

The Influence of Leadership Style, Organizational Culture and Motivation on Teacher Performance at State Vocational School in the City of Depok the Academic Year 2022/2023

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Abstract

This study aims to examine and analyze the influence of leadership style, organizational culture, and motivation on teacher performance at SMK Negeri in Depok City. The variables in this study consisted of three independent variables, namely leadership style (X1), organizational culture (X2) and motivation (X3), and one variable, namely employee performance (Y). This research method is descriptive quantitative with a population of 268 teachers. Sampling was done by purposive sample generated by using the Slovin formula, the number of samples was 80 respondents consisting of teachers in all State Vocational Schools in Depok City. The data obtained from the distribution of research questionnaires. The analytical method used is multiple linear regression with the help of SPSS version 26 program. The results of this study indicate that partially the leadership style variable has no significant effect on teacher performance. However, organizational culture and motivation variables have a significant influence on teacher performance. Simultaneously, the three independent variables of leadership style, organizational culture and motivation have a significant effect on teacher performance at State Vocational Schools in Depok District for the 2022/2023 academic year.

Keywords

leadership style; organizational culture; motivation; teacher performance



I. Introduction

Education is a parameter of the progress of a nation. An advanced nation is synonymous with quality education. Quality education is closely related to the quality of the movers of education, namely the teachers. As important as the role of teachers is, the government is currently focusing on creating various programs to create driving teachers so that the transformation of advanced education can be realized in Indonesia. Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

Teachers have a significant role in the world of education. The role of teachers in the world of education (Dr. Moh. Uzer Usman, 2017), among others, as educators, mentors, teachers, and also learning designers. The teacher is not only a transfer of knowledge but the teacher also acts as a model and role model for students. The many roles played by a teacher have made it a trading topic and a center of interest in the world of education. Teachers are always required to improve their performance so that the quality of education is getting better.

The ability of teachers in carrying out their duties will be assessed through mastery of competencies and the application of teacher knowledge and skills in the learning process. Assessment of the ability of teachers in carrying out their duties is called Teacher Performance Assessment (PKG). Based on the Regulation of the Minister of State for RB and PAN Number 16 of 2009, Teacher Performance Assessment (PKG) is an assessment carried out on each item of the teacher's main duties aimed at fostering careers, positions and ranks.

This teacher performance appraisal system is a teacher-focused performance management designed to assess the level of teacher performance in groups and individually. This is an effort so that teacher performance is more optimal and has an impact on the better quality of students (Sudijono, 2016).

Table 1. Research Population of State Vocational High School Teachers in Depok City

No.	School name	Amount
1.	State Vocational High School 1	77 people
2.	State Vocational High School 2	86 People
3.	State Vocational High School 3	75 people
4.	State Vocational High School 4	30 People
Amount		268 People

Source: List of State Vocational High School teachers in Depok City

The results of this teacher performance assessment can be useful for policy determination and become the basis for schools in determining career development and teacher promotion. For a teacher, the teacher's performance assessment is also a guideline to find out the items of the task that can be used as a means of improving the quality of their performance (Sudijono, 2016). Therefore, researchers are interested in conducting research, studying and analyzing more deeply the factors of leadership style, organizational culture and motivation whether they have a partial or joint influence on teacher performance at State Vocational Schools in Depok City in the 2022/2023 academic year.

II. Review of Literature

2.1 Leadership Style

Louis W. Fry in (Wirawan, 2014) states that leadership style is the art of mobilizing others to be willing to struggle to achieve shared aspirations. Leaders have a different style/character or leadership model for an organization. This really depends on the experience of the leader himself and the background of the organization he leads. Leadership style is very important because leadership style reflects what the leader does in influencing his followers to realize his vision. Leadership style is a style when a leader leads his followers in a social system (Wirawan, 2014). Fred Luthans (1992) in (Wirawan, 2014) stated leadership style is: "The world 'style' is roughly equivalent to the way the

leader influences followers. The accompanying, International Application Example indicates that this style may be influenced by culture.” Leadership style is the way a leader influences his followers. In its application the leadership style is influenced by culture.

