The Effect Of Motivation And Organizational Culture On Teacher Performance Through Headmaster Leadership In Elementary School Cluster I Region, East Bekasi District, Bekasi City

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Abstract
This study aims to determine and analyze the effect of motivation and organizational culture on leadership, to know and analyze the influence of motivation and organizational culture on teacher performance, to know and analyze the influence of leadership on teacher performance, to know and to analyze the influence of motivation and organizational culture on teacher performance through leadership. The research was conducted on Elementary School teachers in the Cluster I area of East Bekasi District with a sample of 62 respondents. The sampling technique used a proportional random sampling technique. Methods of data analysis using descriptive analysis and path analysis.
The results showed that there was an effect of motivation and organizational culture on leadership, there was an influence of motivation and organizational culture on teacher performance, there was an influence of leadership on teacher performance, and leadership did not affect motivation and organizational culture on teacher performance. Leadership does not contribute to increasing motivation and organizational culture on teacher performance.
Keywords: Motivation, Organizational Culture, Leadership, Teacher Performance

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I. INTRODUCTION

The world of education plays an important role in ensuring the survival of the state and nation because education is a vehicle for improving and developing the quality of human resources. Education requires resources, especially the best national human resources to improve quality, efficiency, and productivity. However, the Indonesian people, with their pace of development, are still facing serious educational problems, especially concerning the quality, relevance and efficiency of education. Education is the most important element in the intellectual life of the nation. No nation/country can advance without first advancing the world of education. The progress in the world of education can have a positive impact on efforts to increase human resources. Discussing the educational process cannot be separated from the efforts that must be made to develop quality human resources. To achieve quality human resources, of course, professional educators/teachers are needed in carrying out their work.

Teacher performance is oriented towards achieving teacher work results through the efforts made related to the tasks they carry out based on work potential, work motivation, as well as quality and quantity to obtain output following organizational goals. High teacher performance cannot be achieved if it is not accompanied by compliance with applicable regulations in carrying out work. Performance is defined as the result of a person's efforts that are achieved with the ability and actions in certain situations, organizations generally believe that to achieve excellence one must strive for the highest individual performance because basically, individual performance affects performance or work groups and ultimately affects performance organization as a whole.

Performance according to Agusri (2018) is work in quality and quantity that is achieved by an employee with real behavior that is displayed by everyone as work performance produced by employees. Thus, the good or bad performance of the school Headmaster is seen from his ability to carry out tasks following the work for which he is responsible.

Performance appraisal is an activity of measuring/assessing to determine whether an employee/employee succeeds or fails in carrying out his work by using work standards as a benchmark. Teachers in conditions that are positioned as the front guard and a central position in the implementation of the educational process. In connection with the above, the teacher becomes a material problem related to teacher

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performance. The teacher's performance can be meaningful if he realizes the deficiencies that exist in him, and seeks to improve his performance in a better direction so that the current teacher's performance can be better than the teacher's performance. For this reason, teacher performance must always be improved.

School management is an important factor in implementing school education and teaching whose success is measured by graduate achievement. Therefore, in carrying out leadership, one must think "systemically" meaning that in implementing education in schools related components such as teachers, administrative staff, parents/community students, government, students, and others must function optimally influenced by the policies and performance of the leadership. The challenge for educational institutions (schools) is to catch up, meaning competition in achieving achievements, especially in the face of global competition. This challenge can be overcome if the influence of school leadership is concentrated on achieving the intended goals. Changes should be made first by the leadership because the leadership is an example in the organization. Therefore, organizations must have leaders who are not only leading but also able to move the organization to change.

This job demands certain expertise that requires certain basic requirements, technical skills, and personality traits. These needs can be met through a longer preparatory education process. This relatively long education is necessary so that these professionals have enough time to practice developing and have adequate abilities or competencies, so they can take action and make the right decisions, based on their expertise. One of the important problems faced by the world of education is the low quality of graduates. If traced further, the quality of education graduates or the characteristics of graduates of a school are influenced by several interrelated variables.

The leader becomes one of the determining indicators of success in achieving organizational goals. Leaders are symbols, role models, drivers as well as sources of influence, who can direct various activities and resources to achieve their goals. The ability to unite human aspects is a difficulty in itself, and that is one of the duties of a leader. Leadership in the world of education aims to determine the direction of a group, to achieve a common goal that has been determined and mutually agreed upon.

