
The influence of the principal's leadership style, work culture and motivation on the performance of Karawang public elementary school teachers

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ABSTRACT

This article investigates the influence of the principal's leadership style, work culture and motivation on the performance of elementary school teachers in Karawang Regency. The population in this study were all elementary school teachers in Karawang Regency, totaling 8,813 people from 926 schools. The sampling technique used was multistage random sampling. The research sample was 399 elementary school teachers. The results showed 1) there was a positive and significant influence of leadership style on teacher performance; 2) there is a positive and significant influence of work culture on teacher performance; 3) There is a significant effect of motivation on teacher performance 4) There is a simultaneous influence of leadership style and work motivation on the performance of elementary school teachers in Karawang Regency. It is suggested to elementary school teachers in Karawang Regency that in improving teacher performance they can pay attention to the variables of the principal's leadership style, work culture and good motivation, because they are believed to be factors that can encourage the creation of good teacher performance.

Keywords

Leadership style, work culture, motivation performance teachers.

Introduction

The teacher is the most decisive implementer in the education system, especially in preparing the next generation of this nation, the teacher must get the main attention, the teacher is always a strategic actor when discussing educational issues, the teacher is always related to the education system, especially which greatly determines the success of students in the learning process. teach. . Article 39 paragraph (2) of Law Number 20 of 2003 concerning the National Education System states that educators are professionals. The position of teachers as professionals has a vision for the realization of the implementation of learning in accordance with the principles of professionalism in order to fulfill the equal rights of every citizen in obtaining quality education. Therefore, teachers have a very strategic function, role and position. Teacher performance (job performance) is the result achieved by the teacher in carrying out main tasks and functions based on direction and guidance as well as knowledge based on good guidance from the principal, senior teachers or skills, experience.

Factors that affect teacher performance besides the principal's leadership style are work culture

and other motivational factors. According to Rivai and Silvana (2009: 284) organizations that have good leadership will easily lay the foundation of trust in their members, while organizations that do not have good leadership will find it difficult to get the trust of its members. Based on the description above, this study aims to describe the principal's leadership style, work culture, motivation on the performance of elementary school teachers in Karawang Regency. To prove and analyze the influence of the principal's leadership style on work culture, motivation on the performance of elementary school teachers in Karawang Regency.

Based on the description above, this study aims to describe the principal's leadership style, work culture, motivation on the performance of elementary school teachers in Karawang Regency. To prove and analyze the influence of the principal's leadership style on work culture, motivation on the performance of elementary school teachers in Karawang Regency Reading the 2019 Ministry of Education and Culture's Performance Report in accordance with Presidential Decree Number 101 of 2018: "

presents performance information on the achievement of strategic goals and performance indicators as stated in the Ministry of Education and Culture's Performance Agreement which explains the increased professionalism of teachers and education personnel, namely the professional achievement of teachers as evidenced by the increase in the number of teachers who are certified educators a total of 1,594,722 teachers in 2019. This proof met the realization target of 54.56% of the 2019 target of 77.20%.

By reading the report on the Teacher Competency Test (UKG) sch paperplane (2020) The National Average UKG Value for 2020 is Still Below Standard: Minister of Education and Culture Nadien Makarin said the average national UKG score was 53.02, while the government is targeting an average national level. The average score is 55. In addition, the average professional score is 54.77, while the average value of the competency of the pendagogic is 48.94. Evidence of the implementation of performance, especially a teacher in a primary education school, can be seen in the Main Duties of Teachers in accordance with Permendikbud 15 of 2018, namely Teachers are professionals with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The main duties of the teacher are carried out in the early childhood education unit (PAUD), and formal education starting from Kindergarten-SMA / K, and SLB.

Initial observations made on the results of the Competency Test for teachers at public elementary schools in Karawang Regency showed that the results of teacher competency performance were still relatively low. The principal's leadership style has no significant effect on teacher performance. Some of the teacher performance activities in Karawang regency that show low teacher performance competence, namely the measurement activities carried out in the form of OGN Dikdas activities where these activities motivate teachers to increase knowledge, professionalism, and teacher performance for professional teacher duties and functions in basic education in Karawang district . The Basic Education National Teacher Olympiad

(OGN Dikdas) activity is a performance-based activity not to find a champion, but as a place to measure one's own ability primarily to measure his professionalism and pedagogical abilities. From the results of the OGN selection carried out at the SD level in Karawang Regency, namely the increase in competence will have a positive impact on career and education quality, and the expected achievements have not met the knowledge, professional and performance insights of teachers because of the 926 schools in Karawang Regency that sent OGN participants. it is only 29% and the average results obtained for the knowledge value is 49.50%, the professional value is 61.50%, and the performance value is 56.90%. (Data on the results of the OGN competition at the Karawang Regency level).

