THE EFFECT OF PRINCIPAL'S LEADERSHIP, WORK MOTIVATION, AND SCHOOL CULTURE ON TEACHER PERFORMANCE AT MUHAMMADIYAH ELEMENTRY SCHOOLS IN GAMPING SUBDISTRICT

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Abstract

Teachers have a significant contribution to the learning success in schools. In creating conducive school, having good quality and generating graduates with integrity, good teachers' performance is needed. Good teachers' performance is affected by several factors including the principal's leadership, work motivation, and school culture. This study aims at analyzing whether there is a relationship between the principal's leadership, work motivation, and school culture with teachers' performance. This research was conducted on classroom teachers at Muhammadiyah Elementary Schools in Gamping District with a population of 116. The sample used was the total population of 116. The independent variables in this study were the principal's leadership, work motivation, and school culture, while the dependent variable was teachers' performance. The measurement of the variables was carried out by using a Likert scale. Data analysis was carried out by using multiple linear regressions with the help of SPSS 22 software. Based on the simple regression test and multiple linear regressions, the test results show that there is a significant relationship between the independent variables, the principal's leadership, work motivation and school culture on the performance of classroom teachers at Muhammadiyah Elementary Schools in Gamping District. The results of the coefficient of determination ($R2$) test show that teachers' performance (Y) can be explained by the variables of the principal's leadership (X1), work motivation (X2), and school culture (X3) by 65%, while the remaining 35% is affected by other factors outside of this study. The conclusion of this study is that there is a positive and significant influence between the principal's leadership, work motivation, and school culture on the performance of classroom teachers in Muhammadiyah Elementary Schools in Gamping Subdistrict.

Keywords: Principal leadership, Work motivation, School culture, and Teacher performance

INTRODUCTION

Developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation is a function of national education based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. According to Setiyati (2014) improving the quality of education is largely determined by the readiness of human resources involved in the educational process. In the schools'

learning success, teachers have crucial roles in support the development of students in realizing their life goals optimally (Mulyasa, 2019).

According to Anwar (2018) the key to success for the teaching and learning process in schools is to have professional and effective teachers. In line with Atmosudirdjo (1982) in Iskandar (2013) teachers have a very large role in education, on their shoulders they are burdened with a

heavy responsibility for the education quality.

Being a teacher is not an easy thing. Moreover being a teacher who has good performance will definitely be more difficult (Dakir, 2018). Professional teachers will be proven by their competencies so as to encourage the realization of performance processes and products.

According to Mangkunegara (2011) performance is the work in quality and quantity achieved by a person in carrying out his duties appropriate to the responsibilities given to him. The performance standard of a teacher can be seen in the sense of responsibility in carrying out the task, carrying out the mandate of the profession carried out, and the sense of moral responsibility that is on his shoulders. The quality of educational outcomes will be largely determined by the teacher's performance, because the teacher is the party who has the most direct contact with students in the learning process at school educational institutions (Wijiyono, 2019).

Yamin & Maisah (2010) suggest that teachers performance concerns all activities by teaching staff as someone who carries a mandate and responsibility to teach, educate, guide, direct, and guide students in order to lead the students' development. This measure can be seen from obedience and loyalty in carrying out their duties both inside and outside the classroom. This attitude will be accompanied by a sense of responsibility in preparing the learning process. To realize this goal, we need a leader or principal who can manage the school properly, has high work motivation, and is able to create a conducive school environment which supports teacher performance so that it ends up increasing students achievement.

Leadership is an important part of management (Handoko, 1993). According to Hadari (1985) the role of the principal is as an education manager whose function is to realize the proper utilization of each

person thus they are able to carry out their duties to the fullest. The proper utilization of the competencies possessed by each person is expected to obtain the maximum results, both in quantity and quality term of the teaching and learning process in schools. In line with the thoughts of Syamsul (2017) in Budiman (2020) "A good principle's leadership must strive to improve teachers' performance through a training program for instructional staff abilities". Meanwhile, according to Tabrani (2000) the principal's leadership provides work motivation for increasing teacher work productivity and student learning outcomes.

Work motivation is one of the important factors in supporting individual and organizational performance (Biget et al., 2010). McCormick in Mangkunegara (2011) explains that work motivation is a condition that has an effect on generating and directing and maintaining behavior related to the work environment. The motivation of the principal plays a significant role in providing encouragement to teachers, so that it is expected to improve teacher performance.

This school culture will be the hallmark of a school when it is unique to certain schools (Koentjaraningrat, 1974). According to Marimuthu (1990) in Daryanto (2015) school culture consists of values, beliefs, knowledge and traditions, as well as ways of thinking and behavior that are all different from other social institutions. School culture describes the atmosphere and working relationships among the components in the school. This creates a comfortable work environment where the atmosphere is very much needed by teachers and principals in carrying out their work more effectively.

Susilo (2016) explains that Muhammadiyah as a modern Islamic organization is no less competitive with other educational institutions. The vision and main target of Muhammadiyah education providers is competing to become a superior school. Muhammadiyah

uses its movement oriented to the teachings of the Qur'an and Al-Hadith. Many elementary to tertiary level schools under the Muhammadiyah foundation have their own characteristics and advantages. This advantage is even a view for other schools. According to Susilo (2016) having a strong school culture and character is the advantage of a school. To achieve these advantages, a separate strategy is needed from Muhammadiyah schools which includes support from parents and the community, strong school leadership policies, a curriculum that has clear targets and stages of achievement, qualified educators and education personnel, students who have high expectations and culture as well as conducive school.

The obstacle faced by most Muhammadiyah schools today is the figure of leadership. Generally, Muhammadiyah schools have difficulty in finding a pattern of leaders who are truly capable in carrying out their duties properly. Even sometimes it is difficult to distinguish between the leadership patterns of school organizations and Muhammadiyah organizations since in managing schools, the pattern of leadership is almost the same as managing the Muhammadiyah organization. The existence of an unhealthy organizational culture results in the ineffectiveness of school leadership and tends to develop a Laizzes fair leadership pattern.

Consequently, the school leaders hope for cannot get good results as each personnel does not feel there is serious attention. Even this pattern makes leadership lose direction and control. Leaders do not have a clear concept for school development and leaders are powerless to mobilize personnel effectively. In addition, leadership duties in Muhammadiyah schools are often neglected with many tasks outside the school where the task is not for school development but for other tasks and interests. This is due to the lack of welfare received by Muhammadiyah school leaders so that school leaders are indifferent to school development.

