study is illustrated by his VIF values obtained as follows table 8. Based on table 6, VIF values for all factors are greater than 0.2 and less than 0.5. I didn't have any multicollinearity issues research model.

Table 8. Value of VIF (Variance Inflation Factor)

Factor	VIF
Principal's Leadership 1	3.182
Principal's Leadership 4	3.183
School Culture 2	3.302
School Culture 5	3.319
School Culture 8	2,392
Teacher's Job Motivation 1	3.953
Teacher's Job Motivation 4	3.953

Structural Model Evaluation

R-squared (R2) was a value that indicates the ability of the model to predict the effect from exogenous variables to endogenous variables, if the R2 value was 0.25 or less, the model was called weak, if the R2 value was 0.50, the model was called moderate, and if the R2 value was 0.50, the model was called a strong predictor. Values were greater than 0.75 (Sarstedt et al., 2014). R2 value generated by the PLS program in this study is shown in table 8. Table 9 shows that the R2 value of school culture is the variable was 0.845 coefficient of determination ability of the model to predict the influence of principals. The school culture guide variable was 84.5%. While the R2 value of the principal's guide variable is on Motivation to work for teachers is 0.858, which explains the model's ability to predict key impacts. The main variable for teachers' job motivation was 85.5% so it did perhaps. We concluded that both models are very powerful and can predict the relationship between them associated variables.

Table 9. Evaluation of structural models

Variable	R Square	R Square Adjusted
School Culture	0.845	0.844
Teacher's Job Motivation	0.858	0.855

Hypothesis Testing

Hypotheses were tested using the performed path coefficient values, That is, comparing the t table with the t statistic, p-value In this study, the t-table was determined by $(\alpha:df) = (0.05:94) = 1,661$. If the t-statistic was greater than a value of 1.661, it was declared significant. Furthermore, in both cases the p-values were less than 0.05 and were therefore declared significant. For this, a hypothesis is accepted if the t statistic is greater than at 1.661, the p-value is less than 0.05 t-statistics and p-values used the hypothesis testing decisions in this study are shown in table 10.

Table 10. The t-statistic and p-values used for hypothesis testing

	Original sample (O)	Sample Mean (M)	Standard deviation	t statistics	P value
Principal's Leadership-> School Culture	0.919	0.922	0.023	40139	0.000
Principal's Leadership-> Teacher's Job Motivation	0.258	0.254	0.288	1,130	0.259
School Culture -> Teacher's Job Motivation	0.684	0.691	0.244	3.057	0.002

1. Hypothesis 1 stated The principal's leadership had a direct impact on the school culture
Result of the Path Coefficient Test between Principal Leadership and School Culture It indicates that there was a beta coefficient value of 0.919 and a t-statistic value of 40.139 which was a greater than declared because the t table value is 1.661 and the p-value is 0.000. Hypothesis 1 is accepted because it is significant
2. Hypothesis 2 is stated The principal's leadership had a direct effect on the motivation of teachers.
Path factor test result there was a beta between principals' leadership and teachers' job motivation coefficient value of 0.258 and a small t-statistic value of 1.130 Declared as a t-table value of 1.661 with a p-value of 0.259. Hypothesis 1 was rejected because it is not significant.

3. Hypothesis 3 is stated School culture had a direct impact on teachers' work motivation.
Result of the path coefficient test between school culture and teachers' job motivation was the beta coefficient value was 0.684 and the t-statistic value was 3.057. It was so larger than the t-table value of 1.661 with a p-value of 0.002. Declared important, i.e. Hypothesis 3 accepted
4. Hypothesis 4 stated that the principal's leadership had an indirect effect on teacher work motivation through school culture.

Based on the significance level of Principal leadership and the impact of school culture on teacher work, this suggests that the main influence of motivation is independent variable of dependent variable must be satisfied clarify so that a mediation effect test can be performed. Related table 11, path factor test results between principals' leadership and teacher job motivation through school culture receives Beta coefficient value was 0.628 and the t-statistic value was 2.961, which was greater than it was reported as a t-table value of 1.661 and a p-value of 0.003. Hypothesis 4 was accepted as it is significant at 0.05.

Table 11. Indirect influence of Principal's Leadership on teacher's job motivation through school culture

	Original sample (O)	Sample Mean (M)	Standard deviation	t statistics	P value
Principal's Leadership-> School Culture-> Teacher's Job Motivation	0.628	0.638	0.212	2,961	0.003

Followed by existing regulations guide explained, it drops significantly when the load factor exceeds 0.7. For this, if there is an index with a load factor and if less than 0.7 the metric is removed the result looks like Figure 2 PLS algorithm (modified).

