

What Does Statistically Factors That Influence of Vocational Teachers' Performance in Batam as Maritime Environment?

Rustam Effendy Pohan^{1*}, Hadriana Hadriana², and Sumarno Sumarno³
^{1,2,3}University of Riau, Pekanbaru City, Indonesia

Abstract. The teacher is the role model in the education unit and has a strategic role in improving the quality of education by developing an organizational culture, a comfortable work environment, and providing motivation and discipline. The research aimed to measure the impact of organizational culture, work environment, work motivation, and work discipline on the performance of school principals. Using a questionnaire on a Likert scale, 41 teachers from Batam City vocational high schools were surveyed. The results indicated that: (1) organizational culture had a partially significant effect on performance, with a Sig value of $0.346 > 0.05$; (2) work environment had a partially significant effect, with a Sig value of $0.042 < 0.05$; (3) work motivation had a partially significant effect, with a Sig value of $0.691 > 0.05$; (4) work discipline had a partially significant effect, with a Sig value of $0.280 > 0.05$; (5) the independent variables significantly influenced the dependent variable, with a Sig value of $0.000 < 0.05$; (6) the independent variable accounted for 36.1% of the variance in the dependent variable, while 63.9% was influenced by other variables, with an adjusted R Square value of 0.361 or 36.1%. Therefore, it can be concluded that all variables studied significantly impacted the performance of school principals. The research employed quantitative methods to answer the research questions and achieve its objectives.

1 Introduction

Teacher performance is a very important factor that must be improved and evaluated continuously because teacher performance has an influence on improving the quality of education, both at the national level, provincial level and at the educational unit level. Teacher performance can also be interpreted as the level of success of teachers in carrying out their main tasks effectively and efficiently. Teacher performance can also be understood as a form of real contribution in improving the quality of education in accordance with the rights and responsibilities of teachers based on performance standards that have been set during a certain period in the framework of achieving educational goals[1]. Educational personnel, particularly teachers, play a crucial role in determining the success of educational goals. These teachers directly interact with students and provide guidance to produce the desired outcomes. Teachers serve as human resources who plan, act, and participate in establishing national education goals, as mandated by law. To support teacher activities, a favorable school climate and positive relationships between all parties involved in the school are essential, including parents, the community, fellow teachers, the government, and other stakeholders.

Teacher work assessment can be interpreted as a way to measure individual contributions to the organization where they work [2]. Teacher performance assessment can

* Corresponding author: pohan.rustam@gmail.com

also be understood as a systematic picture or description of the related strengths and weaknesses of a person or group. The effectiveness of a teacher's performance can be measured by comparing their actions to their responsibilities in the areas of planning and implementing learning, evaluating the implementation, and carrying out learning improvement and enrichment. Following observations at nine vocational schools in Batam City, it has been noted that the learning plans implemented by teachers may not be optimal, as demonstrated by inaccuracies in the administration of learning, such as delays in submitting syllabi for teaching materials and the widespread use of outdated materials without being updated from the previous semester or academic year. In the implementation of learning carried out in the classroom, it was found that some teachers had not carried out creative planning and learning processes, pupils and students lacked collaboration, lack of innovation in carrying out learning in the classroom and outside the classroom, teachers had not used learning media and technological functions to create good learning conditions. Interestingly, some teachers are still not used to receiving criticism, suggestions and evaluation of learning outcomes from colleagues, if they do not match their perceptions.

Organizational culture, both business organizations and educational organizations, is an important instrument in the running of an organization so that organizational goals can be achieved effectively in accordance with set expectations. The existence of a broad culture has a strong influence on the structure and function of the organization. Every organization has a different organizational culture even though they carry out the same function. Meanwhile, each individual in an organization cannot be separated from the essence of the cultural values they adhere to, which will ultimately synergize with the organizational tools, technology, systems, strategy and lifestyle of the organization so that human resources in the organization must be balanced and harmonized so that the organization can continue to exist and developing according to the demands of the times.