Teachers who work in Muhammadiyah charities are asked not to just look for wages but to understand them as a *da'wah* movement. In accordance with the principle of Muhammadiyah, namely "Live, Live Muhammadiyah, Don't Look for Life in Muhammadiyah", teachers must have different motivations and perspectives that teachers are noble jobs, eternal investments, will also get high degrees. Muhammadiyah teachers must think positively, love work, carry out their duties patiently and sincerely, disciplined and on time.

In Gamping sub-district, there are 8 Muhammadiyah elementary schools with varying number of classes. There is 1 school that has 3 parallel classes, 4 schools have 2 parallel classes, and there are 3 schools that still have 1 class and are not yet parallel. The difference in the number of classes depends on the number of students in the school. The public's interest to entrust education in Muhammadiyah schools, of course, considers several factors, one of which is teacher performance.

From the observations made by Ratnaningsih (2021), it can be seen that some teachers still have not shown good performance in carrying out their duties and functions as teachers. From 116 respondents, almost 90% of teachers teach without proper preparation, which means that they have not fully used the required curriculum references such as making lesson plans. In the learning process, teachers are still dominant using conventional methods, where teachers teach only based on their past experiences from time to time so that they feel memorized by heart and do not want to change to new things including learning methods, use of media, technology, and a different assessment system which is poorly understood. This is also found in several senior teachers who are entering their retirement period. Age limitations make them reluctant to learn IT and prefer to ask

for help from young teachers. The monotonous learning method makes students look less enthusiastic in participating learning activities since they are not in accordance with the development of students who are now more familiar with the use of technology. Although this condition does not occur in all teachers or all Muhammadiyah schools, monotonous learning can greatly affect student achievement or learning outcomes. This was observed at the time of observation in several schools that were sampled.

In creating conducive schools which have good quality and can generate graduates with integrity, good teacher performance is needed. Principal leadership, work motivation, and school culture are supporting factors that affect the achievement of these goals. Based on research from Hendriady & Pringgabayu (2017) the principal's leadership, teacher motivation, and school culture affect teacher performance by 82.4%. However, this research was carried out in SMK in the Bandung area, so the researchers tried to examine the same thing at the elementary level in Muhammadiyah schools.

Basically the teacher's performance requires concentration and enthusiasm at work, the demands on the duties, and responsibilities of the teacher seem to be still difficult to fulfill when the psychological conditions or motivation felt by the teacher are not supportive. It will be realized if the teacher has high motivation in carrying out his duties. Principal leadership, work motivation, and an ideal school culture are certainly needed in an effort to maximize teacher performance in Muhammadiyah schools likewise for Muhammadiyah schools in the Gamping District area. However, it turns out that teacher performance is still not optimal in realizing Muhammadiyah schools a superior school.

The principal as the highest leader is certainly very influential in determining the progress of the school. The principal must have good administrative skills and high commitment in realizing the school's vision and mission as well as be flexible in carrying out his duties. This is in line with research from Handayani (2019) and Lukman, Nasution, & Ichsan (2020) that principal leadership has a positive effect on teacher performance. Good leadership must be able to seek to improve teacher performance through teacher capacity building programs. The position of the principal as an education leader must be able to function in create a conducive teaching and learning situation thus teachers can teach well and students can learn comfortably.

Based on the research conducted by Handayani (2019) and Lukman, Nasution, & Ichsan (2020) there is an influence of principal leadership on teacher performance. Firmawati (2017), Nurdin & Jubei (2017), and Hendriady & Pringgabayu (2017) explain that teaching motivation has a significant influence on teacher performance. Hosan, Komardi, & Panjaitan (2019), Dahlan, Arafat, & Eddy (2020), and Muhammad (2021) state that school culture affects teacher performance. Hendriady & Pringgabayu (2017) and Hosan, Komardi, & Panjaitan (2019) state that principal's leadership, teacher motivation, and school culture together affect teacher performance.

Based on the phenomena and background of the problem above, the researchers are interested in conducting research and discussing it in the form of a thesis entitled "The Influence of Principal Leadership, Work Motivation, and School Culture on the Performance of Muhammadiyah Elementary School Teachers in Gamping District".

METHOD

The research design used in this study is a quantitative research design. This research was conducted on classroom teachers at Muhammadiyah Elementary Schools in Gamping District with a population of 116. The sample used was the total population of 116. The independent

variables in this study were the principal's leadership, work motivation, and school culture, while the dependent variable was teacher performance. The measurement of the variables was carried out using a Likert scale. Data analysis was performed using multiple linear regression with the help of SPSS 22 software.

RESULTS AND DISCUSSION
A. Description of Research Object

The establishment of a Muhammadiyah school is intended to be a means of education as well as a center for regeneration, so it is hoped that graduates of Muhammadiyah schools can try to create a true Islamic society in society. As a modern Islamic organization, Muhammadiyah is no less competitive with other educational institutions. Competition to become a superior school is the vision and main target of Muhammadiyah education providers. Many schools are under the auspices of the Muhammadiyah foundation, from elementary to university levels with their own characteristics and advantages (Susilo, 2016).

In Gamping sub-district, there are 8 Muhammadiyah elementary schools spread over several villages including Muhammadiyah Ambar Ketawang 1 Elementary School, Muhammadiyah Ambar Ketawang 2 Elementary School, Muhammadiyah Ambar Ketawang 3 Elementary School, Muhammadiyah Balecatur Elementary School, Muhammadiyah Banyuraden Elementary School, Muhammadiyah Mlangi Elementary School, Muhammadiyah Trini Elementary School, and Muhammadiyah Kronggahan Elementary School. Each elementary school is led by a principal who has the ability as a manager, advisor, supervisor, leader, innovator, and motivator. The ability of the principal can be seen from how a principal is considered a role model

and role model for teachers, staff, and students in each Muhammadiyah elementary school. The principal is also a mentor and motivator for teachers to continue to improve their competence. In addition, it can be seen that the principal is also disciplined in checking teacher administration equipment and formulating school programs in order to improve the quality of education in Muhammadiyah Elementary Schools throughout the Gamping Subdistrict.

In relation to the number of class teachers they have, each Muhammadiyah Elementary School in Gamping Subdistrict has a different number. SD Muhammadiyah Ambar Ketawang 1 has 15 teachers, Muhammadiyah Ambar Ketawang 2 Elementary School has 9 teachers, Muhammadiyah Ambar Ketawang 3 Elementary School has 17 teachers, Muhammadiyah Balecatur Elementary School has 8 teachers, Muhammadiyah Banyuraden Elementary School has 19 teachers, Muhammadiyah Mlangi Elementary School has 24 teachers, Muhammadiyah Trini Elementary School has 14 teachers, and SD Muhammadiyah Kronggahan has 10 teachers. All teachers who teach at Muhammadiyah Elementary Schools throughout the Gamping Subdistrict have good competence and teaching experience. In addition, it can be seen that most of the teachers at Muhammadiyah Elementary Schools in Gamping District are pursuing higher education and actively participating in training/ training/ webinars to further improve their competence.