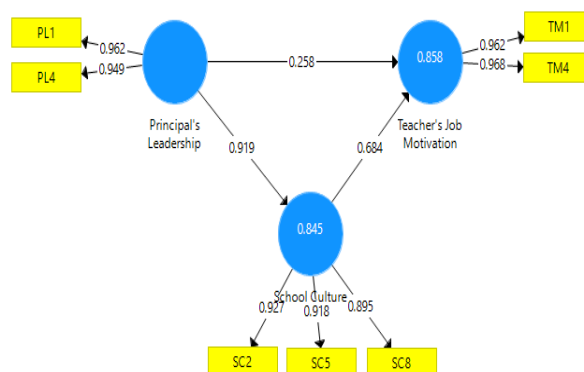


Figure 2. PLS Algorithm (Modification)

Discussion

The direct influence of principal's leadership on school culture

Based on the analysis using the SEM-PLS model, it showed that the principal's leadership variable had a positive and significant effect with a path coefficient of 0.919 on the school culture variable. If the principal's leadership score increased by 1 unit, the school culture increased by 0.919 units. Some indicators of principals' leadership that contributed to influencing school culture were the principal's integrity in carrying out his leadership duties and the level of competence that supported the principal's duties. These results explained that school culture in State MTs throughout Tulungagung Regency grew and developed if it was supported by these indicators and did not consider other indicators of principal leadership such as looking forward, innovative, and self-efficacy. The results of this study were relevant to research (Ridho et al., 2018), showing that the application of participatory leadership styles in schools was good for supporting the creation of a positive school culture. The principal also made several efforts through the establishment of harmonious relationships, school safety and a conducive school environment for the learning process. Positive school culture that was developed had an impact on school achievement. This study found the important role of school principals in developing school culture through leadership styles and several efforts. The important point for further research was regarding leadership development and school culture to promote school quality in an elementary school. The results of this study were relevant to the research of (Turan & Bektaş, 2013), which stated that based on the observed significant relationship, According to the results of multivariate linear regression analysis conducted to evaluate the predictive power of leadership practices on school culture, the subdimensions of leadership practice (guidance, vision creation, questioning processes, encouraging personnel and encouraging school residents) collectively explain the score 28% of the school culture variance in primary schools located in the central district of Erzurum province in Turkey. This study's findings were consistent with research result (Kalkan et al., 2020b) that the leadership manifested by the principal creates a positive effect on organizational members and contributes to the formation of a strong school culture, in addition to leadership and school culture contributes positively to the organizational image of educational institutions in 20 schools in Selçuklu, Karatay, and Meram districts of Konya, Turkey. Furthermore, the results of this study also strengthen the results of Shawn Terese Martin (Martin, 2009) which states that the results of this study suggested that there was a statistically significant relationship between most of the factors of the leadership styles of principals and the factors of school culture at 50 elementary, middle, and high schools located in five school districts in the state of Georgia.

Thus, it could be concluded that the principal's leadership was a determining factor in the development of school culture. A positive school culture supported positive improvement in the quality of education and in line with the implementation of school-based management. Therefore, through the

competencies possessed by the principal, the principal was expected to make a positive contribution to the development of school culture so that it was maximally able to support improving the quality of education.

The direct influence of the principal's leadership on teacher work motivation

The results of the analysis of the PLS model showed that the principal's leadership variable had no significant effect on teacher work motivation. The path coefficient of influence was 0.258. If the principal's leadership score increased by 1 unit, it increased teacher work motivation by 0.258 units. Although the principal's leadership showed a contribution to the increase in teacher work motivation of 0.258, this was not significant which meant that The principal's leadership had no significant effect on increasing teacher work motivation in State MTs throughout Tulungagung Regency. This could happen because the principal's leadership variable was only measured by indicators of the principal's integrity in carrying out his leadership duties and the level of competence that supports the principal's duties and eliminates other principal leadership indicators such as looking forward, innovative, and self-efficacy. The results of this study support the same assumption from previous studies that the principal's leadership had no influence on the work motivation of 400 elementary school teachers from the Seoul metropolitan area in South Korea (Bee Um et al, 2018). But the results of this study were different from the results of research (Eyal & Roth, 2011) which showed that the principal's leadership style as measured by intellectual stimulation, individual consideration, inspiration, and individuals had significant influence and played an important role in the work motivation and well-being of the 122 elementary school teachers in Israel. The results of this study were that there was a significant influence of the principal's leadership style on the motivation to teach teachers during online learning by 29.1% with a correlation value of 0.543 in elementary school teachers in Mranggen District, Demak Regency, (Ningrum, 2020). The results showed that the principal's leadership had an effect of 60.9% on the work motivation of SMK teachers in Padang City.