Organizational culture refers to the set of shared meanings that differentiate an organization from others and is formed by a system of key characteristics valued by the organization [3]. The formation of organizational culture is influenced by various elements, such as the business environment, values, heroes, rituals, and cultural networks. These elements must be considered to establish and maintain shared values, which are basic beliefs that are shared by all members to achieve organizational goals. Organizational culture must be intentionally developed and passed down from one generation to the next, as it is not self-created but rather formed through mutual understanding and continuous habituation. A positive organizational culture will create a conducive work environment, this will provide motivation for all teachers in the school and the community in the school environment. A culture of respect will stimulate a teacher to excel when his performance is appreciated, especially when he is given an award from the principal, conversely if his efforts are not appreciated then the teacher will not try to excel, but will reduce his work enthusiasm.

Education units must provide a comfortable and conducive work environment, which is able to trigger teachers to work productively. Providing a comfortable work environment will be able to provide satisfaction to all teachers with the work they do and provide a deep impression for teachers which in turn will motivate teachers to have better performance. Research on the work environment conducted by [4] explains that teachers expect a comfortable work environment that can pamper teachers when working at school. Several conditions arise in the work environment that are less comfortable, such as those that can be found in the teacher's work desk area, lots of files scattered around the teacher's work desk, uncomfortable room temperatures in several teacher work spaces due to the unavailability of room temperature regulation, large Insufficient work space limits teacher movement. This needs to be a concern for improvements so that the work environment truly provides comfort in working for teachers [5] and [6].

Motivation plays a crucial role in driving individuals towards achieving their goals. It involves a set of attitudes and values that influence how people approach their goals, and it encourages them to work towards achieving them. A motivated person is willing to make significant efforts to achieve the production goals of their workplace and organization. They share the same values and beliefs as their colleagues, and this shared sense of purpose can be a powerful tool for success. However, simply wearing a uniform is not enough to create a sense of pride or shape the image of the organization in schools. Wearing a uniform must be a symbol of pride, a tool for control, and a means of shaping the organization's image. Motivation is a crucial factor that supports teacher performance in educational institutions. It helps each person to work professionally and loyally, resulting in optimal performance. According to motivation is the self's desire to put in high effort towards organizational goals to meet individual needs. [3]. The behavior of motivated teachers in the organization is characterized by their level of engagement and enthusiasm. The motivation to make changes in implementing an independent curriculum must be possessed by school principals and teachers so that learning can be carried out successfully with the mindset of quality human resources [7]. In the field, we often see several teachers who are motivated to complete their tasks on time, which ensures the absorption of the knowledge taught by students. This is evident from the students' achievement of the minimum score for each subject. Teachers who are motivated to teach will strive to help every student succeed in achieving their targets, and completing them within the specified time.

One important factor in an institution is the discipline of all teaching staff and staff [8]; [9]; and [10]. Teachers can greatly benefit from discipline in developing both general and technical skills. It is hoped that the discipline implemented will instill a positive mental attitude in teachers, serving as the foundation for efforts to increase their productivity in the organization. The progress and setbacks of an organization affect its workforce, both directly and indirectly, so maintaining and increasing organizational progress must be the main goal of every workforce, from leadership to the lowest level. Discipline is a key factor in achieving learning goals, and disciplined teachers can have a positive impact on student development. Therefore, teachers must be dedicated and highly responsible, and possess the ability to influence thought patterns, have broad insight, and be competent in education, science, methodology, or the discipline they teach.

Previous research results show that organizational culture and work discipline can improve employee performance [11] and [12]. Furthermore, research conducted by [13] revealed that the variables of work discipline, organizational culture and work environment influence teacher performance. Also revealed that work motivation and organizational culture variables can influence teacher performance at MAN Sukodomo Lumajang [14]. Apart from that, another variable that influences teacher performance is the work environment [15]. The results of other previous research findings reveal that organizational culture, work discipline, work motivation and work environment variables influence teacher performance [16]; [9]; and [17]. Based on the findings above, the aim of this research is to analyze whether the variables of organizational culture, work discipline, work motivation and work environment influence the performance of State Vocational School teachers in Batam City.