The competency test activity for improving teacher performance was also shown again at the PKB SIM activity carried out in Karawang Regency (Ministry and Culture Data Online Exam System) stands for Management Information System for Professional Development (and) sustainable .. Achievement of PKB SIM activities which are carried out at the elementary level in Karawang Regency it is still very low, this can be seen from the online test results that the average score of teachers for the Pedagogic Science Module gets an average score of 4.93, Professional 5.3, Module A Mathematics gets an average Pedagogic score of 2.8, Professional 5.0, while the ideal achievement is 7.5:.

The low achievement assessment results for outstanding teachers in 2019 with only 23 out of 30 regions with 66.5 written scores, 61.2 teaching practice presentations, 18.7 portfolios, 52 written tests, 33 making school profile videos so that the average achievement The competency test for the outstanding teachers in the city of Karawang only produced 50, 8 so that in the West Java Provincial Level, the city of Karawang has not been included in the top ten for the past ten years his causes the low performance of public elementary school teachers, principals, and schools in the city of Karawang. Through a survey conducted by researchers at public elementary schools in the City of Karawang, it is seen that there is still a gap between expectations and reality, such as teacher performance that has not been maximal,

improving teacher quality has not been carried out so that the implementation of performance is monotonous without an increase, teachers are still frequently leaving the classroom during class hours, some teachers have not met the required academic qualifications, teachers are not well developed, so they do not support doing assignments professionally. This is due to the principal's leadership style, work culture and less than optimal motivation in carrying out tasks, the principal's leadership style is still not optimal and rarely provides guidance to teachers, so that work discipline is low and the level of education is low. So the fundamental problem in this study is limited to the influence of the principal's leadership style, work culture and motivation on the work of elementary school (SD) teachers in the City of Karawang with a problem formulation like this. Is leadership influencing teacher performance? Does work culture affect teacher performance? Is motivation influencing teacher performance? Will the Leadership Style affect the Work Culture? Is there a leadership style that affects the motivation of a teacher in carrying out his duties as a teacher? Is there work culture that affects the motivation of a teacher?

Teacher Performance

Colquitt, Le Pine dan Wesson (2013) menyatakan : “ Job performance is formally defined as the value of the set of employee behaviors that contribute either positively or negatively to organizational goal accomplishment . This definition describes formal work performance, namely routinely carried out by workers is interpreted as the value of a set of employee behaviors that contribute to both positive and negative job execution towards the achievement of the organizational goals they are contained in.

(Siahaan et al., 2020) who say that performance is a definite achievement in the end that can be directly reflected in the output produced. produce an expression of one's potential in the form of a person's behavior or way of carrying out his duties so as to produce a product which is a manifestation of all duties and responsibilities given to him, both negative and positive results.

Mangkunegara (2000): Basically teacher performance is achievement which appears as a form of success work on someone. Success performance is also determined by work and one's ability in the field. Work success is also related to one's job satisfaction. The purpose of the explanation is that basically teacher performance is an achievement that appears as a form of successful work done in earnest so as to produce work performance that can show one's ability in the field.

Wibowo (2007) says that teacher performance is influenced by; knowledge, abilities, attitudes, work styles, personality, interests, basics of values, beliefs and leadership styles. Implementation carried out by the teacher as a whole will result in teacher performance which of course is very much developed by; knowledge, abilities, attitudes, work styles, personalities, interests, the basics of values, beliefs and leadership styles, professional work in synergy with the leadership, namely the principal.

Gusman, (2014) states that teacher performance is defined as the level of teacher success in carrying out educational tasks in accordance with their responsibilities and authority based on performance standards has been set for a certain period in order to achieve educational goals. Adeyemi (2010) Teacher work performance can be described as tasks performed by a teacher at a certain period in the school system in achieving organizational goals. This shows that the performance of the teacher's work carried out in the fulfillment of tasks is only to seek quality improvement and can be described as tasks performed by a teacher at a certain period in the school system to achieve the goals of school success.