The number of students and the number of classes at Muhammadiyah Elementary Schools in the Gamping subdistrict varies. There are 1 school that has 3 parallel classes, there are 4 schools that have 2 parallel classes, and there are 3 schools that still have 1 class

and not yet parallel. The difference in the number of classes depends on the number of students in the school. The school culture that is run at Muhammadiyah Elementary Schools throughout the Gamping Subdistrict has its own characteristics that distinguish it from other public and private schools. The hallmark of this religious-based school can be seen from the activities of greeting and holding handshakes every morning with the teachers before entering the school area and guiding students to be polite, courteous, and friendly to others. In addition, school culture is also built with reciting Al-Qur'an activities, the implementation of the Duha prayer and the Dhuhur prayer in congregation regularly to train students to carry out worship in an orderly manner.

B. Findings
1. Deskriptive Data
   a. Deskriptive Statistic

According to Ghozali (2018) descriptive statistics provides an overview or description of a data seen from the average value (mean), standard deviation, variance, maximum, minimum, sum (sum), and the difference between the maximum and minimum values (range), kurtosis, and skewness (skew of distribution). The following are the results of statistical descriptive tests with the help of SPSS software.

Table 1. Descriptive Statistics of Principal Leadership

| N	*Range*	Maximum	Minimum	*Mean*	Deviation Standard	Varian
116	36	48	12	38,10	5,662	32,059
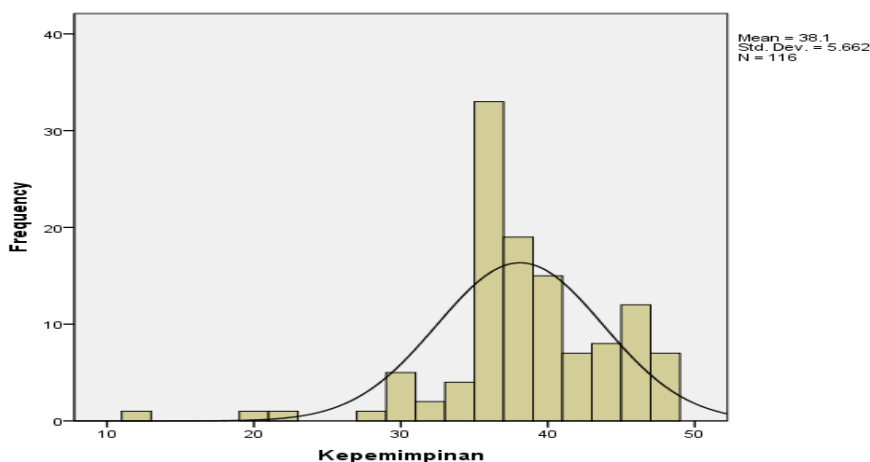
Based on Table 1, it is known that the principal's leadership variable data has a maximum value of 48 and a minimum value of 12 thus it has a difference of 36. While the average value is 38.10, the standard deviation value is 5.662, and the variance value is 32.059. Since the average value has a greater value than the value of standard deviation and variance, it can be concluded that the data on this variable is well distributed.

The kurtosis (curvature of the distribution) of the principal's leadership data in Figure 4.1 shows that the data variance is quite large thus the curve is like a bell which tends to be flat. While the skewness of the principal's leadership data is on the right, this is because the average value is closer to the maximum value.

Table 2. Descriptive Statistics of Work Motivation

| N	*Range*	Maximum	Minimum	*Mean*	Deviation Standard	Varian
116	18	48	30	37,97	3,343	11,173
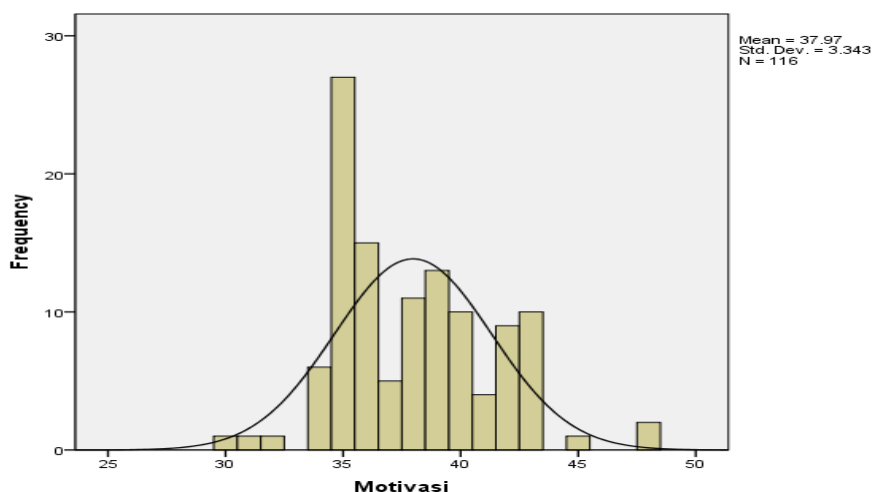
Based on Table 2, it is known that the work motivation variable data has a maximum value of 48 and a minimum value of 30 thus it has a difference of 18. While the average value is 37.97, the standard deviation value is 3.343 and the variance value is 11.173. Since the average value has a greater value than the value of the standard deviation and variance, it can be concluded that the data on this variable is well distributed.

The kurtosis (difficulty of distribution) of work motivation data in Figure 4.2 shows that the data variance is quite small thus the curve of the curve is like a high bell. While the skewness of the work motivation data is in the middle since the average value is in the middle between the minimum and maximum values.