2.2 Organizational culture

According to Drucker in Tika (2014) in (Prof. Dr. Lijan Poltak Sinambela; Dr. Sartono Sinambela, 2019), organizational culture is the subject of solving various external and internal problems whose implementation is carried out consistently by a group which then bequeaths it to new members as the right way to understand, think, and feel about various related problems as above. Meanwhile, according to Amnuai in Tika, 2014 in (Prof. Dr. Lijan Poltak Sinambela; Dr. Sartono Sinambela, 2019) Organizational culture is a set of basic assumptions and beliefs held by members of the organization, then developed and inherited in order to limit the various problems of external adaptation and problems of internal integration.

2.3 Motivation

Motivation is a process that explains the intensity of direction and persistence of an individual to achieve his goals with the actual goal being the main driving force for a person in trying to get or achieve what he wants, both positively and negatively. The term in terms of motivation comes from the English word, namely motivation. However, the original word is motif which is also used in Malay, namely the word motif which means a goal or any means to encourage someone to do something in a nutshell. In addition, the notion of motivation is a change that occurs in a person that arises from symptoms of psychological feelings and emotions that encourage individuals to do or act something caused by needs, desires,

2.4 Teacher Performance

Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education. Professional according to the Law on Teachers and Lecturers 2005 is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education. Meanwhile, (Neolaka, Amos; Neolaka, 2017) describe the characteristics of a professional teacher are as follows:

- a. Mastering the field of science that he will teach/competent in the field of study that he will take at the school where he is assigned.
- b. Has the ability to convey or teach the knowledge he has - master the science of pedagogy (transfer of knowledge) to his students effectively and efficiently.
- c. Adhering to the teacher's professional code of ethics.

Teacher performance is also determined by the competencies they have. According to the 2005 Law on Teachers and Lecturers, what is meant by competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by a teacher or lecturer in carrying out professional duties. While the Law on the National Education System (Sisdiknas) No. 20/ 2003, Article 10 in (Neolaka, Amos; Neolaka, 2017) explain the competence of teachers include:

- a. Pedagogical competence, the ability to manage student learning,
- b. Personal competence, strong personality abilities, noble, wise, authoritative, and being a role model for students.

- c. Social competence, the ability to communicate and interact effectively and efficiently with students. Fellow teachers, parents or guardians of students.

Professional competence, the ability to master the subject matter broadly and deeply, which is obtained through professional education.