Performance is a holistic approach to principal leadership and performance, carried out through a) a shared learning vision, b) school culture and learning programs, c) safe and efficient learning environment, d) community, e) integrity, f) fairness, g) ethics and h) political, social, economic, legal and cultural context. This illustrates the implementation of school principal duties with a holistic approach so that it can be understood by teachers so that teacher performance can increase after carrying out

coaching on improving the quality of education, especially completing the vision and mission, implementing school culture, learning environment, improving work ethics, community, social implementation in the school environment and organizing economy and regulation (Cates et al, 2011):.

According to the two-factor theory (Herzberg et al, 1959): Leadership style is a process to influence that is carried out by someone in managing their group members to achieve organizational goals. So leadership is a form of strategy or theory of leadership, which is undoubtedly done by people we usually call leaders. Therefore the right leadership style principals can influence and motivate teachers to achieve specific goals especially in the present time as is unusual, now teachers and students lose communication, as usual, more often using learning media, here also principals are required to have competence so that teachers can carry out their tasks online or use technology so that the learning process continues. Leadership style is an influencing style process that a person does in managing his group members to achieve organizational goals. So the leadership style is one form of leadership strategy or theory that is undoubtedly carried out by people who we usually call leaders. Therefore, the right leadership style of the principal can influence and motivate teachers to achieve certain goals, especially in the present as it is unusual, now teachers and students lose communication, as usual, use learning media more often, here also the principal is required to have competence. so that teachers can carry out their duties online or use technology so that the learning process continues .

Lewin (2019) : “Leadership is the most fundamental process and at the same time underlies the development of leadership classifications that occur now and in the future”. Leadership Style is a means and approach to providing direction, implementing plans, and motivating people. As seen by teachers, it includes a total pattern of explicit and implicit actions taken by their leaders (Newstrom, Davis, 1993). (William H. Newman ,2008) : “Leadership is an activity to influence the behavior of others or the

art of influencing human behavior both individuals and groups”.

Work Culture

(Triguno, 1995: 3): Work culture is a philosophy based on a view of life as values that become traits, habits and driving force, entrenched in the life of a community group or organization, then reflected in attitudes into behaviors, beliefs, ideals, opinions and actions that are manifested as " work "or“ work ”.

Work culture is one of the important factors in improving employee work motivation. Motivation is the process by which one's efforts are energized, directed, and sustainable towards achieving a goal . Work culture is the basis for changing the old way of working into a new way of working that is oriented towards meeting needs and giving satisfaction to society (Robbins at all, 2010) Work culture is shown in the form of working seriously and responsibly and having a high commitment to the results and quality of work. Supported by Robert & Thomas (2007) dalam (Norlina M. Alia*, (2015)) , desirable work culture is one of the elements needed by employees. Desirable work culture includes shared institutional values, priorities, rewards and other practices which foster inclusion, high performance, and commitment, while still allowing diversity in thought and action. Based.

Motivation

Tjahjono and Gunarsih (2009) state that work motivation has a significant effect on employee performance. Then it is confirmed by the opinion of Simamora (2004) which states that motivation greatly affects the level of employee performance because motivation is a term commonly used to identify someone for something that achieves a certain goal.

(Saridewi2, 2010) : Understanding of motivation, both in employees and from the environment will be able to help in improving performance. In this case, a manager needs to direct motivation by creating working conditions (climate) through the formation of a work culture so that employees feel motivated to work harder so that the performance achieved is also high. Giving motivation must be well directed according to priority and can be well received by employees, because motivation

cannot be given to every employee with a different form.

Leadership style

Principal leadership is the principal's ability to mobilizing, mobilizing, guiding, protecting, exemplifying, encouraging, and providing assistance to human resources in a school so that they can be maximally utilized to achieve predetermined goals (Wahjosumidjo, 2005, p. 83) dalam (Ester Manik et al., 2011). Charteris Black (2007) says: "leadership is a process whereby an individual influence a group of individuals to achieve a common goal". Charteris Black explains that leadership is a process where individuals influence a group of individuals to achieve common goals. The task-oriented leadership style according to Wahjosumidjo (1995: 63) in practice is "providing guidance, supervision, instilling confidence in the importance of carrying out tasks to subordinates, and prioritizing attention to the implementation of teacher duties that must be carried out properly, following established rules and referring to expected work performance standards.