The education system places the teacher as an important component in a school organization, both input, process, and output. Referring to this, the teacher is an important aspect of educational institutions in achieving goals so it is related to teacher performance, especially from a professional perspective, and must receive attention because it is necessary. Various social situations with co-workers, relationships with leaders, relationships with co-workers, Headmaster leadership, salary or incentives, rules and regulations, teaching assignments, student behavior, and the physical environment of the school can influence a teacher's job satisfaction. The realization of a good school climate for teachers to provide job satisfaction in turn can also help improve the quality of learning, especially if it is supported by the professionalism of the teacher and various other factors that support it.

Based on experience in the field, elementary school teachers generally do not openly express their satisfaction with the Headmaster's leadership, as well as the situation at school they feel. They prefer to be silent and carry out their routine tasks even though they sometimes complain behind their backs. An educational institution is also an organization as a result of interactions with their respective characteristics and the many interests that shape lifestyles, patterns of behavior, and work ethics, all of which can characterize the condition of an organization. So that every individual in the organization cannot be separated from the essence of the cultural values they adhere to, which in turn can synergize with organizational devices, technology, systems, strategies, and leadership lifestyles. Organizations that are successful in achieving their goals and can fulfill their social responsibilities can depend on their leaders. If the leader can carry out well, then the organization can achieve its goals. An organization needs an effective leader, who can influence the behavior of its members or subordinates. So, a leader or head of an organization can be recognized as a leader if he can have influence and can direct his subordinates toward achieving organizational goals.

Likewise, the success or failure of an organization, both business and public-oriented, is usually perceived as the success or failure of a leader. The role of the leader is so important that the issue of the leader is a factor that attracts the attention of researchers in the field of organizational behavior. This can bring the consistency that every leader is obliged to pay serious attention to fostering, mobilizing, and directing all potential employees in their environment so that volume and workload are goal-directed. Leaders need to carry out serious coaching for employees to improve performance and lead to high job satisfaction. When leaders demonstrate good leadership, employees have the opportunity to learn appropriate behaviors for their jobs.

In public organizations, subordinates work always depending on the leadership. If the leader cannot lead, very complex tasks cannot be done properly. Leaders can influence morale and enthusiasm for work, security, quality of work life and also the level of achievement of an organization. Leaders also play an important role in helping groups, and individuals to achieve goals. Headmaster leadership and organizational culture on job satisfaction is an important issue that is dynamic in nature, constantly changing from time to time

so it needs to be known and received attention for the development of schools and the careers of teachers which ultimately also lead to improving the quality of education.

Motivation is a change in energy within a person's self, which is characterized by the emergence of feelings and reactions to achieve a goal. The task of a teacher is not only to carry out teaching activities, research, develop and manage an educational institution, especially for students. The teacher is also responsible for arousing student learning motivation. Before the teaching and learning process takes place. A teacher is responsible for learning to work well, success in the teaching and learning process depends on the teacher's efforts to arouse student learning motivation. Motivation is very important in teaching and learning activities because motivation encourages enthusiasm for learning and conversely a lack of motivation will weaken the enthusiasm for learning. A student who studies without motivation or lack of motivation will not succeed optimally.

When the teaching and learning process takes place, the teacher is not only fixated on learning material. The teacher must explain the learning objectives to students, the teacher also explains the goals to be achieved by students. It's not enough to stop there, the teacher can also explain the importance of the knowledge that will be very useful for the future of the students themselves and use various learning model strategies that are appropriate to the material so that there is no monotonous atmosphere in teaching. The clearer the goal, the greater the motivation in learning. Teachers must give maximum attention to students, especially for students whose achievements are left behind by other students, teachers are required to be more observant of the conditions of their students.

High work motivation in a school organization will have a positive impact, namely achieving the goals set by the school organization. So that work motivation can be optimized in school organizations, it is necessary to know the factors that can influence work motivation. These factors include internal factors that come from within the individual and external factors that come from outside the individual. Internal factors such as attitudes towards work, talents, interests, satisfaction, experience, etc. as well as factors from outside the individual concerned such as supervision, salary, work environment, and leadership (Wahjosumidjo, 2001). School as an organization, its management is led by a Headmaster.

The Headmaster's leadership factor is related to efforts to increase teacher work motivation. In general, school Headmasters in Indonesia cannot be said to be professional managers. Apart from the leadership of the school Headmaster, teacher salary is also a factor to increase work motivation. The salary factor influences the teacher's work motivation in improving its quality because the more prosperous a person is the higher the possibility to improve his work. If the needs and welfare of the teachers are adequately provided by the government, then there will be no more teachers who play truant because they are looking for outside additions. The average teacher's salary in this country does not guarantee a decent life. Almost all teachers work elsewhere part-time besides their job as permanent teacher at a school. There are even teachers who carry out part-time jobs in more than one place and some even work part-time.