2. Method

The research design used in this research are quantitative research using primary data sources, which are data sources obtained from research objects, by distributing questionnaires to respondents. Defines that survey method involves using questionnaires as a research tool to study large or small populations [18]. However, the data collected are based on samples taken from the population, which allows for the determination of relative incidence, distribution, and relationships between variables, both sociological and

psychological in nature. This study was conducted at nine state vocational schools in Batam City from August to September 2023. The subjects of this research were 41 teachers who taught at State Vocational Schools in Batam City with a random research sample determination technique. This research variable consisted of the independent variable (X), which consisted of organizational culture variables (X1), work discipline (X2), work motivation (X3), and work environment (X4), and the dependent variable (Y) consisted of teacher performance variables. Data collection techniques use research instruments, quantitative or statistical data analysis, with the aim of testing the hypotheses that have been proposed. The instrument used has been tested for validity (r Product Moment) and reliability (Cronbach's Alpha) with SPSS Version 20 statistics with the results of the Cronbach's alpha reliability test calculation being 0.935 greater than 0.227, so this research instrument is declared reliable. The study employed statistical techniques to analyze the data and evaluate the impact of various variables on teachers' performance. To arrive at the results, the researchers carried out classical assumption tests, including normality and homogeneity tests, multicollinearity tests, heteroscedasticity tests, multiple linear regression, and hypothesis tests such as T (partial) tests, F (simultaneous) tests, and coefficient of determination (R2) analysis using the SPSS version 21 software application.

3 Finding and Discussions

3.1 Finding

The outcomes of this research are accounts of the investigative activities conducted in the field, including the validation of research tools, such as validity and reliability tests, classical assumption tests, including normality and homogeneity tests, multicollinearity tests, and heteroscedasticity tests, and multiple linear regression, as well as hypothesis testing, including the t-test (partial), F-test (simultaneous), and coefficient of determination test (R2), which were analyzed using statistical techniques in the SPSS version 21 application. The results of these tests are as follows:

3.1.1 Normality Test

The normality test was carried out on the basis of decision making; if the significant value was > 0.05 , then the residual value was declared to be normally distributed. However, if the significance value is < 0.005 , the residual value is declared non-normally distributed.

Table 1. Testing Result of *One Sample Kolmogorov Simirnov*

		Unstandardized Residual
N		41
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	,09424220
Most Extreme Differences	Absolute	,087
	Positive	,087
	Negative	-,074
Kolmogorov-Smirnov Z		,554
Asymp. Sig. (2-tailed)		,919

Based on the above table, it can be concluded that the research data are normally distributed. This can be observed in the Sig values. (2-tailed) is $0.919 > 0.05$; thus, the residual value is normally distributed. This means that the research data were declared to be normally distributed.

3.1.2 Homogeneity Test

The basis for decision-making in the homogeneity test is that if the Sig value is > 0.05, then the research variance is homogeneous. The following is a homogeneity test using Levana statistics.

Table 2. Statistical Levana Homogeneity Test Results

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
3,705	4	200	,066

Based on the above table, the variance in this research data is not homogeneous. This is because the results of statistical processing show the Sig value. is $0.066 > 0.05$; therefore, the research data group consisting of variables X and Y is homogeneous.

3.1.3 Multicollinearity Test

The goal of the multicollinearity test is to determine if the regression model has found a correlation between independent and dependent variables. If the standard error is large, the t-count will be smaller than the t-table, and to check for multicollinearity, the tolerance and variance inflation factor (VIF) values can be used. The tolerance value measures the variability of a variable that cannot be explained by the other variables, and a low tolerance value or a high VIF value above 10 indicates high collinearity. The cut-off value used was a tolerance value of 0.10 or a VIF value above 10.