Leadership Style is a means and approach to providing direction, implementing plans, and motivating people. As seen by teachers, it includes a total pattern of explicit and implicit actions taken by their leaders (Newstrom, Davis, 1993). The first major study of Leadership Styles was carried out in 1939 by Kurt Lewin who led a group of researchers to identify different Leadership Styles (Lewin, Lippit, White, 1939). This early study remains quite influential because it forms three main Leadership Styles: (US Army, 1973): Authoritarian or autocratic - leaders tell their teachers what to do and how to do it, without getting their advice participatory or democratic - leaders include one or more teachers in the decision-making process, but the leader usually retains the final decision-making authority delegative or laissez-fair (non-control) - the leader allows the teacher to make decisions, but the leader is still responsible for the decisions made. Although good leaders use all three styles, with one of them usually dominant, bad leaders tend to stick with one style, usually autocratic.

Herzberg et al., 1959: To gain a deeper understanding of how school principals' style (transformation-leadership and transactional leadership) effect teachers' occupational perception, we have to understand the work environment created by each principal's style and its effects on teachers' occupational perception. According to the two-factor theory (Herzberg et al. Explain: Herzberg et al., 1959 Herzberg, F., Mausner, B. and Snyderman, B. (1959), *The Motivation to Work*, John Wiley, New York, NY To gain a deeper understanding of how principals' styles (transformational leadership and transactional leadership) affect teacher job perceptions, we must understand the work environment created by each principal's style and its effect on teacher job perceptions.

According to the two-factor theory (Herzberg et al., 1959): Leadership style is a process to influence that is carried out by someone in managing their group members to achieve organizational goals. So leadership is a form of strategy or theory of leadership, which is undoubtedly done by people we usually call leaders. Therefore the right leadership style principals can influence and motivate teachers to achieve specific goals especially in the present time as is unusual, now teachers and students lose communication, as usual, more often using learning media, here also principals are required to have competence so that teachers can carry out their tasks online or use technology so that the learning process continues. Leadership style is an influencing style process that a person does in managing his group members to achieve organizational goals. So the leadership style is one form of leadership strategy or theory that is undoubtedly carried out by people who we usually call leaders. Therefore, the right leadership style of the principal can influence and motivate teachers to achieve certain goals, especially in the present as it is unusual, now teachers and students lose communication, as usual, use learning media more often, here also the principal is required to have competence. so that teachers can carry out their duties online or use technology so that the learning process continues

Inspirational, and instructional leadership styles can provide positive school-based leadership.

There is evidence that an integrated leadership approach has beneficial effects on teacher job satisfaction and overall student achievement. Integrated leadership models that include behaviors from transformational, transactional, Lewin (2019) says: "Leadership is the most fundamental process and at the same time underlies the development of leadership classifications that occur now and in the future". Lewin explained that leadership is the most fundamental process and at the same time underlies the development of leadership classifications that occur today and in the future.

Ordway Tead (2018) says: "Leadership is an activity in influencing others to want to work together to achieve the desired goals". Ordway Tead explained that leadership is an activity in influencing others to be willing to work together to achieve the desired goals.

Leadership style shows a person directly or indirectly, regarding the belief in the abilities of his subordinates. This means that Leadership Style is a description of a person's behavior and strategy as a result of a combination of philosophies, skills, attitudes, and traits that are often applied by a leader when trying to influence the performance of his subordinates.

This style involves the leader including one or more teachers in the decision-making process (determining what to do and how to do it). Using this style is mutually beneficial as it allows them to be part of the team and allows using this leadership style only to make better decisions.

Terry (2018) said: "Leadership is a close relationship that exists within a person or leader, influencing others to work together consciously in the relationship of tasks to achieve the leader's wishes". George Terry explained that leadership is a close relationship that exists within the person or leader, influencing others to cooperate consciously in the task relationship to achieve the leader's desires. Gaya Kepemimpinan adalah cara dan pendekatan untuk memberikan arahan, mengimplementasikan rencana, dan memotivasi orang. Seperti yang terlihat oleh guru, itu termasuk pola total tindakan eksplisit dan implisit yang dilakukan oleh pemimpin mereka (Newstrom, Davis, 1993).