It is hoped that the work culture of the state apparatus can be of personal benefit to the state apparatus and its work units, where individually it provides opportunities for participation, achievement, and self-actualization, while in groups it can improve the quality of joint performance. An organizational culture is an adhesive tool that can make organizational groups closer, which can become a positive energy that can bring the organization in a better direction. A good school situation can make teachers feel happy, calm at work, and provide job satisfaction to students. Conversely, if the school situation is not good, it does not foster feelings of calm and pleasure for teachers, and it can cause work stress.

Organizational culture is a value system acquired and developed by the organization and the habit patterns and basic philosophy of its founders, which are formed into rules that are used as guidelines in thinking and acting in achieving organizational goals. A culture that grows to be strong can spur the organization toward better development. Organizational culture can affect the professionalism of teacher employees because it creates interaction between teacher employees and patterns of behavior for teacher employees to give their best abilities in taking advantage of the opportunities provided by their organization. The shared values in the organization make teacher employees feel comfortable working, have commitment and loyalty and make teacher employees try harder, increase the professionalism of teacher staff work, and maintain competitive advantage. Organizational culture is an important strategy that is effective for organizations in encouraging the professionalism of teacher employees.

II. LITERATURE REVIEW

Teacher Performance

Kartomo (2016) performance is the result of work achieved by a person in carrying out his work duties following his responsibilities compared to indicators, work standards, or predetermined criteria. To find out the work results that have been achieved by someone in the organization, it is necessary to carry out a performance appraisal.

The result can be seen that an employee enters a certain level of performance. Levels can be various terms. Employee performance can be grouped into high, medium, or low-performance levels. Can also be grouped over target, on target, or under target. Departing from these matters, performance is interpreted as the overall "performance" of an employee.

Riyadi's (2015) performance in the organization is the answer to the success or failure of the organizational goals that have been set. The success of the organization is measured by the performance of each employee. Meanwhile, teacher performance according to Ndoen (2021) is the workability shown by teachers as educators to carry out their duties and responsibilities which are not only limited to students but to the progress of the nation which is pursued through the world of education.

Teacher performance according to the 2021 Professional Teacher Journal (in Suharno; 2019) is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria such as planning teaching programs, implementing learning activities and evaluating learning outcomes. Andhika (2016) argues that teacher behavior in the learning process is from the process of planning learning, carrying out learning activities, assessing learning outcomes, and self-development.

This research focuses on assessing teacher performance which is influenced by a factor, namely the development of the teacher's profession. Several indicators measure teacher performance, namely: preparation of learning programs, implementation of learning programs, implementation of evaluations, evaluation analysis, implementation of improvements, and enrichment according to Putri (2017).

Leadership

M Fahmi (2018) states that leadership is a way for a leader to influence or instruct his subordinates so that all company goals assigned to their members/subordinates can be achieved. Matondang (2008) states that a leader is someone who can influence other people to do or not do something as desired. Leadership is a process of influencing other people to do or not do something they want. Meanwhile, Novianty (2020) explains that leadership is the behavior of the Headmaster in leading, directing, fostering, and influencing subordinates in learning activities at school. The indicators of leadership according to Wibowo (2016) are providing support, giving recognition, and managing conflict.

Motivation

According to Robbins (2010), motivation is the Willingness to issue a high level of effort for organizational goals conditioned by the ability of the effort itself to meet some individual needs. Needs occur when there is no balance between what is owned and what is expected. Encouragement is a mental strength that is oriented toward fulfilling expectations and achieving goals. And goals are goals or things that an individual wants to achieve.

Hasibuan (2009) stated that motivation comes from the basic word motive, which has the meaning of an incentive, desire, and the driving force of one's will to work. Motivation is the provision of a driving force that creates enthusiasm for someone's work so that they want to work together effectively and integrated with all their efforts to achieve satisfaction. Meanwhile, according to Robbins and Judge (2007), motivation is Motivation as a process that accounts for an individual's intensity, direction, and persistence of effort in achieving a goal. While general motivation is concerned with an effort toward any goal, we'll narrow the focus to organizational goals to reflect our singular interest in work-related behavior.

Mangkunegara (2011) defines motivation as encouragement that arises in a person who moves to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results. Indicators of teacher work motivation are the need for achievement, development opportunities, pride in one's work, need for recognition, and salary received. (Ardiana, 2017).

Organizational Culture

Organizational culture is symbols that are understood and obeyed together, owned by an organization so that members of the organization feel like one family and create a condition that is different from other organizations. Sandy (2013) explains that organizations are values, assumptions, assumptions, attitudes, and behavioral norms that have been institutionalized and then manifest in appearance, attitudes, and actions so that they become the identity of a particular organization.

