

# **Influence of School Leadership, Organizational Culture, Teacher Professionalism and Work Motivation Towards Teacher Performance In High Schools And State Vocational Schools In The Ile Ape Sub-District, Lembata Regency**

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## **Abstract:**

*The purpose of this study is to describe the leadership variables of the principal, organizational culture, teacher professionalism, work motivation, and teacher performance, analyze the principal's leadership variables, organizational culture, teacher professionalism, and work motivation simultaneously affect teacher performance, analyze the principal's leadership variables, organizational culture, teacher professionalism, and work motivation partially affect teacher performance and to find out and analyze among the principals' leadership variables, organizational culture, teacher professionalism and work motivation that have a dominant effect on teacher performance, in high schools and state vocational schools in the Ile Ape sub-district, Lembata Regency. The population in this study were all high school and state vocational teachers in the Ile Ape sub-district. totaled 87 people and the sample of this study amounted to 75 people. The sampling technique uses the Proportional Random Sampling method. The data analysis technique used is multiple regression analysis. The results showed that the principal's leadership, organizational culture, teacher professionalism, and work motivation simultaneously affect teacher performance, principal's leadership, organizational culture, teacher professionalism, and work motivation partially affect teacher performance, and school principal leadership has a dominant influence on teacher performance in high schools and state vocational schools in the Ile Ape sub-district, Lembata Regency.*

**Keywords:** *Headmaster Leadership, Organizational Culture, Teacher Professionalism, Work Motivation, and Teacher Performance.*

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## **I. Introduction**

Humans need education in their lives, Education is a conscious effort so that humans can develop their potential as a learning process and or other ways that are known and recognized by the community. National education aims to develop the potential of students to become people of faith and piety to God Almighty, noble morals, healthy, knowledgeable, competent, creative, independent, and become responsible and democratic citizens (UU No. 20 of 2003). In addition, this research was conducted to succeed in strengthening human resources, especially in the field of education in accordance with the objectives of Sustainability Development Goals (Natsir and Triatmanto, 2009). Regarding the role of the national education system, the government is required.

Government Regulation No.66 of 2010 regarding the management and organization of education the general provisions state many factors that influence or determine the achievement of educational goals that is, curriculum, facilities, and infrastructure, quality of the learning process, financing management, human Resource Management. Among these factors, educators or teachers are the dominant factors in determining the achievement of educational goals. Educators are qualified education personnel as teachers, lecturer, counselor, learning guardian, tutor, instructor, facilitator, and other designations according to their specificities, and participate in the administration of education.

Sutrisno (2015:176) states the achievement of educational goals begins with the success of the learning process. In the learning process, a teacher is required to always have an important role because the teacher directly interacts and meets students. Therefore, the existence of teachers who are professional and perform well is an absolute requirement for the creation of quality and quality education systems and practices. The teacher is not just teaching, more than that teachers are professional educators who must carry out their duties and responsibilities properly and with quality. The success of educators in the learning process is determined by the teacher's performance.

Bahari (2010:5) said that leadership is the process of influencing can lead to the behavior of subordinates. Behavior that is perceived positively by subordinates, will automatically lead to positive attitudes towards the institution. Conversely, if the behavior shown is considered negative then it will bring up a negative attitude from the subordinates. The emergence of a negative attitude will have an impact on decreased job satisfaction and decreased performance, on the contrary, a positive attitude will appear to have an impact on improving teacher performance. This opinion is the following research conducted by (Rahayu:2011). with the results of research that the principal's leadership has a positive and significant effect on teacher performance.

Rozaki (2016) said that another factor affecting teacher performance was the environment in which the teacher worked, including the organizational culture formed. As social beings, the teacher is inseparable from the various values and norms that exist in the school institution. Organizational culture can influence the way the teacher behaves, his orientation towards the task. how to partner with colleagues, and how to look at the future with insights determined by the norm, value, and trust. The norms of values and beliefs of each individual in an organization become a culture in the organization.