Table 3. The Result of Muticollinearity Test

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,229	,738		4,377	,000		
	X 1	-,191	,207	-,225	-,925	,361	,273	3,668
	X 2	,261	,128	,532	2,041	,049	,238	4,209
	X 3	,045	,119	,088	,374	,711	,294	3,406
	X 4	,219	,189	,272	1,162	,253	,293	3,411

The results of the multicollinearity test in the table show that there is no multicollinearity in any of the independent variables. Specifically, the organizational culture variable has a tolerance value of 0.273, which is greater than the acceptable threshold of 0.10, indicating that there is no multicollinearity with other research variables. Similarly, the VIF value for each variable was below 10, indicating that there was no multicollinearity with the other research variables. The work environment variables had tolerance values of 0.238 and 0.293, respectively, which were both greater than 0.10, indicating that there was no multicollinearity with other research variables. The VIF values for these variables were also below 10, indicating that there was no multicollinearity with the other research variables. Finally, the work motivation and work discipline variables had tolerance values of 0.294 and 0.293, respectively, which were both greater than 0.10, indicating that there was no multicollinearity with other research variables. The VIF values for these variables were also below 10, indicating that there was no multicollinearity with the other research variables.

3.1.4 Heteroscedasticity Test

The heteroscedasticity test aims to test whether there is an inequality of residual variance between one observation and another in a regression model. The basis for decision-making in this test is that if the significance value is ≥ 0.05 , then it can be concluded that there is no

heteroscedasticity problem; however, if the significance value is <0.05 , then it can be concluded that there is a heteroscedasticity problem.

Table 4. The Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,141	,419		,336	,739
	Budaya	,066	,118	,172	,564	,576
	Lingkungan	-,039	,073	-,174	-,532	,598
	Motivasi	-,086	,068	-,373	-1,271	,212
	Disiplin	,043	,107	,117	,398	,693

The results of the heteroscedasticity test in the table above show that there is no heteroscedasticity in the research variables when the Sig value of all research variables is greater than 0.05. This can be seen in variable X1 for organizational culture with a Sig value of 0.576 $>$ 0.005, and X4 for work discipline with a Sig value of 0.639 $>$ 0.05, so it can be concluded that heteroscedasticity does not occur in the research variables.

3.1.5 T-Test (Partial)

A (partial) test is performed to determine whether each independent variable (X1, X2, X3, X4) influences variable Y. The basis for making the t-test decision is that If the Sig value is $>$ 0.05, or t count $>$ t table, then there is an influence of variable X on variable Y. If the Sig value is $<$ 0.05, or the t count $<$ t table, then there is no influence of variable X on variable Y.

Table 5. T-Test (Partial)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,256	,747		4,358	,000
	Budaya	-,199	,209	-,233	-,955	,346
	Lingkungan	,271	,128	,551	2,111	,042
	Motivasi	,048	,120	,094	,400	,691
	Disiplin	,209	,190	,258	1,098	,280

The table above shows that not all independent variables have an effect on variable Y

- a) a) Statistical results show that the organizational culture variable has a Sig value of 0.346 $>$ 0.05 or a calculated t value of 0.955 $<$ t table of 0.680, so it can be concluded that the organizational culture variable has an influence on the performance of State Vocational School teachers in Batam.
- b) b) Statistical results show that the work environment variable has a Sig value of 0.042 $<$ 0.05 or a calculated t value of 2.111 $>$ t table of 0.680, so it can be concluded that the work environment variable has an influence on the performance of State Vocational School teachers in Batam.
- c) c) Statistical results show that the work motivation variable has a Sig value of 0.691 $>$ 0.05 or a calculated t value of 0.400 $<$ t table of 0.680, so it can be concluded that the work motivation variable has an influence on the performance of State Vocational School teachers in Batam.
- d) d) Statistical results show that the work discipline variable has a Sig value of 0.280 $>$ 0.05 or a calculated t value of 1.098 $>$ t table of 0.680, so it can be concluded that the work discipline variable has an influence on the performance of State Vocational School teachers in Batam.