According to Robbins (2007) that organizational culture refers to a system of shared meaning formed by its members as well as differentiating the organization from other organizations. The system formed by the organization aims to achieve organizational goals. Gibson (2007) states that organizational culture is something that is understood by employees and how that perception creates a pattern of beliefs, values, and expectations. Confidence among employees has its concern because if employees do not have trust, and confidence in the organization where they work, they cannot achieve the desired goals. The concept of organizational culture

indeed involves five important things to be used as indicators according to Jones (2005) in this study which include: communication, creativity, rewards, and teamwork.

III. RESEARCH METHODS

Time and Location of Research

This research was conducted from September 2022 to November 2022. This research was carried out in stages: observation or interviews, testing of research instruments, distributing questionnaires, and analyzing research data. The research was conducted at Elementary School Cluster I, East Bekasi District.

Research Design

This research is a quantitative study using an explanatory research approach that aims to explain the relationship between the variables that have been determined to be studied and test the hypotheses that have been formulated. By looking at the causal relationship between the research variables, it can be seen how the correlation between the two or more variables studied and the strength of the relationship. In addition, through explanatory research it can also be seen whether the results of the research strengthen or reject the theories and hypotheses of pre-existing research results because this research analyzes sample data whose results can be generalized to the population where the samples were taken, the statistics used are inferential. The relationship between the variables in this study is described using path analysis with a two-way equation model as shown by;
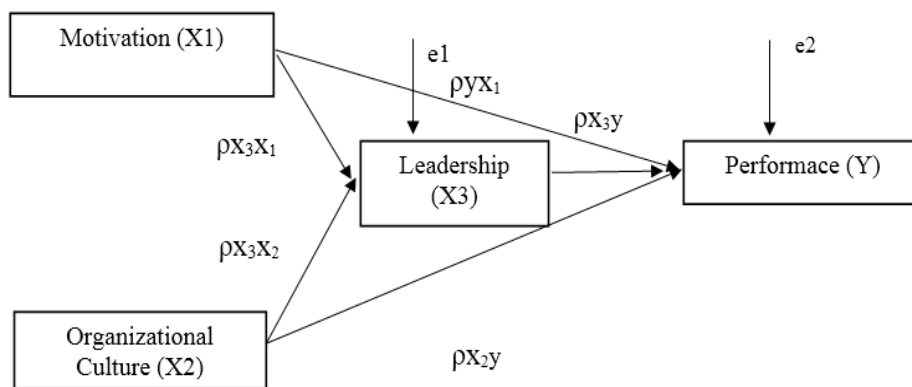

Fig 1. Concept Research Model

Population and Sample

A population is a unit of individuals or subjects in the area and time with certain qualities to be observed/researched. The population is a generalized area consisting of subjects who have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2018). The population in this study were all teachers at Elementary School Cluster I, East Bekasi District, Bekasi City, totaling 164 teachers.

The sample used by the authors in this study were all teachers at Elementary School Cluster I, East Bekasi District, Bekasi City. The sampling technique used is proportional random sampling, which is said to be simple because the sample members from the population are taken randomly without showing the strata in that population. This method is carried out when members of the population are considered homogeneous because the sample is representative or the sample is taken randomly Sugiyono (2018). Based on this opinion, the number of samples in the study uses the formula from Yamane in Sugiyono (2018). Based on this formula, the number of samples (n) is 62.12 rounding off 62.

Analysis Models

Descriptive analysis tools in this study were used for problem-solving by outlining the results of the questionnaire answers from the respondents. Descriptive statistical analysis is an analytical technique that describes the data that has been collected descriptively to create a general conclusion.

Path analysis is a technique for analyzing causal relationships that occur in multiple regression if the independent variables affect the dependent variable not only directly but also indirectly (Retherford, 1993). This study examines the effect of mediating variables using path analysis.

IV.   RESULT

To examine the influence of the mediating variable, the path analysis method is used. Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causal relationship between variables that have been previously determined based on theory (Ghozali, 2018). Path analysis in this study can be described as follows:

Analysis of the Influence of Motivation and Organizational Culture on Leadership

Table 1. Results of the Simultaneous Test of Motivation and Organizational Culture on Leadership

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835[a]	.697	.686	2.26711
a. Predictors: (Constant), X2, X1				
b. Dependent Variable: X3				

Source: Primary data processing, 2023

Table 1 shows the value of R2 (R Square) of 0.697. This R2 value is used in calculating the value of the e1 coefficient. The coefficient e1 is a variant of leadership that is not explained by motivation and organizational culture.