Tamayo in Usman (2010:15) states the understanding of professional teachers are people who have special abilities and expertise in the field of teacher training so that a teacher can carry out his duties and functions as a teacher with maximum ability. Teacher education qualifications are following the minimum requirements determined by the requirements of a professional teacher. Teacher and Lecturer Law No. 14 of 2005 explains that professional is work or activities carried out by someone and a source of income for life that requires expertise, finesse, or skills that meet certain quality standards or norms and require professional education.

Luthans (2008:158) argued that "Motivation is a process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive" Highly motivated teachers will view the various shortcomings in school as a challenge. He will try as much as possible to overcome the shortcomings. With good attention to the teacher, will lead to the motivation of teachers to make the best in doing tasks to foster commitment in doing quality and responsible work for the progress of the organization.

## **II. Literature Review**

Performance is a translation from English work performance or job performance or performance. In the Big Indonesian Dictionary performance is an accomplishment, the achievement is shown in workability(DEPDINAS:2003). Performance is highly correlated with work results. Hasibuan (2003:94) stating that work performance or achievement is a work result achieved by a person in carrying out the tasks assigned to him which is based on skill, experience, and sincerity as well as time. Performance is the performance of a person in carrying out the tasks entrusted to him both in quality and quantity by the function and position. Employee behavior is the behavior done by the employee to reach the organizational purpose (Respati and Amin, 2014).

Kartono(2011:135) explains that leadership is the ability to exert a constructive influence on others to make a cooperative effort to achieve the stated goals. Leadership is a very important factor in an organization because most of the successes and failures of an organization are determined by leadership in the organization. The importance of leadership as stated by James M. Black in management: a guide to executive command in Sadili (2006:278) states what is meant by leadership is the ability to convince and move others to want to work together brought leadership as a team to achieve a certain goal.

In the scope of culture that is in school, in line with the understanding of the organizational culture that is identical to school culture because the term organization exists in the school institution, company, parliament, government, education, and others. Brown, R (2004:89) defines school culture as follows: "definition oh the school culture, the time of values, cultures, safety practices, and organizational structures within a school that causes it to function and react in particular always". School culture is defined as the values, cultures, and convenience of organizational structures within a school that cause special functioning.

Kamarudin (2000:205) argues that professionals come from Latin, "profesia", jobs, expertise, position, professorship. A person involved in one of the special skills that must be learned. Jarvis in Sagala(2006:198) say professional can be interpreted that a person who performs professional duties is also an expert if that person specifically gets it from learning.

A person's work behavior is essentially determined by his desire to achieve certain goals. Desire is another term for motivation. According to Hasibuan (2003: 95) said that motivation comes from the basic motive, which has the meaning of a stimulant, desire, and driving force of one's willingness to work. Meanwhile according to Robbins (2007: 166) said that motivation is the willingness to spend a high level of effort on organizational goals which is conditioned by the willingness of the effort to meet some individual needs.

### III. Hypothesis

H1: Presumably Principal's Leadership, Organizational Culture, Teacher Professionalism, and Work Motivation simultaneously influence teacher performance.

H2: Principal's Leadership, Organizational Culture, Teacher Professionalism, and Work Motivation partially influence teacher performance.

H3: It is suspected that the Principal's leadership has a dominant effect on teacher performance.

### IV. Research Methods

Based on the purpose of this study, the design of this study was explanatory research with a quantitative approach, it means that the researcher tries to describe the causal link between the research variables and test the hypothesis that has been formulated (Singarimbun,2005:3). Explanatory research seeks to describe the relationship of hypotheses, explain the Principal's leadership, organizational culture, teacher professionalism, and work motivation. The picture will be found the relationship of each variable. The population in this study were all teachers in high schools and state vocational schools in the Ile Ape sub-district, Lembata Regency. which numbered 87 people, while the sample of 75 people in the form of a questionnaire. The sampling technique uses the Proportional Random Sampling method. The data collection method uses a questionnaire that has been tested for validity and reliability.

### V. Data Analysis Technique

Data analysis in this study uses descriptive analysis and multiple linear analysis. The equation model can be formulated as follows  $Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + b_4 X_4 + e$ . Information : Y= teacher performance, X1= principal's leadership, X2= organizational culture, X3= teacher professionalism, X4= work motivation, a= constant value, b= regression coefficient, e= Residual Error.