3.1.6 F-Testing (Simultan)

The F test (simultaneous) was carried out to determine whether the independent variables (X1, X2, X3, X4) influenced variable Y simultaneously. The basis for making the t-test decision is If the Sig value < 0.05, or F calculated > F table, then there is an influence of all variables X on variable Y simultaneously. Conversely, If the Sig value is > 0.05, or F is calculated < F table, then there is no simultaneous influence of variable X on variable Y. The results of the multiple regression F test (Simultaneous) were based on the results of SPSS analysis.

Table 6. F Test Results (Simultaneous) Multiple Linear Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,263	4	,066	6,655	,000 ^b
	Residual	,355	36	,010		
	Total	,618	40			

The table reveals that the Sig value is less than 0.05, or the calculated F value is greater than the critical value of 2.600, indicating that all variables have a significant effect on variable Y. In other words, each variable has an impact on the performance of state vocational school teachers in Batam, as the Sig value for each variable is greater than 0.05.

3.1.7 Coefficient of Determination Test (R2)

The purpose of the coefficient of determination (R2) is to measure how far a model explains the variations in the dependent variable, where the coefficient of determination value ranges between zero and one. A coefficient value close to one indicates that the independent variable, in this case, the variables (X1, X2, X3, X4), provides almost all the information needed to predict the dependent variable (Y). The following are the results of the SPSS analysis.

Tabel 7. The Coefficient of Determination (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,652 ^a	,425	,361	,09934

The results in the table above reveal that the adjusted R Square value (coefficient of determination) was 0.361 or 36.1%. This implies that all variables have a 36.1% influence on the dependent variable (Y), while 63.9% is influenced by other variables that were not examined in this study. The results of the above tests indicate that the variables of organizational culture, work environment, work motivation, and work discipline do not significantly impact the performance of State Vocational School teachers in Batam, Riau Islands Province, Indonesia.

3.2 Discussion

The results of this study include the results of the t-test (partial), which explains the influence of each research variable consisting of variables (X1, X2, X3, X4) on the dependent variable (Y). The independent variable consists of 4 variables which include the influence of organizational culture as a variable on teacher performance, the influence of the work environment as a variable on teacher performance, the influence of work motivation as a variable on teacher performance, and the influence of work discipline as a variable on teacher performance. Meanwhile, the endogenous variable, known as the

dependent variable, consists of the performance of Batam City Vocational School teachers as variable Y1.