Magnitude: Coefficient e_1

$$= \sqrt{(1 - R^2)} = \sqrt{(1 - 0{,}697)} = \sqrt{0{,}303} = 0{,}550$$

Table 2. Leadership Regression Analysis Results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.260	1.684		2.155	.008
	X1	.222	.073	.350	3.029	.004
	X2	.451	.098	.532	4.611	.000
a. Dependent Variable: X3						

Source: Primary data processing, 2023

Based on Table 2, it can be seen that the regression equation is as follows:

X_3 = $b_1X_1 + b_2X_2 + e_1$

X_3 = $0{,}350X_1 + 0{,}532X_2 + 0{,}550e_1$ ………………….......... (1)

- Every time there is an increase of 1 motivation will be followed by an increase in leadership of 0.350.
- Every time there is an increase of 1 unit of organizational culture, there will be an increase in leadership of 0.532.

Analysis of the Influence of Motivation, Organizational Culture, and Leadership on Teacher Performance

The results of the regression analysis of the effect of motivation, organizational culture, and leadership on teacher performance can be seen in Table 3, as follows:

Table 3. Simultaneous Test Results of Motivation, Organizational Culture, and Leadership on Teacher Performance

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766[a]	.587	.565	4.32850
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

Source: Primary data processing, 2023

Table 3 shows the value of R2 (R Square) of 0.752. This R2 value is used in calculating the value of the e2 coefficient. The coefficient e2 is the variance of teacher performance that is not explained by motivation, organizational culture and leadership.

$$\text{Magnitude: Coefficient } e_1 = \sqrt{(1 - R^2)} = \sqrt{(1 - 0{,}587}} = \sqrt{0{,}413} = 0{,}642.$$

Table 4. Results of Teacher Performance Regression Analysis

| Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.578	3.216		1.735	.028
	X1	.166	.150	.161	1.103	.004
	X2	.406	.218	.296	1.866	.037
	X3	.594	.249	.366	2.389	.020
a. Dependent Variable: Y						

Source: Primary data processing, 2023

Based on Table 4, it can be seen that the regression equation is as follows:
$$Y = b_1X_1 + b_2X_2 + b_3X_3 + e_2$$
$$Y = 0{,}161X_1 + 0{,}296X_2 + 0{,}366X_3 + 0{,}642e_2 \ldots\ldots\ldots\ldots...... (2)$$

- Every time there is an increase of 1 unit of motivation, it will be followed by an increase in teacher performance of 0.161.
- Every time there is an increase of 1 unit of organizational culture, it will be followed by an increase in teacher performance of 0.296.
- Every time there is an increase of 1 unit of leadership, it will be followed by an increase in teacher performance of 0.366.

Based on equations (1) and (2) a path analysis model is obtained as follows:
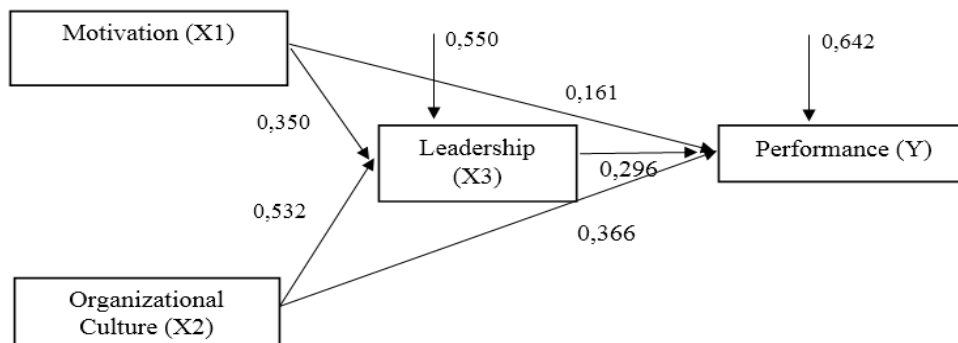
Source: Primary data processing, 2023
Figure 2. Overall Path Analysis

Hypothesis Test
The Effect of Motivation and Organizational Culture on Leadership
To find out this, it is necessary to use the F test. The following is a test for each variable:

Table 5. The Results of the F Test on the Influence of Motivation and Organizational Culture on Leadership

ANOVAᵃ						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	696.108	2	348.054	67.718	.000ᵇ
	Residual	303.247	59	5.140		
	Total	999.355	61			
a. Dependent Variable: X3						
b. Predictors: (Constant), X2, X1						

Source: Primary data processing, 2023

From Table 5, it was found that the F-count value of the variable motivation and organizational culture was 67.718, while the F-table was 4.00. Thus F-count > F-Table. Thus H0 is rejected and H1 is accepted at this level of significance. This gives the conclusion that motivation and organizational culture influence leadership. Thus the first hypothesis is tested and proven.