2.5 Framework

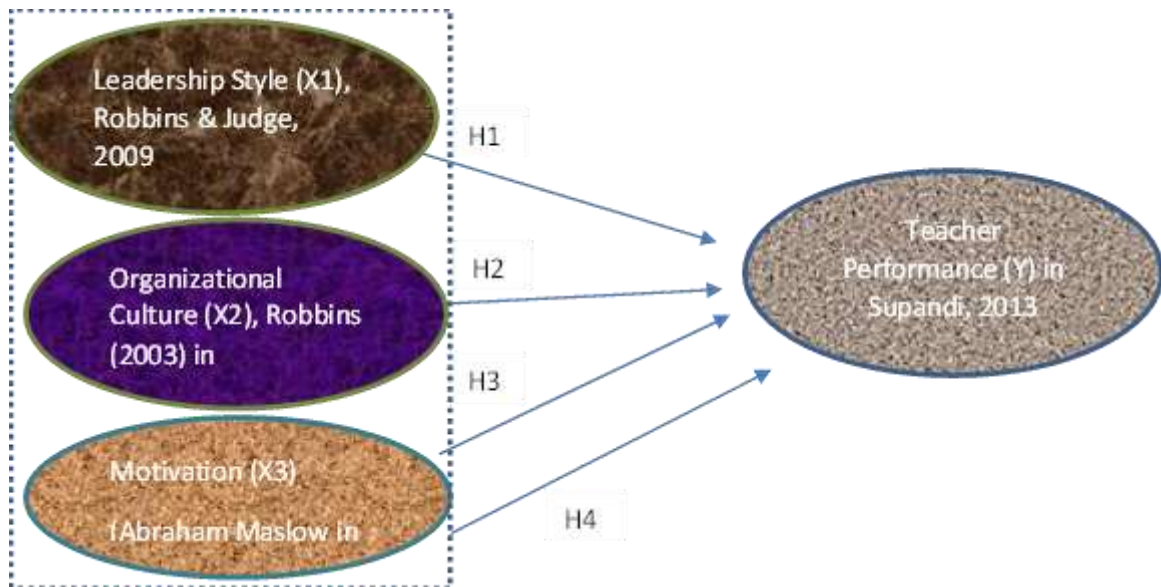


Figure 1. Research Mindset

III. Research Method

3.1 Research Type/ Design

According to (Siregar MM, 2014) Research methods are ways to apply logical principles to the discovery, validation, and explanation of truth or other scientific methods to reach the truth of science in order to solve problems. The use of appropriate research methodologies to avoid speculative problem solving, increase objectivity in exploring knowledge. Meanwhile, according to (Sugiyono, 2016) Research method is basically a scientific way to obtain data with a specific purpose and use. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Rational means that research activities are carried out in ways that make sense, so that they are affordable by human reasoning. Empirical means that the methods used can be observed by the human senses, so that other people can observe and know the methods used. Systematic means that the process used in the research uses certain logical steps.

In this study, the authors use a survey approach, namely research that takes a sample from a population using a questionnaire as the main data collection tool and generally uses statistical methods. This type of research is descriptive quantitative research that aims to describe and describe the characteristics of a situation or object of research conducted through data collection and analysis of quantitative data and statistical testing.

3.2 Research Variables/ Phenomena to be Observed

In this study there are two variables used, namely the independent variable and the dependent variable. The independent variable or independent variable is the variable that

causes the emergence or change of the dependent variable (the dependent variable). So the independent variable is the variable that influences. While the dependent variable or the dependent variable is a variable that is influenced or that becomes a result of the existence of an independent variable. The variable in this study is teacher performance as the dependent variable (Y) while the independent variable (X) is leadership style (X1), organizational culture (X2), and motivation (X3).

3.3 Operational Definition and Measurement of Variables

Table 2. Operational Definitions and Variable Measurement

Variable	Definition	Dimension	Data Scale
Teacher Performance (Y) Law no. 14 Year 2005	Professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education.	Lesson plan Implementing Learning Carrying out Relationships Enrichment Evaluation Evaluation	ordinal
Leadership Style (X1), Wirawan, 2014	Wirawan, 2014 defines leadership style as a pattern of leader behavior in influencing the attitudes, behavior and so on of his followers	Participatory Directive Supportive Achievement Oriented	ordinal
Organizational Culture (X2) Robbins (2003) in Sudarmanto, 2018	Organizational culture is the values, assumptions, assumptions, attitudes, and behavioral norms that have been institutionalized and then manifested in appearance, attitudes, and actions, so that they become the identity of a particular organization.	Observable rules of behavior Norm Dominant Value Philosophy Rule	ordinal
Motivation (X3) Abraham Maslow in Sinambela (2019)	Abraham Maslow argued that motivation is the cause or reason for someone to do something. (Sinambela, 2019).	Physiological Needs Safety Needs Social Needs or Appreciation	ordinal

Table 3. Weight of Answer Rating

Information	Rating Weight	
	Positive	Negative
SS = Strongly Agree	5	1
S = Agree	4	2
N = Neutral	3	3
TS = Disagree	2	4
STS = Strongly Disagree	1	5

Source: (Istijanto, 2005)

3.4 Data Types and Sources

The data used in this study is primary data. This primary data was obtained from a questionnaire filled out by the subject of this study, namely teachers who teach state vocational schools in Depok City for the 2022/2023 academic year.