Table 3. Descriptive Statistics of School Culture

N	*Range*	Maximum	Minimum	*Mean*	Deviation Standard	Varian
116	14	32	18	26,53	2,780	7,730
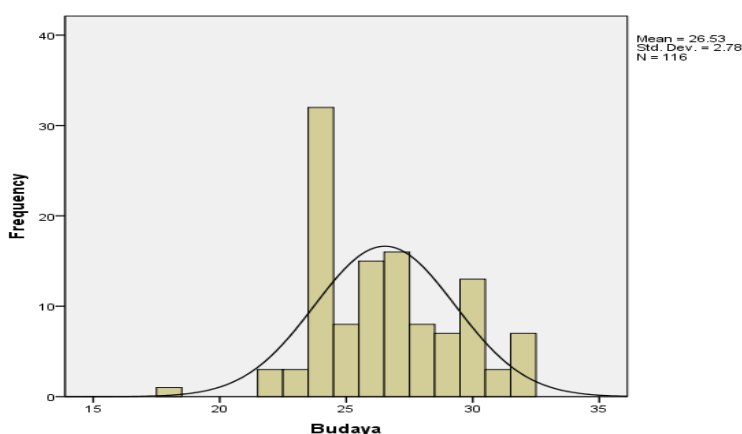
Based on Table 3, it is known that the school culture variable data has a maximum value of 32 and a minimum value of 18, so it has a difference of 14. While the average value is 26.53, the standard deviation val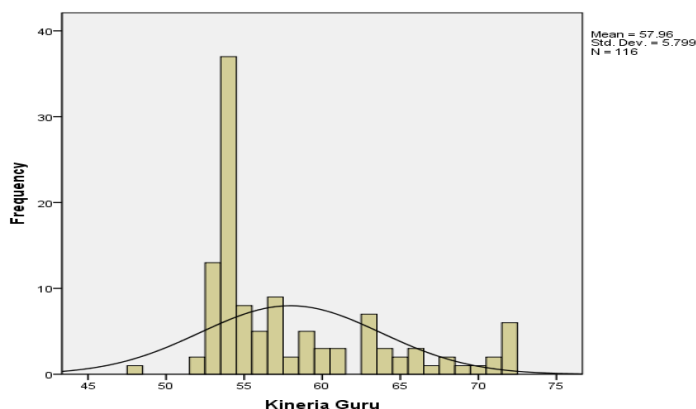ue is 2.780, and the variance value is 7.730. Because the average value has a greater value than the value of the standard deviation and variance, it can be concluded that the data on this variable is well distributed.

The kurtosis (curvature of the distribution) of school culture data in Figure 4.3 shows that the data variance is small enough that the curve of the curve is like a high bell. While the skewness of the school culture data is in the middle, this is because the average value is in the middle between the minimum and maximum values.

Table 4. Deskriptive Statistics of Teachers Performance

N	*Range*	Maximum	Minimum	*Mean*	Deviation Standard	Varian
116	24	72	48	57,96	5,799	33,624

Based on Table 4, it is known that the teacher performance variable data has a maximum value of 72 and a minimum value of 48, so that it has a difference of 24. While the average value (mean) is 57.96, the standard deviation value is 5.799, and the variance value is 33,624. Since the average value (mean) has a greater value than the standard deviation and variance values, it can be concluded that the data on this variable is well distributed.

The kurtosis (sharpness of the distribution) of teacher performance data in Figure 4.4 shows that the data variance is very large thus the curve is like an almost flat bell. Meanwhile, the skewness of teacher performance data tends to the left because the average value is closer to the minimum value.

b. Descriptive Distribution of Respondents' Answers

Table 5. Distribution of Principal Leadership Variable Answers (X1)

ITEM	STS	TS	S	SS	N
1	2	4	71	39	116
2	2	9	78	27	116
3	1	8	73	34	116
4	1	10	76	29	116
5	1	8	83	24	116
6	4	4	78	30	116
7	3	7	63	43	116
8	1	3	93	19	116
9	3	4	71	38	116
10	2	11	72	31	116
11	4	6	69	37	116
12	3	8	76	29	116
TOTAL	27	82	903	380	1392
PERSENTAGE	1,9	5,9	64,9	27,3	100

Source: Sorted Primer Data, 2021

From Table 5 it is known that the total answers to the principal leadership variable number 1-12 were the most chosen by the respondents, the answer choice "Agree" with a score of 903 (64.9%).

Table 6. Distribution of Work Motivation Variable Answers (X_2)

Item	STS	TS	S	SS	N
13	0	1	76	39	116
14	2	9	80	25	116
15	0	3	87	26	116
16	1	0	73	42	116
17	0	2	69	45	116
18	2	15	71	28	116
19	0	1	70	45	116
20	0	1	76	39	116
21	3	42	58	13	116
22	3	14	79	20	116
23	2	20	78	16	116
24	0	7	77	32	116
Total	13	115	894	370	1392
Persentage	0,9	8,3	64,2	26,6	100

Source: Sorted Primer Data, 2021

Based on Table 6, it can be seen that the total answers to the work motivation variable number 13-24 were the most chosen by the respondents, the answer choice "Agree" with a score of 894 (64.2%)

Table 7. Distribution of School Culture Variable Answers (X3)

Item	STS	TS	S	SS	N
25	0	2	83	31	116
26	0	0	69	47	116
27	0	2	46	68	116
28	0	1	75	40	116
29	0	11	86	19	116
30	0	3	84	29	116
31	1	1	67	47	116
32	1	4	71	40	116
Total	2	24	581	321	928
Persentage	0,2	2,6	62,6	34,6	100

Source: Sorted Primer Data, 2021

From Table 7 it can be seen that the total answers to the school culture variable number 25-32 most chosen by the respondents were the answer choices "Agree" with a score of 581 (62.6%).

Tabel 8. Distribution of Teachers' Performance Variable Answer (Y)

Item	STS	TS	S	SS	N
33	0	1	96	19	116
34	0	6	72	38	116
35	0	1	80	35	116
36	0	1	78	37	116
37	0	1	91	24	116
38	0	6	91	19	116
39	0	1	79	36	116

40	0	3	88	25	116
41	0	3	84	29	116
42	0	4	84	28	116
43	0	4	65	47	116
44	0	13	66	37	116
45	0	5	87	24	116
46	2	5	89	20	116
47	0	5	96	15	116
48	0	0	83	33	116
49	0	4	81	31	116
50	0	2	83	31	116
Total	2	65	1493	528	2088
Persentage	0,1	3,1	71,5	25,3	100

Source: Sorted Primer Data, 2021

From Table 8, it can be seen that the total answers to the teacher performance variable number 33-50 were the most chosen by respondents with the answer choice "Agree" with the score of 1493 (71.5%)

2. Pre-Requirement Test
   a. Normality test
      The basis for making the decision on the Kolmogorov-Smirnov normality test is that if the significance value is > 0.05 then the data is normally distributed. Meanwhile, if the significance value is <0.05, the data is not normally distributed (Ghozali, 2018). The following table is a normality test result using SPSS software.

