


Motivation of teachers based on the school's culture and leadership of the principal

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Abstract

This study aimed to determine and analyze the influence of the principal's leadership variables and school culture on the teacher's work motivation. This used a cross-sectional survey design to determine and measure the level of influence between variables, such as principals' leadership, school culture, and teacher work motivation. Research questionnaires were distributed to 220 teachers to find out their perceptions of the principal's leadership, school culture, and teacher's work motivation, then analyzed using the SEM-PLS. The results of the analysis revealed that the principal's leadership has a positive and significant direct effect on school culture. The principal's leadership does not have a direct significant effect on the teacher's work motivation, school culture has a direct positive and significant effect on the teacher's work motivation, and there is a positive indirect effect and significant to the teacher's work motivation through school culture.

Keywords: Leadership; motivation; principal; school culture.

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1. Introduction

Principal leadership is a very important component, because the principal plays a role in the school management system, directing the input, process, and output of education in schools. The principal is responsible for the success of education by carrying out school administration with all its substances. The principal is responsible for the quality of existing resources so that teachers can carry out their respective duties and functions. Goode (2017) found that principals can maintain their success as leaders through the interaction of their values, their capacity to influence, and their emotional and intellectual qualities. These personal qualities, beliefs, values, and dispositions, evident in early case studies of successful principals, are critical to their capacity to sustain success.

The principal's managerial ability plays an important role in developing a school or educational institution. Principals must be able to manage educational resources in schools, including educators and teachers, facilities and infrastructure, curriculum, and every opportunity for collaboration with relevant agencies (Kempa et al., 2017; Pratami et al., 2018; Mestry & Govindasamy 2021).

Good management of all elements will create an effective leadership style to achieve the school's expected vision and mission, as well as produce quality graduates (Wu & Shen 2022; Trimmer et al., 2021). Strong leadership is a means for school improvement in realizing effective schools that recognizes the importance of quality leadership by consistently identifying strong instructional leadership plays an important role in creating a positive school climate and is correlated with achieving schools (Shumacher et al., 2012). The leadership of the principal in charge of empowering teachers, and providing motivation or encouragement to teachers to always carry out their duties in a disciplined manner is something that must be done by the principal (Parveen et al., 2022). Positive leader behavior can encourage groups or their subordinates to always work together to realize school goals. Principal leadership has a significant influence on increasing teacher work motivation (Nasrun, 2016; Anam et al., 2016; Eyal & Roth, 2010; Wasserman et al., 2016; Abubakar et al., 2017; Kim, 2019).

The success of an educational institution is not only supported by facilities and infrastructure, related teachers, or good student input, but school culture plays a very important role in increasing school effectiveness, school culture also plays an important role in carrying out all disciplinary activities of the school organization. The formation of school culture is a complex process involving many variables, such as socialization, rituals, language, authority, economy, technology, and other influences. Organizational culture unites its units and shares values, norms, philosophies, perspectives, expectations, attitudes, myths, and trends that give it a distinctive identity (Lam et al., 2021). School culture determines how teachers and students behave, feel, and think. Furthermore, a positive school culture guides people to focus on certain aspects, encourages commitment, increases motivation, and stimulates individuals to improve their performance and feel competent (Kalkan et al., 2020a). School culture serves as the school's framework for acting, interacting, thinking, and feeling, including the way individuals discuss, the physical appearance of the school, and how they serve their social standards, values, expectations, and behavior (Yourneli, 2018; Clark, 2019). Previous researchers have studied the impact of school culture on teachers' 'job' satisfaction. For example, Febriantina (2020) and Marsh et al., (2023) found certain school cultural traits as job satisfaction reinforcers that would increase teachers' and leaders' work motivation. Several other researchers on school culture agree that teachers' perceptions of what motivates successful teachers to remain as teachers are influenced by social and cultural aspects (Hasan & Hynds, 2014), school culture with dimensions of support and collaboration has been shown to increase teacher work motivation (Alvarez, 2019; Hongboontri & Keawkhong, 2014).

Schools are a place to socialize cultural values which are not only limited to scientific values but all values of life that allow people to be able to create cultured humans. A culture that has a driving force will encourage all school members to excel so that teachers' work motivation and enthusiasm for work will grow because they are driven and encouraged by cultural support that has high leverage. Therefore, leaders in schools must work to create a safe, caring, responsive, and positive school culture to ensure individuals are provided with opportunities for success throughout their lives. School leaders play an important role in developing and

improving school culture. A positive school culture provides a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to develop (Confield, 2016; Toom, 2018; Uçar & İpek, 2019; Harianja et al., 2020; Dewi & Rosyid, 2021; Batugal & Tindowen, 2019).