### VI. Research Results And Discussion

#### Description of Respondents

The number of respondents in this study was 75 high school and vocational school teachers in the Ile Ape sub-district of Lembata Regency with different characteristics. Therefore, grouping with certain characteristics is needed. The following is presented descriptive data of respondents based on their characteristics.

**Table 1 Characteristics of Respondents**

Identity of Respondents	Frequency	Percentage %
Male	41	55%
women	34	45%
amount	75	100%
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Age range		
< 30 years	26	35%
30 – 40 years	31	41%
.> 40 years	18	24%
amount	75	100%
<hr/>		
Level of education		
Diploma	4	5%
bachelor	71	95%
amount	75	100%
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Years of service		
< 10 years	24	32%
10 – 20 years	33	44%
>20 years	18	24%
amount	75	100%

#### Validity test

Based on the results of the validity test of all items statements of each variable obtained a probability value smaller than  $\alpha = 0.05$ . These results indicate that statement item of the principal's leadership variables, organizational culture, teacher professionalism, work motivation, and teacher performance in the questionnaire are valid because they can measure what should be measured.

#### Reliability Test

Based on the results of the reliability test shows that the principal's leadership variables, organizational culture, teacher professionalism, work motivation, and teacher performance have a reliability coefficient of 0.60. Thus, the instrument is feasible to be used in this study.

**Multiple Linear Regression Analysis**

**Table 2 Analysis of Multiple Linear Regression**

Variable	Regression Coefficient	t count	Sig.	Information
Principal's Leadership	0,467	4,762	0,000	Significant
Organizational culture	0,100	0,646	0,520	Not significant
Teacher Professionalism	0,323	3,571	0,000	Significant
work motivation	0,217	1,037	0,303	Not significant
Dependent Variable = Teacher Performance ( Y)				

Value of multiple linear regression constants 2,731, with the regression coefficient value of the principal's leadership variable 0,467, Regression coefficient values of organizational culture variables 0,100, Value of the regression coefficient variable Teacher professionalism 0,323, and the variable regression coefficient of work motivation 0,217. Then by referring to the formula of multiple linear regression equations.  $Y = a + b_1.X_1 + b_2.X_2 + b_3.X_3 + b_4.X_4 + e_i$ . can be formed multiple linear equations as follows  $Y = 2,731 + 0,467.X_1 + 0,100.X_2 + 0,323.X_3 + 0,217.X_4 + e_i$ . Where: Y = Teacher Performance, X1 = Principal Leadership, X2 = Organizational Culture, X3 = Teacher Professionalism, X4 = Work Motivation,  $e_i$  = Residual Error.

The significance of the multiple linear regression equation above has implications:

- a. Constant 2,731 implies that if the four independent variables include school principal leadership, organizational culture, teacher professionalism, and work motivation are absent. ( $X_1, X_2, X_3$  and  $X_4 = 0$ ) then the teacher's performance is at 2.731
- b. Regression coefficient X1 (principal's leadership) 0.467 is positive and means that there is a direct effect if an increase in the principal's leadership variable occurs then the trend is followed by an increase in teacher performance.
- c. Regression coefficient X2 (Organizational culture) 0.100 is positive and means that there is a direct effect if an increase in organizational culture variables will have a tendency followed by an increase in teacher performance.
- d. Regression coefficient X3 (teacher professionalism) 0.323 is positive and means that there is a direct effect, so if an increase in the teacher professionalism variable will have a tendency followed by an increase in teacher performance.
- e. Regression coefficient X4 (work motivation) 0,217 has a positive sign and means that there is a direct effect, so if an increase in work motivation variable will have a tendency followed by an increase in teacher performance.
- f. The coefficient of determination of 0.665 implies that the variables of Principal Leadership, Organizational Culture, Teacher Professionalism, and Work Motivation affect the performance of the high school and vocational high school teachers in the Ile Ape sub-district, Lembata Regency by 66.5%.