The Effect of Motivation and Organizational Culture on Teacher Performance

To test the effect of motivation and organizational culture on teacher performance, the F test is carried out. The following are the results of the F test:

Table 6. Results of the F Test Effect of Motivation and Organizational Culture on Teacher Performance

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1435.711	2	717.855	35.482	.000[b]
	Residual	1193.644	59	20.231		
	Total	2629.355	61			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

Source: Primary data processing, 2023

The results of the F test for motivation and organizational culture variables were 35.482, and the F-table was 4.00. This means F-count > F-table which means H0 is rejected and H1 is accepted. This gives the conclusion that motivation and organizational culture affect teacher performance. Thus the second hypothesis is tested and proven.

The Effect of Leadership on Teacher Performance

To test the influence of leadership on teacher performance, the t-test is carried out. The following are the results of the t-test:

Table 7. Results of the t-test on the effect of leadership on teacher performance

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	10.377	2.866		3.620	.001
	X3	1.180	.144	.728	8.219	.000
a. Dependent Variable: Y						

Source: Primary data processing, 2023

The results of the t-test for the leadership variable obtained a t count = 8.219 and a t-table of 1.663. This means t-count > t-table (8.219 > 1.669), which means H0 is rejected and H1 is accepted. This gives the conclusion that leadership influences teacher performance. Thus the third hypothesis is tested and proven.

The Influence of Motivation and Organizational Culture on Teacher Performance Through Leadership

$$X_1 \rightarrow X_3 \rightarrow Y = (\rho x_1 x_3) \times (\rho x_3 y) = 0{,}350 \times 0.296 = 0.104$$
$$X_2 \rightarrow X_3 \rightarrow Y = (\rho x_2 x_3) \times (\rho x_3 y) = 0{,}532 \times 0.296 = 0.157$$

In the motivational variable, the indirect effect value is obtained from the path coefficient value $\rho x_1 x_3$ multiplied by the path coefficient value $\rho x_3 y$. The multiplication result shows that the value of the coefficient of indirect influence is smaller than the value of the coefficient of direct influence. In the organizational culture variable, the indirect effect value is obtained from the path coefficient value $\rho x_2 x_3$ multiplied by the path coefficient value $\rho x_3 y$. The multiplication result shows that the coefficient of indirect effect is greater than the value of the coefficient of direct influence. This shows that leadership cannot mediate, namely motivation on teacher performance, but organizational culture variables can influence teacher performance. Thus the fourth hypothesis is not proven and untested.

Total Effect
a. The Effect of Motivation on teacher performance through leadership

$X1 \rightarrow X3 \rightarrow Y = \rho x1y + \{(\rho x1x3) \times (\rho x3y)\} = 0.104 + 0.161 = 0.265$

b. The influence of organizational culture on teacher performance through leadership.

$X2 \rightarrow X3 \rightarrow Y = \rho x2y + \{(\rho x2x3) \times (\rho x3y)\} = 0.532 + 0.366 = 0.898$

V. Discussion

The Influence of Motivation and Organizational Culture on Headmaster Leadership in Elementary School Cluster I of East Bekasi District, Bekasi City

Based on the analysis of the description of the average value of the motivational variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the indicators of the need for achievement, development opportunities, pride in one's work, need for recognition, and salary received from motivational variables. The indicator that dominates the formation of motivational variables is the indicator of salary received, namely the salary received at Elementary School Cluster I, East Bekasi District, has fulfilled the clothing and salary received at Elementary School Cluster I, East Bekasi District, fulfilled the needs of the family.

Based on the analysis of the description of the average value of the organizational culture variable, it was shown that teachers at Elementary School Cluster I, East Bekasi District, agreed that the indicators of innovation and risk-taking, attention to communication, creativity, rewards, and teamwork. The teamwork indicator gives the greatest value to the formation of organizational culture variables, namely teachers at Elementary School Cluster I, East Bekasi District, always work with a team, and teachers at Elementary School Cluster I, East Bekasi District, help each other in trouble.

Based on the analysis of the description of the average value of the leadership variable, it shows that teachers at Elementary School Cluster I, East Bekasi District tend to agree to provide support, provide recognition, and manage conflict to form the work motivation variable. The indicator that gives the highest value for the formation of leadership variables is providing support, namely the Headmaster at Elementary School Cluster I, East Bekasi District, providing support for teachers to progress in work and the Headmaster at Elementary School Cluster I, East Bekasi District, providing support to teachers to keep enthusiasm at work.

Based on the results of the regression analysis, shows that motivation and organizational culture contribute to increasing the leadership of the Headmaster at Elementary School Cluster I, East Bekasi District. The results of this study are in line with the results of research conducted by Sri Setiyati, (2014), not in line with Edeng Mahyuddin (2018), Gasmadia, (2022), Frenky Parama Putra, (2021), Triyanto, U., Hoesin, W, & Subagja, I.K. (2022).

