

THE INFLUENCE OF PRINCIPAL LEADERSHIP, INNOVATIVE ORGANIZATIONAL CULTURE, AND TEACHER WORK MOTIVATION ON TEACHER PERFORMANCE

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ABSTRACT

This inquiry is directed toward evaluating the magnitude of influence exerted by three key predictors Principal Leadership, Innovative Organizational Culture, and Work Motivation upon Teacher Performance at SDN 012 Balikpapan Timur and SDIT Darun Najah. Adopting a quantitative approach, this research utilized a census technique, wherein the entire population of 46 teachers served as a saturated sample. Data acquisition relied on Likert-scale questionnaires, while hypothesis verification was conducted utilizing Multiple Linear Regression analysis. Despite initial normality assessments indicating a non-normal distribution ($p < 0.001$), the analytical process proceeded as the model successfully satisfied alternative classical assumption prerequisites, specifically validity, reliability, multicollinearity, and heteroscedasticity. The empirical findings confirm that, when examined partially, none of the three independent variables exert a substantial impact on teacher performance; this is corroborated by probability values exceeding the 0.05 threshold for each variable ($X_1=0.214$; $X_2=0.149$; $X_3=0.364$). Furthermore, the coefficient of determination reveals that only 29.8% of the variability in Teacher Performance is attributable to the combination of these independent variables. Consequently, the remaining majority proportion (70.2%) stems from external determinants falling outside the scope of this analytical framework. It is concluded that within the elementary school context of this region, these specific factors do not constitute the primary drivers for enhancing teacher performance.

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INTRODUCTION

Teacher performance is a fundamental aspect influencing student learning outcomes, as well as the school climate and environment. Marzano (2003) emphasizes that teacher performance is the primary factor affecting student learning outcomes, making its improvement a priority.

According to Rosmawati (2020), performance functions as a benchmark that determines the level of teacher effectiveness in carrying out their professional responsibilities. Inherently, teachers who demonstrate high

performance have a high probability of achieving success in their teaching duties. Hattie (2012) highlights that leadership quality has a direct impact on teacher performance by providing support, feedback, and opportunities for professional development. Based on this explanation, it is emphasized that systematic collaboration between principal managerial leadership, the creation of an innovative organizational climate, and intrinsic teacher work motivation constitutes a fundamental prerequisite for optimizing teacher performance comprehensively.

Organizational culture is defined as a shared theoretical construct encompassing a set of values, principles, and behavioral norms that are internalized and serve as guidelines for all institutional members, fundamentally functioning as behavioral guidance. According to Edgar Schein, this cultural foundation consists of patterns of basic assumptions formed through collective learning in responding to external environmental adaptation and internal integration dynamics. Similarly, Luthans (2011) defines it as a fundamental mindset instilled in new employees as a standard reference in responding to everyday work situations. The strength of this culture lies in its ability to persist because it has proven effective and is taught as a valid perspective to each new member. The importance of organizational culture, according to Schein, lies in its ability to provide identity to members, direct behavior, and act as social glue that unites the organization. In the school context, this means that organizational culture, including innovative culture, ideally plays a crucial role in providing collective identity, guiding behavior, and serving as social cohesion.

It is important to note that an innovation-oriented organizational culture plays a vital role in creating a work climate that encourages continuous development and responsiveness to changing demands. An organization oriented toward renewal encourages teachers to continuously adapt, experiment with new teaching methods, and improve their competencies. Darling-Hammond (2017) emphasizes that a collaborative and innovative school environment encourages teachers to deliver their best performance. The scope of organizational culture in the school context should not be understood as limited to identity formation and behavioral regulation, but also closely related to teacher motivation and work spirit. The culture within the school has the potential to influence teacher performance motivation. Teacher work motivation is a fundamental element for teaching success. Teachers with strong internal drive tend to demonstrate greater dedication and enthusiasm, and actively explore contemporary pedagogical strategies, which ultimately improve the quality of their teaching (Ryan & Deci, 2000; Hattie, 2012; Duckworth, 2024).

Although the conceptual foundation regarding these factors has been widely accepted, in practice, implementation in the field still faces several substantive challenges that hinder the optimization of teacher performance. Based on preliminary observations and internal interviews at SD Balikpapan Timur, differences in leadership approaches were found, namely participatory versus rigid managerial styles, which create disharmony, lack of two-way communication, and differences in perception between school leaders and teaching staff, thereby hindering the improvement of learning quality. Teachers have not actively engaged in sharing best practices or experimenting with contemporary teaching strategies.