**VII. Hypothesis Testing**

**First Hypothesis**

**Table 3. Test results F Principal leadership, Organizational Culture, Teacher professionalism, and work motivation.**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1387.080	4	346.770	37.792	.000 <sup>a</sup>
	Residual	642.306	70	9.176		
	Total	2029.387	74			

From the calculation results of multiple regression analysis using SPSS is obtained F count 37.792 and probability 0,000, because the probability value is smaller than  $\alpha$  0.05 then the Principal's Leadership (X1), Organizational Culture (X2), Teacher Professionalism (X3) and Work Motivation (X4), Simultaneously influences Teacher Performance (Y). so it can be concluded that the principal's leadership, organizational culture, teacher professionalism, and work motivation simultaneously influence the performance of high school and vocational high school teachers in the Ile Ape sub-district of Lembata district statistically proven by  $\alpha$  5%.

**Second Hypothesis**

**Table 4. Partial regression coefficient test**

Variable	t <sub>stat.</sub>	t <sub>count</sub>	sig	Information
Principal's Leadership	4,762	1,99	0,000	Significant
Organizational culture	0,646	1,99	0,520	Not Significant
Teacher Professionalism	3,571	1,99	0,000	Significant
work motivation	1,037	1,99	0,303	Not Significant

Based on the calculation of the value of sig in the table above states that the principal's leadership variable (X1) and Teacher's Professionalism variable (X3) has a significant effect on teacher performance (Y), while organizational culture variables (X2) and work motivation variables (X4) do not have a significant effect on teacher performance (Y). thus partially does not affect it can be concluded that the second hypothesis is statistically with  $\alpha 5\%$ .

**Third Hypothesis**

**Table 5. Test Results for Dominant Variable Regression Coefficients**

Variable	b.	t <sub>stat.</sub>	t <sub>count</sub>	sig	$\alpha$	Information
Principal's Leadership	0,467	4,762	1,99	0,000	0,05	Significant
Organizational culture	0,100	0,646	1,99	0,520	0,05	Not Significant
Teacher Professionalism	0,323	3,571	1,99	0,000	0,05	Significant
work motivation	0,217	1,037	1,99	0,303	0,05	Not Significant

From the results of the calculation found the coefficient of principal leadership variables (X1) 4.762, organizational culture (X2) 0.646, Teacher professionalism (X3) 3.571, and Work Motivation (X4) 1.073. Thus organizational culture variables and work motivation variables do not influence teacher performance and Headmaster leadership variables and teacher professionalism variables significantly influence teacher performance. So from the results of the analysis above states that the more dominant influence on teacher performance is the principal's leadership variable (X1) 4,762 which means the sig effect on teacher performance. Thus the third hypothesis is statistically proven with  $\alpha 5\%$ .

**VIII. DISCUSSION OF RESEARCH RESULTS**

The discussion is directed to address the main research problems, namely the influence of school principal leadership, organizational culture, teacher professionalism, and work motivation on the teacher performance of high school and state vocational school teachers in the Ile Ape sub-district, Lembata district.

**Effects of Principal Leadership, Organizational Culture, Teacher Professionalism, And Simultaneous Work Motivation On Teacher Performance.**

The results of the analysis show that the Principal Leadership, Organizational Culture, Teacher Professionalism, and Work Motivation simultaneously influence the Performance of Teachers in High Schools and Vocational Schools in the Ile Ape District of Lembata Regency with a significant value of  $0,000 < 0.05$ . According to Mulyasa (2009: 20) "Principal's leadership is one of the factors that can encourage schools to realize the vision, mission, goals, and objectives of their schools through programs that are implemented in a planned and gradual". The conclusions obtained from this study support the results of research conducted by Sumarno (2010) which states that the principal's leadership and teacher professionalism have a significant effect on the performance of teachers in public elementary schools in the Paguyangan sub-district.

In addition to the aspects of Headmaster Leadership that can improve Teacher Performance, Organizational Culture is also one of the factors that also determine a person's performance. Rozaki (2016) said that another factor affecting teacher performance was the environment in which the teacher worked, including the organizational culture formed. As social beings, teachers are inseparable from the various values and norms that exist in the school institution. Organizational culture can influence the way teachers behave, their orientation towards tasks, how to partner with peers, and how to view the future with insights determined by norms, values, and beliefs. Norms, values, and beliefs of each individual in an organization become a culture in the organization.