3.5 Data collection technique

This study uses primary data, namely data obtained directly from the respondents and then through the primary data processing stage. The method of data collection is by distributing questionnaires to respondents.

3.6 Population and Research Sample

a. Population

The research population is the whole (universum) of the research object which can be in the form of humans, animals, plants, air, symptoms, values, events, attitudes to life and so on. So that these objects can be a source of research data (Bungin, 2006) in (Siregar MM, 2014). The population in this study were teachers of State Vocational Schools in Depok City in the 2022/2023 Academic Year, totaling 268 people

b. Sample

According to Slovin in Masyhudzulhak et.al., 2012 in (Sutarto, 2016), the sampling technique can be with the following formula:

$$\text{Formula: } n = \frac{N}{1 + (N \cdot e^2)}$$

Where :

n = Number of samples

N = Total population = 268 respondents

e^2 = Precision (set 10% with 95% confidence level)

With this formula, the number of samples is as follows:

$$n = \frac{268}{1 + (268 \cdot 0,1^2)} = 72,82 \Rightarrow 73 \text{ respondents}$$

According to the results of the calculation of the Slovin formula above, it can be concluded that the minimum sample used in this study was 72.82 rounded up to 73 respondents. However, the number of samples used in this study amounted to 80 people.

3.7 Data Analysis Technique

In this study, the authors carried out several measurements to determine the relationship between the variables to be studied. To be able to measure the relationship of leadership style, organizational culture and motivation to teacher performance, the authors tested the quality of the instrument (validity and reliability), classic assumption test (normality, multicollinearity, heteroscedasticity), multiple linear regression analysis and hypothesis testing.

a. Instrument Quality Test

The instrument quality test consists of:

- a. Validity test
- b. Reliability Test

b. Classic assumption test

Classical assumption test consists of:

- a. Normality test
- b. Multicollinearity Test
- c. Heteroscedasticity Test

c. Multiple Linear Regression Analysis

To find out the relationship and influence between the independent variables of leadership, organizational culture and motivation on the dependent variable of employee performance, the relationship and influence forms are presented in the following regression equation:

$$Y = +\beta_1X_1 + 2X_2 + 3X_3 + \varepsilon$$

d. Multiple Linear Regression Analysis

Testing the hypothesis, namely testing whether there is a correlation between the independent/independent variables, namely leadership style (X1), organizational culture (X2) and motivation (X3) with the dependent variable/bound to teacher performance (Y), then the calculation is carried out using the Statistical Product and Computer program. Service Solution (SPSS) Version 26.

1. Multiple Coefficient of Determination (R2)

This method is used to adjust the accuracy of the analysis model made. The value of the multiple determination coefficient is used to regulate the contribution of the independent variables studied simultaneously to the variation of the dependent variable. If R2 is close to 1 (one), it can be said that the contribution of the independent variable to the dependent variable is getting bigger. This means that the model used is stronger to explain the variation of the dependent variable. The degree of the coefficient of determination is sought by using the formula:

$$KD = r^2 \times 100\%$$

Where :

KD: Coef valuecontent of determination

r² : Correlation coefficient value

2. F Test (Simultaneous Testing)

The test is used to determine whether simultaneously (simultaneously) the regression coefficient of the independent variable has a significant effect or not on the dependent variable. According to (Sugiyono, 2016) F test is formulated as follows:

$$F_h = \frac{R^2/k}{(1 - R^2)/(n - k - 1)}$$

Where is R: Multiple correlation coefficient

K : Number of independent variables

N : Number of sample members

3. Statistical t test

For individual hypothesis testing, t-test was conducted, with a confidence level of 95% or (alpha) of 5%. If the t-count significance value of each independent variable of leadership, organizational culture, motivation is smaller than (alpha) by 5%; then the alternative hypothesis proposed in this study is proven significantly.