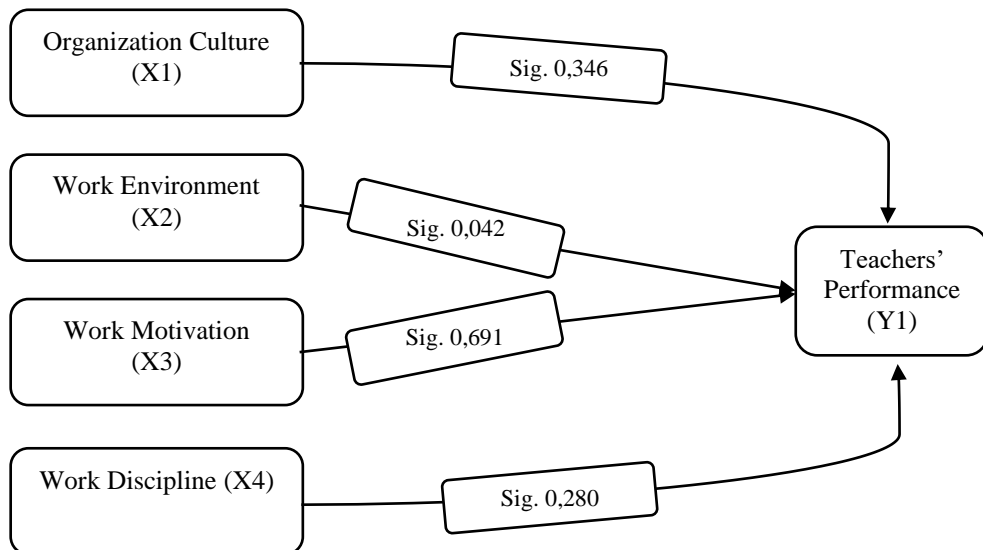


Fig. 1. The Influence of Variabel X Toward Variabel Y

The above image displays that every variable X has a Sig value greater than 0.005. In the organizational culture variable (X1), the Sig value is 0.346, which implies that the organizational culture of Batam State Vocational School influences teacher performance by 34.6%, and 65.4% is impacted by other independent variables. Additionally, the work environment variable (X2) has a Sig value of 0.042, indicating that the work environment at Batam State Vocational School has a minimal influence on teacher performance, although it still affects teacher performance by 4.2%, while 95% and 8% are impacted by other independent variables.

The teacher motivation variable (X3) has a Sig value of 0.691, meaning that the level of teacher motivation at Batam State Vocational School is high and can influence teacher performance by 69.1%, with 30.9% influenced by other independent variables. However, it is worth noting that the influence of teacher motivation on carrying out main tasks is much greater than the influence of other independent variables. Furthermore, the variables and/or aspects of work discipline also greatly impact the level of teacher performance at Batam State Vocational School. This is evident from the Sig value of $0.280 > 0.005$, which indicates that 28% of the level of teacher performance is influenced by the level of teacher discipline at Batam State Vocational School, while 63% is influenced by other independent variables.

The output results shown in the figure above also explain that the teacher motivation variable (X3) of the four independent variables has the highest influence on the level of teacher performance in carrying out their main tasks at Batam State Vocational School. The influence of variables and/or aspects of teacher motivation in carrying out their duties reached 69.1%, which was much greater than the influence of other independent variables, such as the influence of organizational culture, work environment variables, and teacher work discipline variables at Batam State Vocational School. The results of Agustina also show that teacher motivation plays a very important role in improving teacher performance. [19]. However, the difference in this research lies in the fact that it fosters teachers' self-motivation in carrying out their main tasks as a measure of their level of performance.

Research conducted at the Batam State Vocational School revealed that the organizational culture that has been built on the principle of kinship influences teacher motivation. Meanwhile, in research by Agustina, teacher motivation grew because of the reward system given by leadership to teachers [19].

Previous research by Aisyah and Ismah also revealed that teacher motivation significantly influences teacher performance [20]. The research indicators measured are intrinsic motivation, namely motivation that grows from within the teacher himself, and extrinsic motivation, namely motivation that comes from outside the teacher himself at SMK Negeri 3 Sinjai. The results of this study are in line with those of [21]. However, the two studies above are different from the educational level at which the research was conducted, so that the teacher performance indicators measured were also different between the vocational school education level and the vocational school education level. However, empirically, all the previous research presented above explains that teacher motivation has a strong significance on teacher performance in carrying out their main tasks and/or additional tasks in the school environment.

The F test results, which were obtained through the SPSS application, show that the calculated F value is 6.655, which is greater than the critical value of 2.600. This indicates that the variables organizational culture (X1), work environment (X2), work motivation (X3), and work discipline (X4) have a significant influence on the teacher performance variable (Y) simultaneously. The results of the F test are supported by the determination test (R²), which shows that all variables influence the dependent variable teacher performance (Y) by 36.1%, while 63.9% is influenced by other variables that were not detected in this research. The accumulation of determination tests does not fall into the high influence category.