In addition to some of the aspects above that effect, teacher performance is teacher professionalism, A professional teacher is a person who has special abilities and expertise in the field of teacher training so that a teacher can carry out his duties and functions as a teacher with maximum abilities. Teacher education qualifications are following the minimum requirements determined by the requirements of a professional

teacher. Teacher and Lecturer Law No. 14 of 2005 explains that professional work or activities carried out by a person and a source of living income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. So to support this research, there is research conducted by Tiara Anggia Dewi (2015) the Economics Teachers of Malang City High Schools said that teacher professionalism and work motivation had a significant effect on the performance of Malang City High School teachers.

In addition to the aspects of the principal's leadership, organizational culture, and professionalism of teachers, other factors can improve teacher performance, work motivation is also one factor that also determines a person's performance. The size of the motivational effect on a person's performance depends on how much intensity the motivation is given. Teacher work motivation is defined as a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the stated goals (Uno 2016:71). So to support this research, there is a study conducted by Taufik Ismail (2017) which says that work motivation has a significant effect on the performance of elementary school teachers in North Cimahi.

The conclusions from the results obtained provide evidence that the principal's leadership, organizational culture, teacher professionalism, and work motivation together have a role to create good teacher performance. Based on the results of the test of the coefficient of determination, the influence of school leadership, organizational culture, teacher professionalism and work motivation on the performance of the high school and vocational high school teachers in the Ile Ape district of Lembata district by 66.5% and the remaining 33.5% is influenced by other variables.

### **The Effect of Principal Leadership, Organizational Culture, Teacher Professionalism, And Work Motivation Partially On Teacher Performance.**

#### **Effect of Principal Leadership Variables on Teacher Performance.**

The results showed that the principal's leadership had a significant influence on the performance of high school and vocational school teachers in the Ile Ape sub-district of Lembata with a significant value of  $0,000 < 0.05$ . The process of quality education and quality because of the role of the principal's leadership as the spearhead in an educational institution. These results support research conducted by Esther Manik and Kamal Bustomi (2011) and Hartono and Buchory (2014) which states that the principal's leadership has a significant effect on teacher performance. It was also strengthened by the results of observations and interviews that the principal's leadership was an important aspect that supported the performance of teachers that had an impact on the quality of schools in high schools and state vocational schools in the Ile Ape sub-district of Lembata district.

#### **The Influence of Organizational Culture Variables on Teacher Performance.**

The results showed that organizational culture had no significant effect on teacher performance with a significant value of  $0.520 > 0.05$ . From observations and descriptive analysis results, the indicator of Organizational Culture does not affect the teacher's performance of the high school and state vocational school in the Ile Ape sub-district of Lembata Regency. This is supported by research with results that show that organizational culture has a negative and not significant effect on teacher performance such as supportive research conducted by Handoyo (2012). In outline, respondents felt organizational culture and organizational commitment were something that had been attached to themselves and this had become a habit for them to carry out their duties in high school and vocational school in the Ile Ape sub-district, Lembata Regency. Thus, the organizational culture variable does not significantly influence teacher performance. However, simultaneously organizational culture is a factor that influences teacher performance.

#### **The Effect of Teacher Professional Variables on Teacher Performance**

The results showed that teacher professionalism had a positive and significant effect on teacher performance with a significant value of  $0,000 < 0.05$ . A positive sign of the regression coefficient means that the more professional a teacher is in doing work as a teacher, the performance will increase. The state high school and high school teachers in the Ile Ape district of Lembata Regency in the professional category, this is following the demands in the Minister of Education and Culture Regulation No. 16 of 2007 regarding the qualifications and competence of educators that teachers must have professional competence. This result is strengthened by the results of research conducted by Tiarah Anggia Dewi (2015) from the results of her analysis that teacher professionalism has a positive and significant effect on teacher performance.

#### **The Effect of Work Motivation Variables on Teacher Performance**

The results showed that motivation had no significant effect on teacher performance with a significance value of  $0.303 > 0.05$ . From the results of observations and descriptive analysis results, indicators of allowances the following workload and getting bonuses from work performance do not affect the performance of high school and vocational school teachers in the Ile Ape sub-district, Lembata Regency.