Discussion forums or mechanisms for adopting new ideas in learning are also not yet optimal, which has the potential to hinder the emergence of innovation and the implementation of more dynamic learning methods, indicating a significant gap with the theoretical foundation of teacher performance.

Theoretically, this condition contradicts the core principles of an Innovative Organizational Culture. Theories proposed by Edgar Schein state that culture should act as social glue and a behavioral guide, which in the school context should facilitate communication and experimentation. Likewise, Linda Darling-Hammond (2017) strongly emphasizes that a collaborative and innovative school environment is key to encouraging optimal teacher performance. The lack of optimal discussion forums indicates that values and practices in schools have not fully supported innovation, which directly hinders teachers' efforts to adapt and improve their competencies, in line with the OECD (2024) warning about the importance of innovative culture for developing students' critical skills.

On the other hand, these findings also reflect challenges in Effective Principal Leadership. Hattie (2012) highlights the role of strong leadership in providing support and professional development opportunities. When

discussion forums do not function properly, it indicates that leadership has not fully succeeded in creating the necessary collaboration mechanisms. In other words, leadership has not acted as an effective driving force in maintaining an innovative and collaborative environment, which ultimately affects the quality and dynamics of classroom learning.

Overall, this suboptimal condition serves as empirical evidence highlighting how the failure to establish an innovative culture and supportive leadership can become a real barrier to achieving optimal teacher performance, a concept consistently emphasized by experts such as Linda Darling-Hammond (2017).

Indications of internal and external factors influencing teacher motivation were also found. Some teachers reported a high workload and a lack of appreciation for their performance. A work environment that is not fully supportive also affects work enthusiasm, which ultimately has a direct impact on the quality of planning, execution, and instructional assessment in the classroom. In addition, teacher performance in this area remains suboptimal. This is indicated by several factors, such as the tendency of teachers to apply traditional learning approaches with low relevance to current dynamics and student needs. Some teachers still face difficulties in facilitating an optimal educational ecosystem, managing student behavior, and ensuring active student participation. This condition reflects a gap between the ideal standards of teacher performance and the realities in the field, which cumulatively determine the success of national education targets in East Balikpapan.

Although many studies have examined the influence of principal leadership, innovative organizational culture, and teacher work motivation on teacher performance, research that integrates these three variables simultaneously and comprehensively, particularly in the context of elementary schools in East Balikpapan, remains very limited. This statement represents an academic gap that forms the main basis for the urgency of this study.

Many previous studies tend to examine these variables separately or only in pairs. This creates a theoretical gap in achieving a more holistic understanding of how these three interrelated factors interact and collectively influence teacher performance. This gap needs to be addressed to provide an integrated perspective, in line with the emphasis of experts such as Linda Darling-Hammond (2017), who consistently stress the interconnectivity between leadership, culture, and teacher professional development in creating effective schools.

Previous research, although generally relevant, has not specifically examined the context of elementary schools in East Balikpapan. This creates a gap in understanding the unique dynamics occurring in the region. The need for contextual research is crucial because local conditions, school culture, and teacher characteristics in East Balikpapan may differ from other regions, thus requiring a specific approach. This theoretical gap indicates that although previous studies have widely discussed factors affecting teacher performance, in-depth analysis of how these factors interact within the specific context of elementary schools in East Balikpapan remains limited. This study is expected to fill this gap by providing strategic solutions based on empirical evidence.

Relevant literature has demonstrated a positive influence of leadership style on the level of teacher work motivation. This influence is expanded, as revealed by Lisa Atma Dewi et al. (2025), who found that leadership significantly and positively contributes to teacher performance while also influencing organizational culture dynamics. According to research by Leithwood and Jantzi (2000), student learning outcomes can be maximized through the implementation of appropriate and effective leadership styles by creating a clear vision and supporting teacher professional development. Furthermore, Schein (2010) emphasizes that the existence of an innovative organizational culture provides a conducive condition for stimulating teacher creativity in developing instruction, thereby significantly improving learning outcomes. The OECD report (2024) highlights that the implementation of innovative culture in schools has a direct and significant impact, manifested in substantial improvements in students' ability to think critically and demonstrate creativity. This indication strengthens the argument that innovation in educational practices functions as an important mechanism for enhancing students' readiness and capacity to respond to future challenges. Research by Ryan and Deci (2000) shows a positive correlation in which intrinsic motivation can optimize teachers' instructional competence, thereby indirectly boosting students' academic achievement. However, these

studies have not specifically explored this phenomenon within elementary education units in East Balikpapan, so this research is expected to fill that gap.