The Influence of Motivation and Organizational Culture on Teacher Performance at Elementary School Cluster I of East Bekasi District, Bekasi City

Based on the analysis of the description of the average value of the motivational variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the indicators of the need for achievement, development opportunities, pride in one's work, need for recognition, and salary received from motivational variables. The indicator that dominates the formation of motivational variables is the indicator of salary received, namely the salary received at Elementary School Cluster I, East Bekasi District, has fulfilled the clothing and salary received at Elementary School Cluster I, East Bekasi District, fulfilled the needs of the family.

Based on the analysis of the description of the average value of the organizational culture variable, it was shown that teachers at Elementary School Cluster I, East Bekasi District, agreed that the indicators of innovation and risk-taking, attention to communication, creativity, rewards, and teamwork. The teamwork indicator gives the greatest value to the formation of organizational culture variables, namely teachers at Elementary School Cluster I, East Bekasi District, always work with a team, and teachers at Elementary School Cluster I, East Bekasi District, help each other in trouble.

Based on the analysis of the description of the average value of the teacher performance variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the preparation of learning programs, implementation of learning programs, implementation of evaluations, evaluation analysis, and implementation of improvements and enrichment forms teacher performance variables. The indicator that gives the highest score for the formation of teacher performance variables is the implementation of work programs, namely the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in delivering material to students directly and the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in using learning methods with material that delivered in class.

Based on the results of the regression analysis, shows that motivation and organizational culture contribute to improving the performance of school teachers at Elementary School Cluster I, East Bekasi District. The results of the research are in line with research conducted by Hesti Eko Poerwaningrum, (2016), Arifin, (2018), Sri Setiyati, (2014) not in line with Edeng Mahyuddin, (2018), Gasmadia, (2022), Frenky Parama Putra, (2021), Triyanto, U., Hoesin, W., & Subagja, I. K. (2022).

The Influence of Leadership on Teacher Performance at Elementary School Cluster I, East Bekasi District, Bekasi City

Based on the analysis of the description of the average value of the leadership variable, it shows that teachers at Elementary School Cluster I, East Bekasi District tend to agree to provide support, provide recognition, and manage conflict to form the work motivation variable. The indicator that gives the highest value for the formation of leadership variables is providing support, namely the Headmaster at Elementary School Cluster I, East Bekasi District, providing support for teachers to progress in work and the Headmaster at Elementary School Cluster I, East Bekasi District, providing support to teachers to keep enthusiasm at work.

Based on the analysis of the description of the average value of the teacher performance variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the preparation of learning programs, implementation of learning programs, implementation of evaluations, evaluation analysis, and implementation of improvements and enrichment forms teacher performance variables. The indicator that gives the highest score for the formation of teacher performance variables is the implementation of work programs, namely the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in delivering material to students directly and the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in using learning methods with material that delivered in class.

Based on the results of the regression analysis, shows that leadership has an increasing impact on school teachers at Elementary School Cluster I, East Bekasi District. Ruyani, (2021), Gasmadia, (2022), Frenky Parama Putra, (2021).

The Influence of Motivation and Organizational Culture on Teacher Performance through Headmaster Leadership at Elementary School Cluster I, East Bekasi District, Bekasi City

Based on the analysis of the description of the average value of the motivational variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the indicators of the need for achievement, development opportunities, pride in one's work, need for recognition, and salary received from motivational variables. The indicator that dominates the formation of motivational variables is the indicator of salary received, namely the salary received at Elementary School Cluster I, East Bekasi District, has fulfilled the clothing and salary received at Elementary School Cluster I, East Bekasi District, fulfilled the needs of the family.

Based on the analysis of the description of the average value of the organizational culture variable, it was shown that teachers at Elementary School Cluster I, East Bekasi District, agreed that the indicators of innovation and risk-taking, attention to communication, creativity, rewards, and teamwork. The teamwork indicator gives the greatest value to the formation of organizational culture variables, namely teachers at Elementary School Cluster I, East Bekasi District, always work with a team, and teachers at Elementary School Cluster I, East Bekasi District, help each other in trouble.

Based on the analysis of the description of the average value of the leadership variable, it shows that teachers at Elementary School Cluster I, East Bekasi District tend to agree to provide support, provide recognition, and manage conflict to form the work motivation variable. The indicator that gives the highest value for the formation of leadership variables is providing support, namely the Headmaster at Elementary School Cluster I, East Bekasi District, providing support for teachers to progress in work and the Headmaster at Elementary School Cluster I, East Bekasi District, providing support to teachers to keep enthusiasm at work.