### **Principal Leadership Has A Dominant Influence On Teacher Performance**

The results of testing the third hypothesis state that the Principal's Leadership has a dominant effect on teacher performance. This can be proved by the multiple linear regression coefficients of 0.467 and t-count of 4.762. The influence of the principal's leadership shows the result of greater and more dominant influence, this is because the headmaster has a heavy responsibility as a leader in his school related to the management of human resources namely the teacher he leads. This means that if the principal's leadership is good, the teacher's performance will increase. These results are consistent with the theory or opinion of the Ministry of Education and Culture in the management of Primary Schools (1995) explaining that Educational leadership is the ability of principals to exert influences that can cause teachers to be moved to carry out tasks and activities together in achieving educational goals efficiently and effectively.

Thus the effective leadership of school principals in leading their organizations in this matter in high schools and state vocational schools in the Ile Ape sub-district of Lembata Regency, the teacher's performance is increasing. This is evidenced by the results of the regression analysis that the leadership coefficient of the principal is positive. This is consistent with research conducted by Zhuri Zurgobban (2016) stating that the principal's leadership has a positive and significant contribution.

In other words, the high or low performance of teachers is explained by the principal's leadership. The magnitude of the contribution of the principal's leadership directly affects the teacher's performance. Principal's leadership is a good measure of whether or not the performance of teachers in schools. Organizational policies, working conditions, job security, relations between superiors and subordinates, coworkers are strong factors that affect teacher performance. Quality supervision in the organization of the leadership will encourage employees so motivated to do the work.

Observing education as a system, teacher performance is inseparable from the leadership of the school principal in terms of the headmaster and top management in managing the school and empowering teachers. The better the principal's leadership empowers the teacher the teacher's performance will increase. In reality, the influence of teacher performance is not only the leadership of the school principal, organizational culture, teacher professionalism, and work motivation, there are many other factors and are very complex, therefore other factors outside the research model that affect teacher performance.

### **Implications of Research Results**

As a study conducted in the educational environment, the conclusions drawn certainly have implications in the field of education and also further research. In connection with this, the implications are as follows.

#### **Theoretical Implications**

The results of research on the Principal's Leadership, Organizational Culture, Teacher Professionalism, and work motivation suspected of having a positive relationship were found to be accepted. Further addressing the findings of this study are mainly associated with theoretical studies regarding the importance of the leadership of principals. The principal is the head of an institution or organization that is engaged in education, has a very important role in the management of existing resources for achieving a goal, then the principal needs to be seen from various aspects of leadership that is how the principal can become an educator, leader, manager, supervisor, innovator, and motivator (Mulyasa: 2009). And professional teachers are characterized by the ability or competence of teachers which includes pedagogical, personality, professional, and social competencies. A teacher who can master the material and concept of the subject matter will be able to carry out the learning process effectively. According to Efendi (1997), the most dominant factor influencing teacher performance in teaching and learning in schools is the teacher's knowledge itself. Therefore teachers must always try to improve their knowledge so that they have broad insights to improve their performance.

#### **Practical Implications**

In this study, statistically tested it turns out that the variable Organizational Culture and work motivation have significant values of 0.520 and 0.303, which means that respondents in high schools and vocational high schools in the Ile Ape district of Lembata Regency have the assumption that organizational culture and work motivation are not a priority in improving teacher performance. For this reason, state high schools and high schools in the Ile Ape district of Lembata Regency need to conduct an evaluation of the Organizational Culture and work motivation of the teachers and also improve these two aspects so that they are getting better. Thus, it can improve teacher performance, while in the third hypothesis it is suspected that the Principal's leadership variable is dominantly influencing the teacher performance of the high school and state vocational school in the Ile Ape sub-district can be proven and accepted in this study. results of this study are used as input for school principals and educators to improve themselves in connection with the leadership and professional teachers that have been done with efforts to improve teacher performance.