Referring to the formulated research problems, the main orientation of this study is to examine the determinants of teacher performance. Specifically, this study aims to analyze the significance of the influence of Principal Leadership, Innovative Organizational Culture, and Teacher Motivation on Teacher Performance, with testing conducted both partially and simultaneously.

METHOD

To collect relevant information, this study employs a quantitative method conducted through survey distribution. Primary data collection techniques are implemented through a survey method, in which questionnaires are distributed to research subjects as the main measurement instrument.

SD Negeri 012 East Balikpapan was selected as one of the research locations, located at Jl. Mulawarman No. 007, Manggar, East Balikpapan 76116, and SDIT Darun Najah, located at Jl. Mufakat RT.031, Teritip, East Balikpapan District. The study was conducted from October to December 2025.

The research subjects were selected using a saturated sampling technique. According to Sugiyono (2019), this method allows researchers to determine informants based on criteria or specific considerations directly related to the focus of analysis. The criteria for determining research subjects are: (1) addressing academic and contextual gaps (examining phenomena that have not been widely studied in East Balikpapan), (2) representation of problem phenomena (reflecting suboptimal teacher performance conditions and challenges in leadership/innovative culture), and (3) rich contextual comparison (allowing comparison between public and private/integrated schools in the same area).

The research population is defined as the entire set of observed subjects. In this study, the population includes all teachers from SDN 012 East Balikpapan and SDIT Darun Najah, totaling 46 individuals. Due to the limited population scope, the sampling technique used is census (saturated sampling). With this method, all members of the population without exception are designated as research respondents.

The data in this study were collected using two main instruments: interviews and questionnaires (statement forms). The questionnaire was designed using a closed Likert scale format to assess attitudes, beliefs, and evaluations provided by respondents toward social phenomena (Sugiyono, 2015). This modified Likert scale provides a scoring basis with five response options, ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Instrument standard verification was conducted through two testing stages, namely validity and reliability tests. Based on Cronbach's Alpha calculations, all research variables were declared reliable because they have coefficient values above the threshold of 0.60. Specifically, the Work Motivation variable recorded the highest reliability value (0.990), followed by Teacher Performance (0.989), Leadership (0.988), and Organizational Culture (0.985). These results indicate that the measurement instruments used in this study have a very high level of reliability.

This study utilizes SPSS version 29 to analyze data using Multiple Linear Regression. The data analysis process begins with descriptive statistics and instrument verification (validity and reliability). This process is followed by hypothesis testing, including partial testing using the t-test, simultaneous testing using the F-test, and concluding with the analysis of the coefficient of determination (R^2) to measure the magnitude of variable influence.

This study uses secondary data obtained indirectly through documents, archives, and official publications from related institutions. The data used are annual time series data covering the period from 2015 to 2024. The variables examined include the realization of Local Tax revenue, Local Retribution revenue, Proceeds from the Management of Separated Regional Assets (HPKDP), and Local Own-Source Revenue (PAD) of Jambi City. All of these data were collected to provide an accurate overview of fluctuations in regional revenue over time. The primary data sources come from the Regional Government Financial Statements (LKPD) and the Budget Realization Reports (LRA) of Jambi City, which are prepared consistently. In addition, the data are supported by official publications from the

Regional Financial Agency of Jambi City to ensure the validity of the information. The use of these official sources ensures that the data analyzed in this study have a high level of reliability and that their accuracy can be accounted for.

The population in this study is defined as the entire set of data objects that possess characteristics relevant to the analytical objectives established by the researcher. In a quantitative context, the population does not refer to human subjects but rather to the accumulation of data on the realization of Local Tax revenue, Local Retribution revenue, HPKDP, and PAD of Jambi City. These data are recorded in official government documents such as Budget Realization Reports and various financial reports published periodically. This population reflects the totality of available annual data and is highly relevant for analysis using a time series approach. Through this population, the researcher can draw comprehensive conclusions regarding patterns of regional economic growth. The availability of complete data over a decade serves as the primary basis for determining the population scope in this study. Therefore, clearly defined population boundaries help the researcher focus on the variables whose significance will be examined in depth.