1.1. Purpose of study

Some of the preliminary research presented above basically alludes to principal leadership, school culture, and teacher motivation. This study offers that school culture and leadership can improve teacher performance directly or indirectly where school culture is an intervening variable that directly or indirectly contributes to increasing teacher work motivation. This research is expected to be able to build a principal's leadership framework as a variable that plays an important role in increasing teacher work motivation through the school culture that has been built. Therefore, this research was conducted to determine the direct and indirect effects of the principal's leadership and school culture on teachers' work motivation.

Based on the description above, the hypotheses proposed in this study include: (1). There is a direct significant influence between the principal's leadership on school culture. (2). There is a direct significant effect between the principal's leadership on teacher work motivation. (3) There is a direct significant effect of school culture on teacher work motivation. (4) There is a significant indirect effect between the principal's leadership on teacher work motivation through school culture.

2. Method and Materials

This study examines the influence of principals' leadership and school culture on teachers' work motivation in carrying out professional. 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 with PLS 3.0 was applied. Through this model, factor analysis and path analysis were carried out simultaneously, and determined the relationship between exogenous and endogenous variables with all indicators (Hair Jr et al., 2014).

2.1. Participants

This study used a cross-sectional survey design and primary data were obtained from the answers to a questionnaire that had been distributed to 220 teachers. Respondents were selected using a multi-stage sampling procedure, as proposed by Taherdoost (2016). In the first stage, cluster random sampling was used, followed by systematic random sampling. The simple random sampling method was suitable to be applied in this study because the populations had almost uniform characteristics among others (West, 2016). The sampling technique used in this research was a simple random sampling technique with the following Slovin's formula (Adam, 2020; Tejada & Punzalan, 2012) with results as shown in Table 1.

2.2. Ethics

The questionnaire was distributed after obtaining approval from the Head of the Madrasa Education Section on the Board of the Ministry of Religion, and the respective principals. Selected teachers were happy to answer the questionnaire.

2.3. Data collection tool

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, 2009;

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 1.

Table 1
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 to enjoy each other's company.	SC4
	- 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 for 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	

In this study, the data were analyzed using the SEM-PLS approach, which was an estimation model that had a formative construct, explaining the relationship between the first order and the second order as an indicator. This model was chosen because it did not require the following assumptions: the sample was large, the normal distribution was multivariate, and the model met the goodness of fit (Shi et al., 2019). The measurement model included the relationship between indicators from each -each variable with a first-order

construct was measured by indicators and a second-order construct with the first-order construct as an indicator. The resulting model assessment is based on criteria according to (Richter et al., 2016).

3. Results

3.1. Model test quality measurement

A model can be used as a good predictor if its constituent indicators have high validity and reliability values. The assessment of the model used was assessed in two stages, namely evaluating the first-order construct formed by the indicators and evaluating the second-order construct formed by the first-order. As a rule of thumb, an indicator is said to be a good variable measure if the external load is above 0.70 (Achjari, 2004).

The results of the outer loading test in Figure 1 showed values below 0.70 on the indicators PL2 (looking forward), PL3 (inspirational), PL5 (self-efficacy), SC1 (Teachers and staff work together to develop schools), SC3 (teachers and staff discuss teaching strategies and curriculum), SC4 (Teachers and staff visit/talk/meet outside of school to enjoy each other's company), SC6 (Our school reflects a true "feel" of community), SC7 (Our school supports and values sharing ideas new by a member of 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.

The results of the analysis of the validity of discrimination indicated the level of difference in the concept of each construct or latent variable with other variables. If the correlation value of the construct with the measurement item was greater than the value of the correlation with the construct, then the model had good discriminant validity (Mello & Collins, 2001). Table 2 describes the level of validity of the analyzed discriminant model. Based on Table 7, it was explained that the correlation value of all constructs was greater than the correlation value with other constructs so that all constructs or latent variables used in the model had good discriminant validity. By using the AVE method (table 3), it could also be seen the level of discriminant validity of each construct or latent variable. If the AVE value is greater than 0.5, it indicates a good validity value (Ab Hamid et al., 2017).