4 Inter-Dimensional Correlation Analysis

Correlation analysis is a static analysis that measures the degree of relationship involved between more than one independent variable (X1, X2, X3) and one dependent variable (Y). In this study, namely to determine the correlation between the independent variables leadership style, organizational culture, motivation to the dependent variable employee performance.

The correlation matrix between the dimensions of the independent variables of leadership style, organizational culture, motivation on the dependent variable of employee performance is then presented in Table 19.

IV. Result and Discussion

4.1 Discussion of Research Results

Based on the results of the validity and reliability shows that the data obtained from the respondents is valid and reliable so that it meets the requirements for further analysis. The results of testing the classical assumption also show that the requirements of the regression research model have been met with data that are normally distributed, there are no symptoms of multicollinearity and no symptoms of heteroscedasticity. To clarify the results obtained based on multiple linear regression analysis, the following will discuss the influence of the independent variables of leadership style, organizational culture and motivation on the dependent variable of teacher performance.

a. The Influence of Leadership Style on Teacher Performance

Based on the t-count value of the leadership style variable (X1), it is obtained by 0.605 so that the t-count value is smaller than t table ($0.605 < 1,995$) with nsig value. as big as $0.547 > 0.05$. Thus, the first hypothesis (H_0) is accepted and H_a is rejected, so it can be concluded that the leadership style variable partially has no significant effect on teacher performance.(Y). This can be interpreted that changes that occur in the leadership style factor in State Vocational Schools in Depok City do not cause a significant increase in teacher performance.

Based on the results of this study, there is a research gap or the results of this study are not in line with most of the results of previous studies which state that there is a

significant influence of leadership style variables on teacher performance, which are stated in the following research:

1. Riffandy Pratama¹ and Harif Amali Rivai, Journal (2021): about the influence of transformational leadership style and organizational culture, work motivation on employee performance at cafes and restaurants in the city of Padang states that leadership style has a significant effect on employee performance.
2. I Gede Utarayana & I Gusti Ayu Dewi Adnyani, Journal (2020): on the Influence of Organizational Culture, Work Motivation, and Transformational Leadership on Organizational Commitment, stated that leadership style has a significant effect on organizational commitment.
3. I Gusti Agung Oka Sudeva¹ Faculty of Economics and Business Udayana University, Indonesia Ni Ketut Rasmini, Journal (2020): on Situational Leadership Style, Organizational Culture, Education Level, Employee Motivation and Performance, stated that there is a positive influence of leadership style on employee performance.

From the three examples of previous research results as mentioned above, it can be concluded that research conducted on the same variables does not necessarily produce the same findings. Likewise, what happened in research on the influence of leadership on employee performance in this study. However, the results of this study are in line with previous research conducted by Sutoro, Thesis (2017) on the Effect of Leadership Style, Motivation, and Internal Communication on the Performance of PT. Azmi Son of Ruby. The results of research conducted by Sutoro (2017), concluded that the leadership style variable had no significant effect on employee performance. And, Helmawati, Ethika, Rahmat Hidayat, Journal (2017): About the Effect of Leadership Style, Work Environment, Organizational Culture, Work Motivation and Locus of Control on Individual Performance in MSMEs in Padang City, states that there is no significant influence of leadership style on individual performance.

b. The Influence of Organizational Culture on Employee Performance

Based on the results of the t-test of the organizational culture variable, the t-count value is greater than t-table ($4,566 > 1,995$) with sig value $0.000 < 0.05$ so that H_0 is rejected and H_a is accepted. Thus, it can be interpreted that the independent variable of organizational culture (X_2) partially has a significant effect on the dependent variable of teacher performance (Y).