Table 9. Kolmogorov Smirnov . One Sample Normality Test Results

Significance	Statement	Conclusion
0,136	0,136 > 0,05	Data well-distributed

Source: Sorted Primer Data, 2021

Based on the Kolmogorov-Smirnov normality test in Table 9, it is known that the significance value is 0.136 > 0.05, so it can be concluded that the research data is normally distributed. If it is depicted in a Probability Plot (P-Plot) graph, it will look as follows:
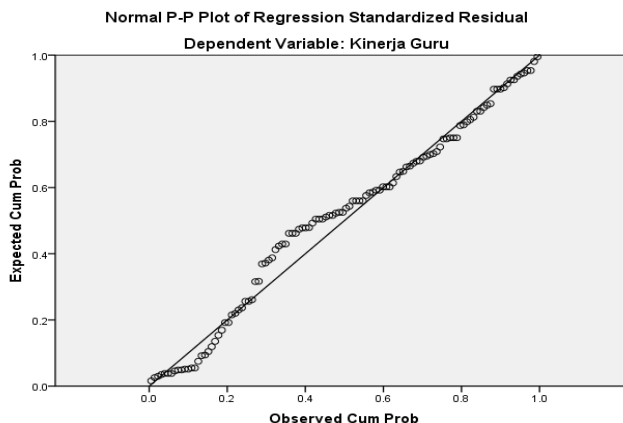
Gambar 1. *Probability Plot* (*P-Plot*) Graphic
Source: Sorted Primer Data, 2021

From Figure 1 it can be seen that the dots spread around the diagonal line and the spread follows the diagonal line. Thus, it

b. Liniearity Test

The basis for decision making in the linearity test is if the significance level of Deviation from Linearity 0.05 then the independent

can be concluded that the research data is stated to be normally distributed.

variable (X) and dependent variable (Y) have a linear pattern (Siregar, 2017). The following is a normality test using SPSS software.

Table 10. Liniearity Test Result

Variabel Relationship	*Sig.*	Statement	Kesimpulan
Teachers' Performance*Leadership	0,075	0,075 > 0,05	Linier
Teachers' Performance *Motivation	0,262	0,262 > 0,05	Linier
Teachers' Performance *Culture	0,109	0,109 > 0,05	Linier

Source: Sorted Primer Data, 2021

Based on the results of linearity test in Table 4.10, it is known that the significance value of

Deviation from Linearity between the variables of teacher performance and principal leadership, teacher performance and motivation, as well as teacher performance and work culture is greater than 0.05. Therefore, it can be concluded that the relationship between variables is linear patterned.

c. Multicolliniearity Test

The basis for making multicollinearity test decisions

using partial regression is if the R^2 auxiliary regression value between independent variables is smaller than the initial regression model, it can be concluded that there are no symptoms of multicollinearity (Ghozali, 2018). The following is a multicollinearity test by using SPSS software.

Table 11. Multicolinearity Result by Using Partial Regression

Auxilary Partial Regression	R^2 Result	R^2 Initial Regression	Statement	Conclusion
$X_1 = f (X_2, X_3)$	0,217	0,650	0,217 < 0,650	There is no multicollinearity
$X_2 = f (X_1, X_3)$	0,620	0,650	0,620 < 0,650	There is no multicollinearity
$X_3 = f (X_1, X_2)$	0,552	0,650	0,552 < 0,650	There is no multicollinearity

Source: Sorted Primer Data, 2021

Based on the results of the multicollinearity test by using partial regression above, it is obtained that the coefficient of determination (R2) X1, X2, and X3 is smaller than the value of the

d. Heteroscedasticity Test

The basis for making decisions on the heteroscedasticity test using the Scatterplot graph is if there is no certain pattern and it does not spread above or below zero on the

coefficient of determination (R2) obtained from calculations using multiple linear regression equations. Therefore, it can be concluded that the data of this study did not experience symptoms of multicollinearity.

Y axis, it can be concluded that there is no heteroscedasticity (Ghozali, 2018). The following is a Scatterplot heteroscedasticity test with the help of SPSS software.
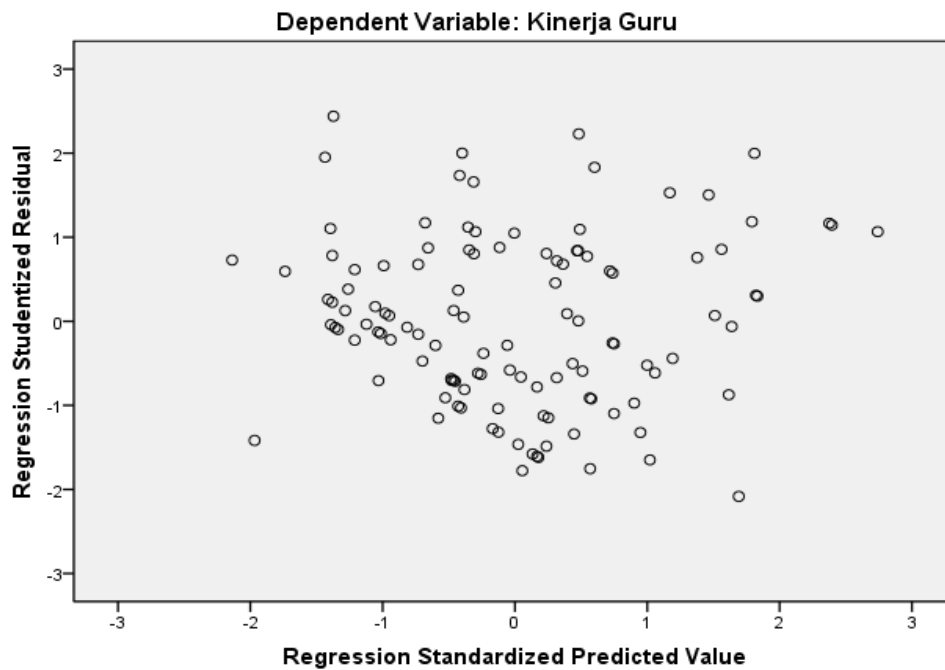
Figure 2. *Scatterplot* Graphic
Source: Sorted Primer Data, 2021

In Figure 2 it can be seen that the pattern of dots spreads above and below the number 0 (zero) on the Y axis and does not form a

3. Hypothesis testing
  1. Simple Linear Regression
    This regression analysis is used to see the effect of variable X on variable Y partially. In this study, the calculation of simple linear regression uses the help of the SPSS Ver program. 21.0.
    The calculation results of using SPSS Ver. 21 can be described as follows.

a. The effect of principal's leadership (X1) with teachers' performance (Y)

Based on calculation result of simple linear regression, it is obtained a regression coefficient value for principal's leadership of 0.396 with a constant value of 42,883, and determination coefficient value of 0.149.

Thus, the simple regression equation can be written as follows:

  Y = a + b1X1
  Y = 42.883 + 0.396 X1
  Where:
  Y = Teachers' Performance
   a = Constant
  X1= Principal's Leadership

clear pattern. Therefore, it can be concluded that the data in this study do not show symptoms of heteroscedasticity.