Figure 1
PLS Algorithm

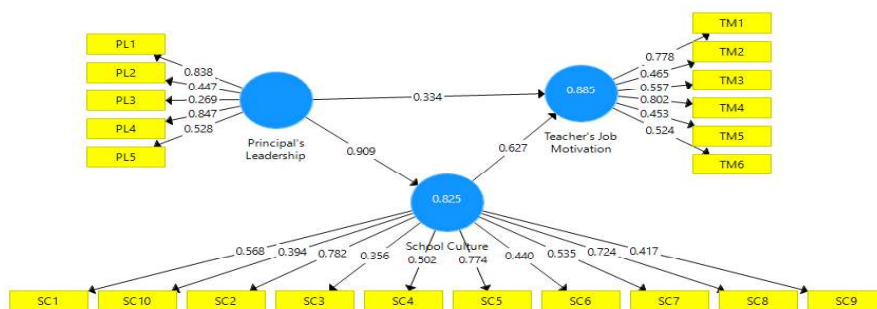


Table 2
Validity of variable discrimination in research

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 3

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

The collinearity test was the initial step carried out to ensure that there was no collinearity between exogenous latent variables and the same endogenous latent variables in the structural model that was formed. The tolerance value between these exogenous variables should have not been below 0.2 and the VIF value should not be > 0.5. The results of the collinearity test in this study are indicated by the VIF values obtained in Table 4. The VIF values of all factors are above 0.2 and below 0.5, it could be stated that there was no multicollinearity problem in this research model.

Table 4

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

3.2. Structural Model Evaluation

The coefficient of determination denoted by R Square (R²) was a value that indicates the model's ability to predict the effect of exogenous variables on endogenous variables. The model was said to be weak if the R² value was less or equal to 0.25, the model was said to be moderate if the R² value was 0.50 and the model was said to be strong as a predictor if the R² value was equal to or greater than 0.75 (Sarstedt et al., 2014).

Table 5 shows that the R² value for the school culture variable was 0.845. The coefficient of determination explains that the model's ability to predict the influence of the principal's leadership variable on school culture was 84.5%. While the R² value for the principal's leadership variable on teacher work motivation was 0.858 which explained that the model's ability to predict the influence of the principal's leadership variable on teacher work motivation was 85.5%. Thus, it could be concluded that both models were quite strong and could predict the relationship between the variables in question.

Table 5

Evaluation of structural models

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

3.3. Hypothesis Testing

The hypothesis was tested by using the path coefficient value which was carried out in two ways, namely comparing the t table with t-statistics and checking the 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 the value of 1.661, it was declared significant. Furthermore, in both ways, the p-value was smaller than 0.05, so it was declared significant. Therefore, the hypothesis is accepted if the t-statistic value is greater than the value of 1.661 and the p-value is less than 0.05. The t-statistic and p-values used for hypothesis testing decisions in this study are shown in Table 6.

Table 6

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 that the principal's leadership had a direct effect on school culture.

The results of the path coefficient test between the principal's leadership and school culture show that there was a beta coefficient value of 0.919 and a t-statistic value of 40.139 which was greater than the t-table value of 1.661 with a p-value of 0.000 so that it was declared significant, thus hypothesis 1 was accepted.

2. Hypothesis 2 stated that the principal's leadership had a direct effect on teacher work motivation.

The results of the path coefficient test between the principal's leadership and teacher work motivation showed a beta coefficient value of 0.258 and a t-statistic value of 1.130 which was smaller than the t-table value of 1.661 with a p-value of 0.259 so that it was declared insignificant, thus hypothesis 1 was rejected.

3. Hypothesis 3 stated that school culture had a direct effect on teacher work motivation.

The results of the path coefficient test between school culture and teacher work motivation show a beta coefficient value of 0.684 and a t-statistic value of 3.057 which was greater than the t-table value of 1.661 with a p-value of 0.002 so that it was declared insignificant, thus hypothesis 3 received.

4. Hypothesis 4 stated that the principal's leadership had an indirect effect on teacher work motivation through school culture.

Based on the level of significance of the influence of the principal's leadership and school culture on teacher work motivation partially, it supports the assumption that the main influence of the independent variable on the dependent variable must have been fulfilled significantly so that a mediation effect test could be carried out. Based on Table 7, the results of testing the path coefficient between principal leadership and teacher work motivation through school culture obtained a beta coefficient value of 0.628 a t-statistic value of 2.961, and was greater than the t-table value of 1.661, and a p-value of 0.003 so that it was stated significant at 0.05, thus hypothesis 4 was accepted.

Table 7

The indirect influence of Principal's Leadership on teacher's job motivation through school culture.