Studi besar pertama Gaya Kepemimpinan dilakukan pada tahun 1939 oleh Kurt Lewin yang memimpin sekelompok peneliti untuk mengidentifikasi Gaya Kepemimpinan yang berbeda (Lewin, Lippit, White, 1939). Studi awal ini tetap cukup berpengaruh karena membentuk tiga Gaya Kepemimpinan utama: (A.S. Army, 1973): Otoriter atau otokratis - pemimpin memberi tahu gurunya apa yang harus dilakukan dan bagaimana melakukannya, tanpa mendapatkan saran mereka partisipatif atau demokratis - pemimpin mencakup satu atau lebih guru dalam proses pengambilan keputusan, tetapi pemimpin biasanya mempertahankan otoritas pengambilan keputusan akhir delegatif atau laissez-fair (bebas-kontrol) - pemimpin memungkinkan guru untuk membuat keputusan, namun pemimpin masih bertanggung jawab atas keputusan yang dibuat. Meskipun pemimpin yang baik menggunakan ketiga gaya, dengan salah satu dari mereka yang biasanya dominan, pemimpin yang buruk cenderung bertahan dengan satu gaya, biasanya otokratis.

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Methods

In carrying out this research, the research design used to determine the effect of the principal's

leadership style, work culture and work motivation on teacher performance is a hypothesis testing research. This research uses quantitative research methods and research design in the form of influence studies, to determine the effect between two variables, namely the independent variable Principal Leadership Style (X1), Work Culture (X2), Motivation (X3) and the dependent variable teacher performance (Y). This research was conducted at the Department of Youth and Sports Education, Karawang Regency, which consists of 30 koorwillcambidik and 926 schools. The population consisted of 8,813 public elementary school teachers who were taken as a sample of 399 teachers. To determine how many samples were taken, the Slovin formula was used (Sevilla et.al, 2007; 182). with a sampling technique, namely multistage random sampling, is a method of taking samples using a combination of 2 (two) or more different sampling methods.

Results

The Office of Youth and Sports Education in Karawang Regency consists of 30 coordinating regions, with a total of 926 primary schools with a total teacher population of 8,813 people and a research sample of 399 public primary school teachers. Significance and Linearity Test of Teacher Performance Regression Equations on Leadership Style (Y over X1). The Teacher Performance Regression Equation for Leadership Style (Y over X1) can be seen in the following spss output:

Table 1. Koefiesin Regresi Y to X1

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1 (Constant)	70.384	5.003			14.067	.000
Principal Leadership Style (X1)	.604	.033	.677		18.352	.000

. Dependent Variable: Teacher Performance (Y)

From the calculated data for the compilation of the regression equation model between Teacher Performance and Leadership Style, the regression constant is $a = 70.384$ and the regression coefficient $b = 0.604$. Thus, the simple regression equation model relationship is $Y^{\wedge} = 70.384 +$

$0.604 X1$. Before the regression equation model is further analyzed and used in drawing conclusions, it is necessary to test the significance and linearity of the regression equation. The results of the calculation of the significance and linearity test

are arranged in the ANOVA table as shown below:

Overall results of the regression significance and inearity tests are summarized in the following table.

Table 2 Summary of the results of the test of significance and linearity of regression

Table 2 Summary of the results of the test of significance and linearity of regression

Reg	Persamaan	Regresi		Linieritas		Conclusion
		F _{hitung}	$\frac{F_{table}}{\alpha = 0,01}$	F _{hitung}	$\frac{F_{table}}{\alpha = 0,05}$	
Y atas X ₁	$\hat{Y} = 70,384 + 0,604 X_1$	336,786	3,86**	0,831	1,30 ^{ns}	Significant
Y atas X ₂	$\hat{Y} = 52,384 + 0,695 X_2$	345,437	3,86**	1,174	1,31 ^{ns}	Significant
Y atas X ₃	$\hat{Y} = 58,907 + 0,667 X_3$	345,437	3,86**	0,985	1,32 ^{ns}	Significant
X ₃ atas X ₁	$\hat{X}_3 = 84,536 + 0,459 X_1$	134,061	3,86**	0,953	1,30 ^{ns}	Significant
X ₃ atas X ₂	$\hat{X}_3 = 67,447 + 0,549 X_2$	170,686	3,86**	1,154	1,31 ^{ns}	Significant
X ₂ atas X ₁	$\hat{X}_2 = 90,425 + 0,441 X_1$	121,066	3,86**	0,962	1,30 ^{ns}	Significant

Note: **: Very significant ns: Non significant (linear regression)

The results showed that Hypothesis H03 is rejected and Hypothesis Ha3 is accepted or in other words, the leadership style variables of the principal, work culture and motivation simultaneously affect the performance of elementary school teachers in Karawang district, so this means that leadership style and wor culture motivation simultaneously I nfluence teacher performance. Karawang district primary school. The more teachers increase, the teacher's performance will also increase and vice versa if the leadership style of the principal, work culture and motivation decreases, the teacher's performance will also decrease.