Based on the analysis of the description of the average value of the teacher performance variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the preparation of learning programs, implementation of learning programs, implementation of evaluations, evaluation analysis, and implementation of improvements and enrichment forms teacher performance variables. The indicator that gives the highest score for the formation of teacher performance variables is the implementation of work programs, namely the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in delivering material to students directly and the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in using learning methods with material that delivered in class.

Based on the results of path analysis, shows that motivation and organizational culture on teacher performance through leadership do not contribute to improving the performance of school teachers at Elementary School Cluster I, East Bekasi District. The leadership variable does not play a role in motivation and

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organizational culture in improving teacher performance. This research is in line with Edeng Mahyuddin, (2018).

VI. CONCLUSION

Based on the results of research on the Influence of Motivation and Organizational Culture on Teacher Performance Through Headmaster Leadership at Elementary School Cluster I, East Bekasi District, Bekasi City, the following conclusions can be drawn:

Based on the analysis of the description of the average value of the motivational variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the indicators of the need for achievement, development opportunities, pride in one's work, need for recognition, and salary received from motivational variables. The indicator that dominates the formation of motivational variables is the indicator of salary received, namely the salary received at Elementary School Cluster I, East Bekasi District, has fulfilled the clothing and salary received at Elementary School Cluster I, East Bekasi District, fulfilled the needs of the family.

Based on the analysis of the description of the average value of the organizational culture variable, it was shown that teachers at Elementary School Cluster I, East Bekasi District, agreed that the indicators of innovation and risk-taking, attention to communication, creativity, rewards, and teamwork. The teamwork indicator gives the greatest value to the formation of organizational culture variables, namely teachers at Elementary School Cluster I, East Bekasi District, always work with a team, and teachers at Elementary School Cluster I, East Bekasi District, help each other in trouble.

Based on the analysis of the description of the average value of the leadership variable, it shows that teachers at Elementary School Cluster I, East Bekasi District tend to agree to provide support, provide recognition, and manage conflict to form the work motivation variable. The indicator that gives the highest value for the formation of leadership variables is providing support, namely the Headmaster at Elementary School Cluster I, East Bekasi District, providing support for teachers to progress in work and the Headmaster at Elementary School Cluster I, East Bekasi District, providing support to teachers to keep enthusiasm at work. Based on the results of the regression analysis, shows that motivation and organizational culture contribute to increasing the leadership of the Headmaster at Elementary School Cluster I, East Bekasi District.

Based on the analysis of the description of the average value of the teacher performance variable, it shows that teachers at Elementary School Cluster I, East Bekasi District, tend to agree that the preparation of learning programs, implementation of learning programs, implementation of evaluations, evaluation analysis, and implementation of improvements and enrichment forms teacher performance variables. The indicator that gives the highest score for the formation of teacher performance variables is the implementation of work programs, namely the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in delivering material to students directly and the Headmaster of Elementary School Cluster I, East Bekasi District, observing the teacher in using learning methods with material that delivered in class. Based on the results of the regression analysis, shows that motivation and organizational culture contribute to improving the performance of school teachers at Elementary School Cluster I, East Bekasi District.

VII. Suggestion

Provide additional information to elementary schools in the Bekasi Cluster I area regarding studies on motivation, organizational culture, teacher performance, and Headmaster leadership, taking into account the following:

a. In the indicator for the need for achievement that gives the lowest score to the motivational variable, teachers at Elementary School Cluster I, East Bekasi District, must get the opportunity to develop abilities and skills and the Head of the School of Education must give appreciation for the high work performance of teachers at Elementary School Cluster I of East Bekasi District who get achievements by providing rewards or incentives.

b. The reward indicator that gives the lowest value to the organizational culture variable is using teachers at Elementary School Cluster I, East Bekasi District, giving awards for achievements in the teacher's work and the Head of the Sekhaloh giving rewards to teachers if the results of academic supervision are good.

c. In the indicator of managing conflict that gives the lowest score to the leadership variable, the Headmaster at Elementary School Cluster I, East Bekasi District, must always pay attention to the environment and the comfort of all teachers, without considering closeness, family or groups, and the school Headmaster at Elementary School Cluster I, East Bekasi District must care about the problems faced by teachers by providing the right direction, motivation and solutions.

d. The indicator for the implementation of improvement and enrichment that gives the lowest score to the teacher performance variable using the teachers of Elementary School Cluster I, East Bekasi District, must analyze the results of the assessment so that remedial and enrichment needs do not occur in a hurry, and the

Headmaster of Elementary School Cluster I, East Bekasi District should guide teachers in planning and implementing enrichment programs.

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