The research sample represents a portion of the population selected using a purposive sampling technique based on specific predetermined criteria. These criteria require that the data originate from official documents of government institutions and be fully available for the period from 2015 to 2024. This technique ensures that each selected dataset truly represents consistent and accurate regional financial conditions. Based on these strict criteria, this study establishes ten observations representing annual data over a consecutive ten-year period. Selecting the sample in this manner is highly effective in minimizing bias and improving the validity of the regression model testing results used in the study. With a sample size of ten observations, the researcher can conduct sufficient statistical analysis to draw conclusions regarding the influence of taxes and retributions on PAD. The entire sample selection process is carried out systematically to support the achievement of the research objectives in an objective and scientific manner.

RESULTS AND DISCUSSION

Results

Empirical evidence from data analysis of 46 teachers shows a combined influence of principal leadership, innovative organizational culture, and teacher motivation on teacher performance. Through the model feasibility test (F-test), a significance value of 0.001 was obtained, which is below the threshold of 0.05. This value validates that the proposed regression model is acceptable. Therefore, the results of this study confirm that collectively, the variables of Principal Leadership, Innovative Organizational Culture, and Work Motivation make a real and significant contribution to Teacher Performance.

Table 1 Descriptive Statistical Test Results

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Kepemimpinan Kepala Sekolah (X1)	46	16	80	70,93	11,40
Budaya Organisasi Inovatif (X2)	46	16	80	68,48	11,31
Motivasi Kerja Guru (X3)	46	16	80	69,89	11,62
Kinerja Guru (Y)	46	15	75	66,19	10,45
Valid N (listwise)	46				

Table 1 presents a summary of descriptive statistics for all research variables. For the variables of Principal Leadership and Innovative Organizational Culture, the range of respondent answers moves from a minimum score of

16 to a maximum of 80, with mean values of 70.93 (SD = 11.40) and 68.48 (SD = 11.31), respectively. Meanwhile, the data variables show the same score range between the Work Motivation and Teacher Performance variables, namely 15 to 75. The mean for Work Motivation is recorded at 69.89 (SD = 11.62), while Teacher Performance is 66.19 (SD = 10.45). Overall, the data show a good distribution quality because the mean value for each variable is greater than its standard deviation, indicating strong data representation.

Table 2 Simultaneous Test (F-Test)

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	,000	3	,000	7,359	<,001 ^b
	Residual	,000	42	,000		
	Total	,000	45			

a. Dependent Variable: ABS_RES2

b. Predictors: (Constant), TRANSFORM_X3, TRANSFORM_X1, TRANSFORM_X2

Referring to the calculation results presented in Table 2, the F-test analysis produces an F value of 7.359, which exceeds the critical F-table value of 2.82. This finding is reinforced by a probability value (Sig.) of 0.001, which is below the significance level of 0.05. Based on these statistical indicators, it can be concluded that Principal Leadership (X1), Innovative Organizational Culture (X2), and Teacher Work Motivation (X3) collectively have a significant influence on Teacher Performance (Y).

Table 3 Adjusted Square Test (R²)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	Durbin-Watson
					Sig. F Change	
1	,587 ^a	,345	,298	,00085	<,001	1,996

a. Predictors: (Constant), TRANSFORM_X3, TRANSFORM_X1, TRANSFORM_X2

b. Dependent Variable: ABS_RES2

According to Schein (2010), a strong organizational culture functions as social glue and behavioral guidance. In this context, the school culture has not effectively encouraged teachers to adapt, experiment with contemporary teaching methods, or share best practices. As a result, the existence of an innovative culture, which should drive optimal performance (Darling-Hammond, 2017), has not yet been felt in daily teaching practices.

Discussion

The results of the multiple linear regression analysis show an interesting and paradoxical finding compared to several mainstream theories. Simultaneously, the model is proven to be fit, but partially, Principal Leadership (X1), Innovative Organizational Culture (X2), and Work Motivation (X3) do not have a substantial influence on Teacher Performance (Y) at SDN 012 East Balikpapan and SDIT Darun Najah.

First, regarding Principal Leadership (X1). Although Hattie (2012) emphasizes the role of leaders as drivers of performance, this finding ($p = 0.214$) indicates a communication gap or leadership style that has not yet reached the technical pedagogical aspects of teachers. At the research location, the principal figure may be more dominant in managerial-administrative functions compared to clinical supervision that directly addresses performance improvement in the classroom. This is consistent with initial observations that found managerial rigidity hindering work harmonization.