Based on the determination coefficient test in this study, it was found that 24.8% of the performance of public elementary school teachers in Karawang district could be explained by the leadership style of the principal, work culture and motivation. The

results of the analysis carried out were still 75.2% of the variations that occurred in teacher performance could be explained by other factors besides the principal's leadership style, work culture and motivation which were not analyzed in this study, such as the ability of teachers in teaching. develop professionalism, availability of supporting facilities.

Apart from the leadership style of the principal, optimal teacher performance can also be obtained through encouragement from within or from outside the teacher himself. Encouragement from within the teacher can be in the form of a teacher's sense of responsibility in carrying out assignments, carrying out tasks with clear targets, having clear and challenging goals, having feedback on the results of their work, having a feeling of pleasure at work, always trying to outperform others, give priority to the

achievement of what is done. And encouragement from outside the teacher can be an effort to meet the needs of life and work needs, the pleasure of getting praise from the work done, the hope of wanting to get incentives, and the hope of getting attention from friends and superiors.

As professional teachers in the field of education, teachers must have the drive to always strive to develop their abilities against various innovations in learning activities, make improvements and adjustments to developments in science and technology, and seek solutions to various problems faced in learning. Encouragement from outside the teacher, apart from being obtained through encouragement from the principal, can also be obtained through the existence of various facilities or supporting infrastructure in carrying out the learning process that is relevant to the learning material, as well as learning tools and media to support and facilitate students' understanding of material taught.

The teacher also always tries to find and find the best learning models, but all of this really depends on the availability of supporting facilities needed in the learning process. In fostering and developing the performance of a teacher, moral and material support is a very determining factor. Giving motivation and appreciation from school leaders for the various efforts of teachers to improve professionalism, will have a positive impact in developing teacher interest and work activities. In addition, the provision of various learning tools according to the needs of teachers in each subject will further motivate teachers to do their best in achieving the learning objectives that have been set.

Through the leadership style of the school principal, the principal has a very high standard of moral and ethical behavior, and can be relied on to do the right thing so that it can be described as leader behavior that creates a sense of admiration, respect and at the same time trusting the leader in his followers. The charisma possessed by the principal is an important component of the leadership style. Teachers will have confidence and trust control under a charismatic school principal. Through charisma, in addition to arousing respect, the principal can inspire loyalty

and perseverance, as well as instill pride and loyalty.

One of the other abilities the principal must have in his leadership style is the ability to motivate the teachers he leads. The principal as a leader must be able to communicate high expectations for the performance of teachers, inspire them through motivation to be loyal, and be part of a shared vision in the educational unit. Team spirit is enhanced, principals use symbols and emotional appeal to focus teachers' efforts in carrying out assignments.

Through intellectual stimulation, principals stimulate teachers to be creative and innovative and stimulate belief in values, it encourages teachers to develop innovative ways to deal with organizational problems and engage in careful decision making. Intellectual stimulation is an attempt by teachers to solve problems and influence teachers to see these problems through a new perspective.

With the leadership style of the principal who must demonstrate the ability to make decisions, motivate, communicate, control subordinates, the responsibility to control emotions in carrying out tasks towards the teacher, so that the teacher is able to increase their competence. Thus work culture can influence teachers to carry out accountability, adaptability, collaboration, commitment, effective communication, empowerment, flexibility, good morals, professionalism, trust, continuous quality improvement, respect for teachers in carrying out their duties. motivation must further improve teacher performance in the implementation of intensity, direction, persistence of achievement, recognition, responsibility and all work must be resolved. This will not happen if the teacher's performance shows, implements, work quality, work accuracy, initiative, ability, communication in carrying out its main duties and functions as a professional teacher.

Thus, the principal's leadership style, work culture and motivation are very important factors in improving teacher performance. Public elementary school teachers in Karawang Regency must improve their performance in order to carry out and carry out their duties and functions as professional teachers. Based on the descriptive

statistical research results, it was found that the leadership style of the principal, work culture and motivation towards the work of elementary school teachers in Karawang Regency, has a very positive effect, so that it will have an impact on teacher performance with significant changes.

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