This can be interpreted that changes that occur in organizational culture factors in State Vocational Schools in Depok City cause a significant increase in teacher performance. Therefore, there is a research gap with most of the results of previous studies which state that organizational culture has no significant effect on teacher performance, which is stated in the following research:

1. Helmawati, Ethika, Rahmat Hidayat, Journal (2017): About the Effect of Leadership Style, Work Environment, Organizational Culture, Work Motivation and Locus of Control on Individual Performance in MSMEs in Padang City, states that there is no significant influence of organizational culture on individual performance.
2. Siti Maheasy, Thesis (2014): On the Effect of Leadership, Organizational Culture, Motivation, Work Environment, Work Discipline and Compensation on Employee Performance (Study on LKMS BMT Muamalat Center Indonesia Network DIY Region), states that organizational culture has no significant effect on employee performance.

However, the results of this study are in line with the results of research conducted by Riffandy Pratama¹ and Harif Amali Rivai, Journal (2021): Calm Effects of

Transformational Leadership Style and Organizational Culture, Work Motivation on Employee Performance at Cafés and Restaurants in Padang City states that organizational culture has a significant effect on employee performance. And, I Gede Utarayana & I Gusti Ayu Dewi Adnyani, Journal (2020): on the Influence of Organizational Culture, Work Motivation, and Transformational Leadership on Organizational Commitment, stated that leadership style has a significant effect on organizational commitment.

(Robbins, Stephen P. & Judge, 2007) argues that in a strong culture level, the organization's core values are upheld and upheld together. The more members who accept core values and the greater their commitment to those values, the stronger the organizational culture will be. In line with this definition, a strong culture will have a great influence on the behavior of its members because a high degree of togetherness and intensity creates an internal atmosphere of high behavioral control. Susanto et. al. (2008) in (Marjaya & Pasaribu, 2019) states that cultural intervention is intended as a promotion of expected values and behaviors and strengthening the spirit that supports change. Cultural intervention is not enough to stop at sticking slogans, installing banners or changing logos alone but must be able to change behavior, both personally and as a group. So schools must continue to socialize organizational culture to all teachers and encourage its implementation in the work environment with the example of leaders at State Vocational Schools in Depok City.

c. The Effect of Motivation on Teacher Performance

Based on the results of the t-test of motivational variables, the t-count value is 2.602 > t table 1,995 with sig value. $0.011 < 0.05$. Thus, the first hypothesis (H_0) is rejected and H_a is accepted so that it can be concluded that the independent variable motivation (X_3) partially has a significant effect on the dependent variable of teacher performance (Y).

This can be interpreted that any changes that occur in motivational factors in State Vocational Schools in Depok City significantly lead to an increase in teacher performance. The results of this study are in line with the results of previous studies which state that there is a significant influence of motivational variables on employee performance, which are stated in the following research:

1. Riffandy Pratama¹ and Harif Amali Rivai, Journal (2021): Calm Effects of Transformational Leadership Style and Organizational Culture, Work Motivation on Employee Performance at Cafés and Restaurants in Padang City states that organizational culture has a significant effect on employee performance.
2. I Gede Utarayana & I Gusti Ayu Dewi Adnyani, Journal (2020): on the Influence of Organizational Culture, Work Motivation, and Transformational Leadership on Organizational Commitment, stated that leadership style has a significant effect on organizational commitment.
3. I Gusti Agung Oka Sudeva¹ Faculty of Economics and Business Udayana University, Indonesia Ni Ketut Rasmini, Journal (2020): on Situational Leadership Style, Organizational Culture, Education Level, Employee Motivation and Performance, stated that there is a positive influence of leadership style on employee performance.

Means that motivation has a positive effect on teacher performance. This is in line with Abraham Maslow's opinion in (Wirawan, 2014) that employees work because of their physical needs (physiological needs), safety needs, social needs, esteem needs and self-actualization needs. This is also in line with the opinions of other experts who explain the relationship between motivation and performance, among others, conveyed by McClelland in (Wirawan, 2014) with the theory of achievement motivation, where the achievement of a person's performance is strongly influenced by his motivation to meet needs (needs). These

needs are divided into: a) need for achievement; b) need for power, and c) need for affiliation. Someone who wants to get high work performance or performance, then his behavior is directed in the form of working with high morale, utilizing his abilities and skills as much as possible, so that high performance results are obtained. The person's behavior is motivated to meet the need for achievement.