The regression results show that the principal's leadership variable (X1) linearly has a positive influence on teacher performance (Y) of 0.396, which means that the better the principal's leadership (X1), the teacher's performance (Y) will increase. Meanwhile, if viewed from the results of the coefficient of determination of 0.149, it shows that the performance of teachers (Y) is influenced by the leadership of the principal (X1) by 14.9%.

b. The effect of work motivation (X2) with teachers' performance (Y)

The results of simple linear regression calculations obtained that the regression coefficient value for the work motivation variable (X2) was 1.255, with a constant value of 10.291, and the coefficient of determination was 0.524. Therefore, the simple regression equation can be written as follows:

  Y = a + b1X2
  Y = 10,291 + 1,255 X2

Where:

Y = Teachers' Performance

a = Constant

X2= Work Motivation

The regression results show that the work motivation variable (X2) linearly has a positive influence on teacher performance (Y) of 1.255, which means that the better work motivation (X2), the teacher's performance (Y) will increase. Meanwhile, if it is viewed from the results of the coefficient of determination of 0.524, it shows that teacher performance (Y) is affected by work motivation (X2) by 52.4%.

c. The effect of school culture (X3) with teacher performance (Y)

The results of simple linear regression calculations obtained that the regression coefficient value for the school culture variable (X3) was 1.582, with a constant value of 15.982, and a coefficient of determination of 0.576. Therefore, the simple regression equation can be written as follows:

Y = a + b1X3

Y = 15,982 + 1,582 X3

Where:

Y = Teachers' Performance

a = Constant

X3= School Culture

The regression results show that the school culture variable (X3) linearly has a positive effect on teacher performance (Y) of 1.582, which means that the better the principal's leadership (X1), the teacher's performance (Y) will increase. Meanwhile, if it is viewed from the results of the coefficient of determination of 0.576, it shows that the performance of teachers (Y) is influenced by the leadership of the principal (X1) by 57.6%.

2. Multiple Linear Regression Analysis

Multiple linear regression analysis is a study of the dependence of the dependent variable with two or more independent variables (Ghozali, 2018). The following are the results of multiple linear regression tests with the help of SPSS software.

Table 12. Multiple Linear Regression Result

Variable	Regression Coefficient
Constant	5,380
Principal's Leadership (X_1)	0,143
Work Motivation (X_2)	0,482
School Culture (X_3)	1,087

Source: Sorted Primer Data, 2021

If it is included in the regression equation $Y = a + \beta1X1 + \beta2X2 + \beta3X3 + e$, then the equation or multiple linear regression model in this study is as follows:

Teacher Performance = 5.380 + 0.143 (Leadership Principal) + 0.482(Work Motivation) + 1.087(School Culture) + e

From the multiple linear regression equation above, it can be interpreted as follows:

1) Constant (α) = 5,380 shows that if the principal's leadership, work motivation, and school culture variables do not support teacher perfor-mance, then the teacher's performance has a fixed value of 5.380.

2) Principal Leadership Coefficient (X1) = 0.143

The regression coefficient value in Table 4.12 shows that the principal's leadership is a variable that affects teacher performance with a positive coefficient of 0.143.

This means that if the principal's leadership increases, the teacher's performance also increases with the assumption that the variables of work motivation and school culture remain.

3) Work Motivation Coefisien (X_2) = 0,482

The regression coefficient value in Table 4.12 shows that work motivation is a variable that affects teacher performance with a positive coefficient of 0.482. This means that if work motivation increases, teacher performance also increases assuming the variables of principal leadership and school culture remain constant.

4) School Culture Coefficient (X_3) = 1,087

The regression coefficient value in Table 4.12 shows that school culture is a variable that affects teacher performance with a positive coefficient of 1.087. This means that if the school culture increases, the teacher's performance also increases with the assumption that the principal's leadership variables and work motivation remain constant.

4. Hipothesis Testing
   a. **Simultant Test (F Test)**

The basis for decision making on the simultaneous test (F test) is if the significance value is < 0.05, it can be concluded that the independent variable has an effect on the dependent variable simultaneously. Meanwhile, if the significance value is 0.05, it can be concluded that the independent variable has no effect on the dependent variable simultaneously (Ghozali, 2018). Here are the results of the F test with the help of SPSS software.

Table 13. Result of Simultant Test (F Test)

Significance	Statement	Conclusion
0,000	0,000 < 0,05	There is Relationship

Source: Sorted Primer Data, 2021

Based on Table 13, it is known that F test significance is 0.000 which means it is less than 0.05. Thus, it can be concluded that principal's leadership variable (X_1), work motivation (X_2), and school culture (X_3) simultaneously have relationship with teachers' performance (Y).

b. **Partial Test (t-test)**

The basis for decision making on the partial test (t-test) is if the significant value is <0.05, it can be said that the independent variable has an effect on the dependent variable partially. Meanwhile, if the significant value is 0.05, it can be said that the independent variable has no effect on the dependent variable partially (Ghozali, 2018). Here are the results of the t-test with the help of SPSS software.

Table 14. Result of Partial Test (t Test)

Variable	Significance	Statement	Conclusion
Principal's Leadership (X_1)	0,029	0,029 < 0,05	There is Relationship
Work Motivation (X_2)	0,003	0,003 < 0,05	There is Relationship
School Culture (X_3)	0,000	0,000 < 0,05	There is Relationship

Source: Sorted Primer Data, 2021

From the results of the partial test (t test) in Table 14 it can be explained as follows:

1) The significance value of the principal's leadership variable (X1) is 0.029, smaller than 0.05, so it can be concluded that there is a relationship between the principal's leadership and teacher performance or the first hypothesis (H1) is accepted.

2) The significance value of the work motivation variable (X2) is 0.003 smaller than 0.05, so it can be concluded that there is a relationship between work motivation and teacher performance or the second hypothesis (H2) is accepted.

3) The significance value of the school culture variable (X3) is 0.000 which is smaller than 0.05, so it can be concluded that there is a relationship between school culture and teacher performance or the third hypothesis (H3) is accepted.

c. Coefficient of Determination Test (R2)

The coefficient of determination (R2) test aims to determine the best level of accuracy in regression analysis (Ghozali, 2018). The following are the results of the coefficient of determination (R2) test with the help of SPSS software.

Table 15. Result of Determination Coefficient (R^2) Test

R	R *Square*	*Adjusted R Square*	*Std. Error of the Estimate*
0,806	0,650	0,641	3,474

Source: Sorted Primer Data, 2021

Based on Table 15, it is known that the correlation value or relationship (R) between the X variable simultaneously with the Y variable is 0.806 or 80.6%. While the value of the coefficient of determination (R2) is 0.806 x 0.806 = 0.650 or 65%, which means that the variables of the principal's leadership (X1), work motivation (X2), and school culture (X3) simultaneously have an influence on teacher performance (Y) by 65%, while the remaining 35% is influenced by other variables not examined in this research.