Based on the above findings and some previous research results, it could be concluded that the principal's leadership factor had no effect on increasing teacher work motivation because in this study the principal's leadership variable was only measured by indicators of the level of integrity and competence of the principal. However, according to several previous studies, it showed that the principal's leadership as measured by other indicators actually really determined the increase in teacher work motivation.

The direct influence of school culture on teacher work motivation

Based on the results of the analysis using the SEM-PLS model, this research showed that the school culture variable had a positive and significant effect with a path coefficient of 0.684 on the teacher's work motivation variable. If the school culture score increased by 1 unit, the teacher's work motivation increased by 0.684 units. These results explained that the work motivation of

teachers in State MTs throughout Tulungagung Regency increased if it was supported by a conducive school culture with indicators; 1) Teachers and staff were involved in the decision-making process regarding materials and resources; 2) teachers and staff told celebratory stories that support school values; and 3) school members depended on and respect each other.

The results of this study were consistent with those of (V. Spicer, 2016); (Nehez & Blossing, 2020), school culture found interrelationships between schools culture and teacher beliefs, behavior and teaching practices, recognition of social organization that increases work motivation. Among other things, findings consistent with those of this study others were reported by Anam et al. the person who discovered the organizational culture It has also had a great impact on the work motivation of volunteer teachers in the public sector A primary school in Seraparan District, Mataram City (Anam et al., 2016). According to Abigail L Alvarez, the results showed that teachers were highly motivated, with the highest dimension of drive and the lowest dimension of control. The level of school culture was high and the support was in the top and bottom units. In the fifth dimension of school culture, Support and collaboration have a significant impact on teacher motivation (L. Alvarez, 2019). This good cultural behavior can motivate teachers to work. This was characterized by staff being open to any shortcomings in implementation. Avoiding duties and maintaining good relations with colleagues will gladly accept the salary he receives according to his work without prejudice to his work another colleague.

Based on the research findings above, there was a significant relationship between school culture and teacher work motivation, indicating that one of the factors that influence work motivation was one of them, namely school culture. The results of this study indicated that there was a significant relationship between school culture and teacher work motivation, so that both variables needed to be improved in order to achieve the goals of the school.

The influence of principal's leadership on teacher work motivation through school culture variables

The results of the analysis using the PLS model indicated that there was a mediating effect caused by school culture variables in shaping the influence of the principal's leadership on the work motivation of teachers at MTs Negeri in Tulungagung Regency with a beta value of 0.628. These results explained that the principal's leadership affected the work motivation of teachers if it was supported by a good and conducive school culture. The results of the research on testing hypothesis 2 indicated that the principal's leadership did not have a direct significant effect on teacher work motivation, but after being supported by a good school culture, the principal's leadership had a positive and significant effect on teacher work motivation. The results of this study were supported by research conducted by Adel Zahed (Zahed-Babelan et al., 2019) which stated other methods of leadership development such as mentoring and coaching. It was very important for managers to fully understand what was the indirect effect of instructional leadership on job involvement through psychological

empowerment and meaningful school culture so that they were able to increase work motivation which is manifested in the behavior of elementary school teachers in the northwest of Iran.

Based on the results of this study, this indicated that the existence of a conducive school culture supported the increased work motivation of teachers from the influence of school leadership. It could be understood that the leadership of the principal alone would not affect the work motivation of teachers so that it was necessary to create a school culture such as the involvement of teachers and staff in the decision-making process related to school materials and resources, the development of values and norms in the school environment through various activities that involve school members and a sense of togetherness and mutual respect among school members. If this is realized, the principal with his leadership competence would be able to increase teacher work motivation.

CONCLUSION

Quality school principal leadership was expected to increase the work motivation of teachers in carrying out their duties. Principal leadership became meaningful in increasing teacher work motivation if it was supported by a conducive school culture. Based on the results of this study, this indicated that the dominant teacher's work motivation was indicated by a sense of responsibility in carrying out his work and self-development behavior. The principal's leadership expected by teachers was the integrity and competence of the principal. While a very dominant school culture was indicated by the involvement of teachers and staff in the decision-making process related to school materials and resources,

The results of the SEM-PLS analysis also concluded that teacher work motivation was strongly influenced by organizational culture and the principal's leadership could also affect teacher work motivation if mediated by school culture. This finding confirms that the principal's leadership would be effective if the school culture was well developed and supports the work behavior of teachers. This finding was very useful for schools in increasing teacher work motivation, which was not only focused on the leadership of the principal, but also needed to develop school values and norms as well as togetherness among school members as a form of school culture. However, there was still a need for an in-depth study of increasing teacher work motivation as part of the parameters of teacher performance in providing educational services..

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