## **IX. Conclusions And Recommendations**

### **Conclusions**

#### **From the results of data analysis, it was found that**

1. simultaneous leadership of school principals, organizational culture, teacher professionalism, and work motivation significantly influence the performance of teachers in high schools and state vocational schools in the Ile Ape district of Lembata Regency. so the higher the principal's leadership, organizational culture, teacher professionalism, and work motivation, the teacher's performance will be higher.
2. Then the results of the analysis of organizational culture data and work motivation have no significant effect on teacher performance. This is because educators in high schools and state vocational schools in Ile ape, Lembata Regency are familiar with organizational culture, in this case improving academic culture in the school environment such as innovation, attention to detail, results in orientation, team orientation, and aggressiveness. Also, the teaching staff at senior high schools and vocational high schools in the Ile Ape sub-district of Lembata Regency have been fulfilled internal and external motivation, so that there is no motivation for work and the teacher's performance remains good. Thus it can be concluded that the Principal Leadership (X1), Organizational Culture (X2), Teacher Professionalism (X3), and Work Motivation (X4) partially do not affect the performance of teachers in high schools and vocational schools in the Ile Ape district of Lembata district.
3. The principal's leadership has a dominant effect on teacher performance. Principals who can carry out their functions properly can be said to be principals who have good leadership abilities. Principals who can carry out their functions properly can be said to be principals who have good leadership abilities.

### **Recommendations**

#### **1. For Principals**

As for suggestions for school principals, as the leadership of an organization that runs its leadership in school institutions is as follows:

- a. Principals in carrying out their leadership must pay attention to the balance between understanding the situation of the task and maintaining good relations with teachers, administrative staff, and students. Because a good leader is balanced between the implementation of tasks and building good relationships.
- b. Principals should pay attention to the welfare of teachers, both financial problems and inner satisfaction in the form of appreciation for work performance, by interpreting the teacher's welfare, the teacher will have high motivation to excel in working to improve performance.
- c. The school principal as the central figure in the school he leads must always strive to continuously empower and empower the teacher so that the teacher's performance remains good, and the school principal provides punishments for teachers who are negligent in carrying out their duties and obligations that are set out in school regulations will be punished and further increase the supervision of facilities and infrastructure.

#### **2. For Teachers**

Based on the results of research obtained from primary data in the field, the teaching performance of teachers has been very good and improved, but the authors would like to add the following suggestions:

- a. The teacher develops abilities by attending training and teacher development programs and updating knowledge, in the face of global developments better known as the industrial revolution 4.0. then competition in the field of education requires teachers to improve their performance, especially the mastery of the internet and modern technology tools in updating learning material so that the learning process runs well and the results achieved in these activities are satisfactory and following the goals of educational institutions.
- b. To improve teacher performance, teachers must be more active and responsible for carrying out their duties as educators, because this affects the success of teaching and learning activities in schools.
- c. In terms of teaching performance, planning, implementation, and evaluation activities need to be improved. The teacher must be able to prepare and deliver the material properly following the analysis of students' abilities. Choose the method that is suitable for the subject matter delivered and close the lesson by giving a conclusion at the end of the lesson, so that students understand correctly the lessons they follow.



3. For Educational Institutions

Suggestions for schools as follows:

- a. School leadership needs to be maintained because a school principal is a central figure in the school he leads must always seek and empower teachers continuously so that teachers are enthusiastic in carrying out tasks and maintain teacher performance remains good.
- b. Teacher professionalism must be maintained and improved because there are still teachers in the high schools and vocational schools in the Ile Ape sub-district in the category of sufficient and even less professional in carrying out their duties. Therefore teachers must be willing and open insight into ways to evaluate teaching and good school administration.
- c. Organizational Culture and Work Motivation should be evaluated and improved again, although the regression coefficients of the two variables are low and not significant, a positive value of the two variables can affect teacher performance.

4. For Further Researchers

This study only examined the variables of the Principal's leadership, organizational culture, teacher professionalism, and work motivation in only one district. It is important to note that the quality of the teacher is not reviewed by professionalism only but from the perspective of the public is important be determined (Respati,2010). For this reason, it is hoped that further researchers will examine other variables, for example teacher professionalism and quality work. This is relevant to the statement Triatmanto et al. (... ) that Human resources empowerment as a determinant of the performance of the organization.

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