DISCUSSIONS

Based on the results of the partial test (t test) and the simultaneous test (F test), it can be analyzed as follows:

1. The Relationship between Principal Leadership and Teacher Performance

Based on the partial test, it is known that the significance value of the principal's leadership variable (X1) is 0.000 <0.05, so it can be concluded that there is a relationship between the principal's leadership and the performance of Muhammadiyah elementary school teachers in Gamping District or the first hypothesis (H1) is accepted. Anwar (2003) suggests that in relation to the educational mission, leadership can be defined as the principal's efforts to lead, influence, and provide guidance to educational personnel as subordinates thus educational and teaching goals can be achieved through a series of planned activities.

As a manager, the principal has carried out his duties well. It can be seen from the answers of 8 teachers who were interviewed that the principal always invites teachers to determine the vision, mission, and goals of the school. In this case the principal applies the principles of togetherness, not only determined by the principal himself without involving the teachers. As an advisor, the principal always provides guidance and directs teachers so that educational and teaching

goals can be achieved. As a supervisor, the principal is considered very disciplined in monitoring the teacher's administrative equipment. It can be seen that the answers of the interview respondents who stated that the principal always monitored the teacher administration periodically within a certain time, some answered once every semester, some were checked if it was necessary.

In terms of leadership, according to the answers from 8 interview respondents overall, they considered that the principal can be used as a good role model and role model for teachers because they are able to create a productive work environment in schools. As an innovator, the principal is able to be creative, able to create something as a school attraction and these innovation programs always involve teachers in their creation. This involvement makes teachers feel valued and feel an integral part of the school. From the interviews, information can also be obtained that the principal is a good motivator for teachers. This can be seen from the answers of the respondents who stated that the principal always provides motivation and encouragement to teachers to develop competence both academically and non-academicly, for example being encouraged to take part in training (workshops), webinars, IT skills development, and others. The leadership character of the principal who is visionary, wise, decisive, creative, friendly, and able to set a good example for teachers can encourage the improvement of the quality of the performance of the teachers as subordinates.

The results of the research on principal leadership in this study are in accordance with the opinion conveyed by Lezotte (1991) that effective schools are created because the leadership applied in schools is directed at the process of empowering teachers so that teacher performance is based on shared principles and concepts, not because of an order from the leader. The opinion of Lezotte (1991) is reinforced by the opinion of Kusmintardjo (1998) who states that leadership is the ability and readiness of a person to influence, guide, direct, and move other people so that they want to do something with a sense of responsibility to achieve the goals set..

From this statement, it can be interpreted that the ability of a school principal can influence and move teachers to do something in order to achieve the goals set.

The results of this study are in line with research conducted by Satriadi (2016) at Tanjungpinang 7 Junior High School which shows that there is a relationship between principal leadership on teacher performance with a contribution value of 68.2%, Kosim's research (2017) in Junior High School and Vocational School of Yayasan Islamic Education Atturmudziyyah Garut with a contribution value of 24.28%, and research by Sauri, Widyasari, & Sesrita (2018) at PGRI III Salatiga Vocational School with a contribution value of 22.4%. The results of this study are also supported by research conducted by Handayani (2019) at Junior High Schools in Berbah Subdistrict which shows that there is a relationship between principal leadership on teacher performance with a contribution value of 14.1% and Nasution, & Ichsan (2020) research at College Foundation Letjen S. Parman Junior High School Medan with a contribution value of 56.9%.

2. The Relationship between Work Motivation and Teacher Performance

Based on the partial test, it is known that the significance value of the work motivation variable (X2) is 0.000 <0.05, so it can be concluded that there is a relationship between work motivation and the performance of Muhammadiyah

elementary school teachers or the second hypothesis (H2) is accepted. According to Martoyo (2007) work motivation is something that gives rise to encouragement or enthusiasm for work, or in other words it drives morale.

Teachers always try to improve their competencies, especially those which are related to more effective teaching methods for students and the use of technology in accordance with the developments and conditions of the times, for example at the beginning of the pandemic which required teachers to master IT in order to teach students online. This can be seen from the answers of the 8 interview respondents who stated that teachers should be encouraged to master IT by attending IT skills workshops. In terms of responsibility, teachers are always guided by the regulations issued by the school and the government in order to organize learning in accordance with the principles of professionalism. Based on the interviews, it is also be obtained that teachers also have the courage to take risks and never give up in carrying out their duties. Moreover, based on answers from interview respondents, even though they were sick and unable to teach, they still gave assignments to students thus students continued to learn and improved their knowledge..

In addition to the motivation that arises from within the teacher personally to improve his performance in order to realize the goals of National education, work motivation also comes from the encouragement of the principal. This condition can be seen from the answers of 8 teachers who all stated that the principal always gave motivation and encouragement to teachers in order to develop their competence. A teacher has a very heavy duty and responsibility. The demands on the duties and responsibilities of teachers still seem difficult to fulfill when the psychological conditions or motivation felt by the teacher are not supportive, because basically the teacher's performance requires concentration and enthusiasm at work. Teacher performance in carrying out their duties and obligations can be realized if the teacher has high motivation in carrying out their duties.

The results of research on work motivation in this study are in accordance with the opinion by Biget et al. (2010) who explains "Work motivation is one crucial determinant of individual and organizational performance". Work motivation is a very important determination in supporting individual and organizational performance. The opinion of Biget et al. (2010) is clarified by Wijono (2010) who states that with the high of teacher performance, it is expected that teachers are able to achieve the achievements to be achieved. Based on this opinion, it can be interpreted that work motivation is a crucial factor in supporting the performance of teachers to achieve the achievements to be achieved.

The results of this study are in line with a research conducted by Handayani & Rasyid (2015) at Wonosobo State Senior High School who explains that there is a significant influence between work motivation on teacher performance with a contribution value of 20.2% and a research by Wardhani & Soetomo (2017) at State Senior High School 11 Semarang with a contribution value of 13.03%. The results of this study are also supported by a research conducted by Ngiode (2016) at Batudaa Islamic Junior High School, Gorontalo Regency which explains that teaching motivation has a significant effect on teacher performance by 21.3%. Moreover, a research by Hosan, Komardi, & Panjaitan (2019) at METTA Schools MAITREYA with a contribution value of 6.8%, and Utami & Negara (2021) at Cluster V Abiansemal Elementary School with a contribution of 54%.