Second, in the Innovative Organizational Culture variable (X2). The non-significant influence of innovative culture ($p = 0.149$) strengthens the assumption that the school ecosystem is still trapped in conventional routines. Referring to Schein's theory (2010), a culture that does not function as a real behavioral guide will only become an organizational slogan. In East Balikpapan, although schools may promote innovation, without facility support and freedom to experiment, teachers tend to return to older methods that are considered safer from the risk of failure.

Third, the Work Motivation variable (X3) records the lowest significance value ($p = 0.364$). This phenomenon indicates barriers related to Herzberg's hygiene factors. Although teachers have high intrinsic motivation, excessive administrative workload and lack of concrete appreciation act as inhibiting factors (barriers). High motivation ultimately cannot be converted into optimal performance because teachers' energy is drained by non-instructional matters.

Cumulatively, the Coefficient of Determination (R^2) value of 29.8% confirms that teacher performance in this region is largely determined by external determinants (70.2%) that are not included in the model. Factors such as information technology competence, regional incentive policies, and adaptation pressure to new curricula are likely to have a more dominant influence. Therefore, improving teacher performance in East Balikpapan cannot rely solely on psychological and organizational approaches but requires technical interventions in improving pedagogical competence and simplifying administrative burdens.

The research sample represents a portion of the population selected using a purposive sampling technique based on specific predetermined criteria. These criteria require that the data originate from official documents of government institutions and be fully available for the period from 2015 to 2024. This technique ensures that each selected dataset truly represents consistent and accurate regional financial conditions. Based on these strict criteria, this study establishes ten observations representing annual data over a consecutive ten-year period. Selecting the sample in this manner is highly effective in minimizing bias and improving the validity of the regression model testing results used in the study. With a sample size of ten observations, the researcher can conduct sufficient statistical analysis to draw conclusions regarding the influence of taxes and retributions on PAD. The entire sample selection process is carried out systematically to support the achievement of the research objectives in an objective and scientific manner.

CONCLUSION

This study aims to analyze the influence of Principal Leadership (X1), Innovative Organizational Culture (X2), and Teacher Work Motivation (X3) on Teacher Performance (Y) in two elementary schools in East Balikpapan, namely SD Negeri 012 East Balikpapan and SDIT Darun Najah. Because the normality test results indicate deviations in data distribution (Sig. < 0.001), a corrective step in the form of data transformation was applied before proceeding to regression analysis to meet the required assumptions.

The results of the partial variable influence analysis (t-test) show that the three independent variables do not make a significant contribution to Teacher Performance. This is confirmed by the significance values of Principal Leadership (0.214), Innovative Organizational Culture (0.149), and Teacher Work Motivation (0.364), all of which are above the standard significance level. Thus, individually, these variables are not the main determinants of teacher performance in elementary schools in East Balikpapan in this study.

However, the results of the Coefficient of Determination (R^2) test indicate that the proportion of Teacher Performance variance explained by the combination of these three independent variables is 29.8%. This figure implies

that 70.2% of the variation in Teacher Performance is a manifestation of other determinants not included in this analytical framework, reinforcing the conclusion that the main determining factors of performance in this location have not been fully identified in this study. Based on the results of the research and discussion, several conclusions can be drawn in accordance with the research problem. Local Taxes, Local Retributions, and Proceeds from the Management of Separated Regional Assets simultaneously have a significant effect on the Local Own-Source Revenue (PAD) of Jambi City during 2015–2024, as indicated by the F-test significance value of $0.000 < 0.05$. Partially, Local Taxes have a positive and significant effect on PAD with a significance value of $0.000 < 0.05$. Local Retributions also have a positive and significant effect on PAD with a significance value of $0.031 < 0.05$. Meanwhile, Proceeds from the Management of Separated Regional Assets do not have a significant partial effect on PAD because the significance value is $0.139 > 0.05$.

The magnitude of the influence of Local Taxes, Local Retributions, and Proceeds from the Management of Separated Regional Assets on PAD reaches 98.2%, while the remaining 1.8% is influenced by other factors outside the research model. These findings indicate that Local Taxes and Local Retributions are the main factors influencing the Local Own-Source Revenue of Jambi City during the research period.

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