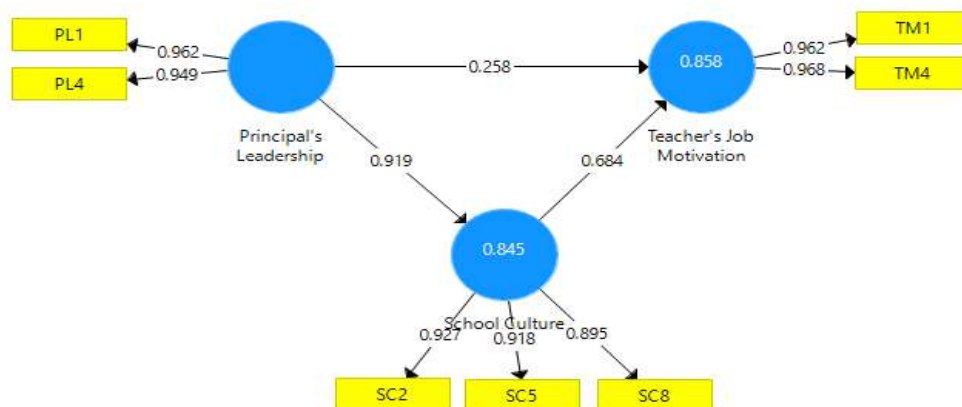
	Original sample (O)	Sample Mean (M)	Standard deviation	t statistics	P-value

Principal's Leadership->	0.628	0.638	0.212	2,961	0.003
School Culture->					
Teacher's Job Motivation					

Following the existing provisions, an indicator was declared substantial if it had a loading factor above 0.7; therefore, if there was an indicator with a loading factor below 0.7, the indicator would be removed so that the result looks like Figure 2 PLS Algorithm (Modification).

Figure 2

PLS Algorithm (Modification)



4. Discussion

Based on the analysis using the SEM-PLS model, 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 the school grew and developed if it was supported by these indicators and did not consider other indicators of principal leadership such as looking forward, innovation, 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 (Kalkan et al., 2020). The principal also made several efforts through the establishment of harmonious relationships, school safety, and a conducive school environment for the learning process. The 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 the research result (Kalkan et al., 2020) 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 (Kalkan et al., 2020) who state 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.

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 improvement in the quality of education and was 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 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. 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, innovation, and self-efficacy. The results of this study support the same assumption from previous studies that the principal's leadership did not influence the work motivation of 400 elementary school teachers from the Seoul metropolitan area in South Korea (Um et al., 2018). However, 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 a significant influence and played an important role in the work motivation and well-being of the 122 elementary school teachers in Israel. Other studies also found different results from this study, 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 work motivation.

Based on the above findings and some previous research results, it could be concluded that the principal's leadership factor did not affect 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, several previous studies, showed that the principal's leadership as measured by other indicators determined the increase in 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 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 supported school values; and 3) school members depended on and respect each other. The results of this study were in line with the results of research by (Spicer, 2016; Nehez & Blossing, 2020), which stated that school culture had a reciprocal relationship between school culture and teacher beliefs, behaviors, and instructional practices, teachers' perceptions of social organization which would be a reinforcement in increasing work motivation. In addition, research results that were in line with the findings of this study, among others, were carried out by Anam et al, who stated that organizational culture also had a significant effect on the work motivation of honorary teachers at public elementary schools (Anam et al., 2016). Furthermore, the results of research by Alvarez (2019), showed that the level of teacher motivation was high with the drive dimension as the highest and the control dimension as the lowest. The level of school culture was high with support as the highest and lowest unity. Among the five dimensions of school culture, it was found that support and collaboration have a significant influence on teacher motivation (Alvarez, 2019). This good cultural behavior would be able to lift the work motivation of teachers which was marked by the openness of a co-worker to shortcomings in carrying

out tasks, the behavior of maintaining good relations with colleagues to avoid disputes, being willing to accept the salary that was obtained according to his work without any prejudice on the work of another coworker.

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 both variables needed to be improved to achieve the goals of the school.

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 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 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, 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 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.

5. 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, 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 is strongly influenced by organizational culture and the principal's leadership can also influence teacher work motivation if it is mediated by school culture. These findings confirm that principal leadership will be effective if the school culture is well-developed and supports teacher work behavior. This finding is very useful for schools in increasing teacher work motivation which is not only focused on the leadership of the school principal but also needs to develop school values and norms as well as togetherness among school members as a form of school culture. However, in-depth studies are still needed on other aspects that can affect teacher performance in terms of salary payment, ability, work environment, and teacher attitudes.

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