3. **The Relationship of School Culture with Teacher Performance**

    Based on the partial test, it is known that the significance value of the school culture variable (X3) is 0.000 <0.05, so it can be concluded that there is a relationship between school culture and the performance of Muhammadiyah elementary school teachers in Gamping District or the third hypothesis (H3) is accepted. According to Sharifah (2000) in Daryanto (2015) school culture can be interpreted as a school way of life which includes all school actions outside and inside the room that reflect the values, beliefs, and norms that work with its citizens, some have been inherited from generation to generation, some have been passed down from generation to generation, some have been passed down from generation to generation formed by the school community itself.

    One of the visions of Muhammadiyah Elementary School is to form a superior Muslim personality. A way to form a superior Muslim personality is to create a school culture that upholds religious values in every activity. The formation of the Muslim personality for students has been emphasized from an early age by Muhammadiyah Elementary School. This requires teachers to be role models that their students can emulate in applying religious culture in every activity, both inside and outside school. In simple language is the formation of Islamic student character starting from the character of the teacher who is also Islamic. From the results of interviews with 8 respondent teachers, information was obtained about the things that the teacher tried to build students' character, for example getting used to greet every time they met with students and carrying out a morning handshake with the teachers when students entered school. This requires teachers to arrive early to school to welcome the arrival of students. In addition, Muham-madiyah

Elementary Schools through-out Gamping Subdistrict are also actively holding religious activities both in commemoration of Islamic holidays and outside of Islamic holidays.

Based on the interview results, it is obtained that Muhammadiyah Elementary Schools in Gamping Subdistrict routinely carry out Dhuha and Dhuhur prayer activities in congregation which are attended by the principal and teachers. There are even some Muhammadiyah Elementary Schools who listen to the 30th juz *murotal* every morning before the lesson begins. If the school culture that upholds religious values in every activity can be carried out by all components in Muhammadiyah Elementary Schools through-out the Gamping Subdistrict, then conducive working relationship and work environment will be realized where the atmosphere is very much needed by teachers and school principals to carry out their work more effectively.

The research results on school culture in this study are in accordance with the opinion conveyed by Sharifah (2000) in Daryanto (2015) that school culture is a set of norms, values, and traditions that have been built for a long time by all school members and lead to all activities school personnel.

The results of this study are in line with a research conducted by Setiyati (2014) at the State Vocational School of Gunung Kidul Regency which stated that school culture affects teacher performance with a contribution value of 42.2% and research by Dahlan, Arafat, & Eddy (2020) at Elementary School in Sungai Lilin District with a contribution value of 7.2%. Moreover, the results of this study are also supported by a research conducted by Jabar & Susilo (2019) at state elementary school in Kajoran Subdistrict, Magelang Regency with a contribution value of 29.7%, a research by Maryati, Fitria, & Rohana (2020) at Elementary Schools in

Sembawa Subdistrict, Banyuasin Regency with a contribution value of 48.2%, and Muhammad (2021) at the Elementary School Scope of the UPT Education and Culture Office, Peusangan Bireun District with a contribution value of 10.23%.

4. The Relationship between Principal Leadership, Work Motivation, and School Culture with Teacher Performance

Based on the simultaneous test, it is known that the significance value of the F test is 0.000 <0.05, so it can be concluded that the variables of the principal's leadership (X1), work motivation (X2), and school culture (X3) simultaneously or jointly have a relationship with The performance of Muhammadiyah elementary school teachers in Gamping Subdistrict (Y) or the fourth hypothesis (H4) is accepted. In creating schools that are conducive, have good quality and can create graduates with integrity, good teacher performance is needed. This of course is affected by several factors including the principal's leadership, work motivation, and school culture that supporting the achievement of these goals.

Principals who can lead, influence, and provide guidance to educational personnel as subordinates properly will foster high motivation for teachers in carrying out their duties so that educational and teaching goals can be achieved optimally. Good principal leadership character, high teacher work motivation, and supported by an ideal school culture are expected to maximize teacher performance in Muhammadiyah schools in order to achieve educational and teaching goals with a full sense of responsibility.

The results of this study are in accordance with the opinion conveyed by Natawijaya (2006) who explains that teacher performance is a set of real behaviors shown by the teacher when he gives lessons to students. The results of this study are also in line with the results of a research conducted by Triwarti (2014) in SMP/MTS, Galur District, Kulon Progo Regency and Handayani & Rasyid (2015) at Wonosobo State High School which states that principal leadership, teacher motivation, and school culture go hand in hand. the same effect on teacher performance. The results of this study are also supported by research conducted by Setiyati (2014) at State Vocational School in Gunung Kidul Regency who states that the principal's leadership, teacher motivation, and school culture together affect teacher performance with a contribution value of 42.2%, Hendriady & Pringgabayu (2017) at SMK ICB Cinta Niaga Bandung with a contribution value of 82.4%, and Hosan, Komardi, & Panjaitan (2019) at METTA MAITREYA School with a contribution value of 6.7%.

CONCLUSIONS

Based on the results of calculations and data analysis in the previous chapter, the following conclusions can be drawn::

1. There is a relationship between the leadership of the principal and the performance of teachers in SD Muhammadiyah in Gamping District or the first hypothesis (H1) is accepted. The statistical test is supported by the results of interviews that the ability of the principal as a manager, advisor, supervisor, leader, innovator, and motivator is considered good and has a relationship with improvement of teacher performance in each Muhammadiyah Elementary School in Gamping Subdistrict.

2. There is a relationship between work motivation and teacher performance in SD Muhammadiyah in Gamping Subdistrict or the second hypothesis (H2) is accepted with a significant value of work motivation variable (X2). The statistical test is supported by the results

of interviews that teacher motivation in improving their abilities and motivation to carry out professional responsibilities has a relationship with the improvement of teacher perfor-mance in each Muhammadiyah Elementary School in Gamping Subdistrict.

3. There is a relationship between school culture and teacher performance at Muhammadiyah Elementary School in Gamping District or the third hypothesis (H3) is accepted with a significance value of the school culture variable (X3). The statistical test is supported by the results of interviews that the formation of student character and habituation of worship activities carried out by each Muhammadiyah Elementary School in Gamping Subdistrict is able to create a good school culture where these conditions have a relationship with performance improvement.

4. There is a relationship between the principal's leadership, work motivation, and school culture together with the performance of teachers in Muham-madiyah Elementary Schools in Gamping Subdistrict or the fourth hypothesis (H4) is accepted. The statistical test is supported by the results of interviews that the principal's leadership, work motivation, and school culture together have a relationship with the improvement of teachers' performance in each Muhammadiyah Elementary School in Gamping Subdistrict.

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