Based on the results of this study, there is a research gap with previous research conducted by Helmawati, Ethika, Rahmat Hidayat, Journal (2017): About the Effect of Leadership Style, Work Environment, Organizational Culture, Work Motivation and Locus of Control on Individual Performance at MSMEs in Padang City, states that there is no significant effect of work motivation on individual performance. And, Siti Maheasy, Thesis (2014): on the Influence of Leadership, Organizational Culture, Motivation, Work Environment, Work Discipline and Compensation on Employee Performance (Study on LKMS BMT Network Muamalat Center Indonesia DIY Region), states that motivation has no significant effect on employee performance.

d. Simultaneous Influence of Leadership, Corporate Culture and Motivation on Employee Performance

Based on the F test or Simultaneous Test obtained the calculated F value is greater than the F table ($52.307 > 2.75$) with a sig value. of $0.000 < 0.05$. Since F count is greater than F table, H_0 is rejected and H_a is accepted, so the third hypothesis is tested. Thus it can be concluded that the variables of leadership style (X1), organizational culture (X2) and motivation (X3) together or simultaneously have a positive and significant effect on teacher performance (Y). These results indicate that the higher the value of leadership style, organizational culture and motivation, the higher the performance of teachers in public vocational schools in Depok City. This is evident from the value of the coefficient of determination (R^2) which states the joint contribution of leadership style, organizational culture and motivation to improving teacher performance of 0.674. Number it can be interpreted that 67.4% of the variance in the teacher performance variable can be predicted by the variables of leadership style, organizational culture and motivation. While the remaining 32.6% comes from the influence of other independent variables outside the variables studied.

From the results of the significance and linearity test, it was concluded that the regression of teacher performance was $7.378 + 0.051 \text{ leadership style} + 0.893 \text{ organizational culture} + 0.346 \text{ motivation}$ had a positive effect and linear. Based on the test results, it is known that the regression coefficient of the leadership style variable on teacher performance is 0.051, the regression coefficient value of the organizational culture variable on teacher performance is 0.893 and the regression coefficient value of the motivation variable on teacher performance is 0.346. This figure reflects that if the other regression coefficient values besides leadership style, organizational culture and motivation are maintained, then a change in one leadership style score value will affect teacher performance improvement by 0.051, a change in one organizational culture score value will have a positive influence on teacher performance by 0.893 and a change in the value of the motivation score will have a positive effect on teacher performance of 0.346. The constant of 7.378 states that if there is no influence of leadership style, organizational culture and motivation, then the total score of teacher performance is 7.378. The results of this study support the results of research conducted by Bella Febri Fitriani, RAEP Apriliani, Jurnal (2019) and Sukiyanto¹, Tsalitsatul Maulidah, Jurnal (2020) which states that leadership style, organizational culture, work motivation have a positive and significant effect on employee performance.

The results of this study confirm that if the variables of leadership style, organizational culture, and motivation are done well, it will have an effect on improving teacher performance which has an impact on a better teaching process. Teacher performance can also be seen from teachers who have a high attitude of dedication in carrying out activities duties and functions as educators.

V. Conclusion

From the results of research on the influence of leadership style, organizational culture, and motivation on teacher performance at State Vocational Schools in Depok City, it can be concluded that the leadership style variable has no significant effect on teacher performance at State Vocational Schools in Depok City, organizational culture variable has a positive and significant effect on teacher performance at State Vocational Schools in Depok City, the motivation variable has a positive and significant effect on teacher performance at State Vocational Schools in Depok City and the variables of leadership style, organizational culture and motivation together have a positive and significant effect on teacher performance at State Vocational Schools in Depok City.

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