In the organizational culture variable (X1), the Sig value consists of 0.346, where this value can be interpreted that the organizational culture found in Batam State Vocational School influences teacher performance by 34.6% and 65.4% is the influence of other independent variables. The results of previous research also show that organizational culture greatly influences the level of teacher performance at various levels of education in Indonesia. Research revealed that organizational culture significantly influences teacher performance at SD Negeri 06 Ciputat with a t-count of 5.875 which is greater than the t-table of 2.010 [22]. The results of previous research by Prayoga & Yuniati also revealed the same thing, where organizational culture significantly influences teacher performance [23]. However, the educational level of the subjects of this research is different from the results of research conducted at the Batam State Vocational School where the organizational values that are internationalized at the Batam State Vocational School are religion-based according to the type of education. Meanwhile, the results of research conducted by Prayoga and Yuniati were carried out at the high school level [23].

Furthermore, the work environment variable (X2) Sig value consists of 0.042 where this value can be interpreted that the work environment at Batam State Vocational School has very low influence on teacher performance even though this variable also influences teacher performance by 4.2% and while 95, 8% comes from the influence of other independent variables. The influence of variable X2 on variable Y is the lowest or smallest influence compared to the other three variables. This is because teachers at elementary school or vocational school level spend more time in the classroom accompanying students to learn due to the age and maturity level of the children. So the work environment is not the main factor in the level of teacher performance. However, aspects of the work environment can increase the teacher's sense of comfort in the workplace (in the teacher's office) which in turn influences teacher performance. This is in line with the research results that the work environment influences teacher performance, and reduces teacher stress [24].

The teacher motivation variable has a Sig value consisting of 0.691, where this value can be interpreted as meaning that teacher motivation at the Batam State Vocational School is very high so that it can influence teacher performance by 69.1% and 30.9% is the influence of other independent variables. The influence of teacher motivation variables in carrying out their duties reached 69.1%, where this influence was much greater than the influence of other independent variables such as the influence of organizational culture, work environment variables and teacher work discipline variables at Batam State Vocational School. The research results also show that teacher motivation plays a very important role in improving teacher performance [19]. However, the difference in this research lies in the aspect that fosters teacher self-motivation in carrying out their main tasks as a measure of their level of performance. Research conducted at the Batam State Vocational School revealed that what influences teacher motivation is the organizational culture which has been built on the principle of kinship. Meanwhile, in research teacher motivation grew because of the reward system given by the leadership to teachers [19].

The final variable is teacher discipline as an indicator that can improve teacher performance in schools, especially at the vocational school level. Empirically it has been proven that teacher discipline variables influence teacher performance at Batam State Vocational School. This is known from the Sign value which consists of 0.280 which is greater than 0.005. The results of this research are also in line with the results of research by [25] which revealed that teacher work discipline influences the level and quality of their performance in carrying out their three main duties as teaching staff and educators. The research results of [8] also reveal that teacher discipline is very important because it is one of the determining indicators of teacher performance. The results of this research prove that the determination test results show that 55.0% of teacher discipline aspects influence teacher performance. For this reason, further research needs to examine the relationship between other variables that can improve teacher performance, such as mastery of technology on teacher performance in Batam City. Because research by [26] shows that mastery of information technology influences the level of teacher performance at the high school level.

4 Conclusion

Based on the statistical analysis, organizational culture, work environment, work motivation, and work discipline had a partial effect on performance, with Sig values of $0.346 > 0.05$, $0.042 < 0.05$, $0.691 > 0.05$, and $0.280 > 0.05$, respectively. The independent variables significantly influenced the dependent variable, with a Sig value of $0.000 < 0.05$, and the independent variable accounted for 36.1% of the variance in the dependent variable, while 63.9% was influenced by other variables, with an adjusted R Square value of 0.361 or 36.1%. Therefore, it can be concluded that all variables studied significantly impacted the performance of school principals. The research employed quantitative methods to answer the research questions and achieve its objectives.

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