

# THE INFLUENCE OF PRINCIPAL LEADERSHIP, TEACHER MOTIVATION, WORK CULTURE, WORK ENVIRONMENT, TEACHER WELFARE AND LOCAL COMMUNITY SUPPORT ON SCHOOL PERFORMANCE IN PRIVATE JUNIOR HIGH SCHOOLS IN BATAM CITY

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## Abstract

This study aims to determine the effect of principal leadership, teacher motivation, work culture, work environment, teacher welfare, and local community support on school performance in private junior high schools in Batam City, both partially and simultaneously. The method used is quantitative analysis by distributing questionnaires to private junior high school teachers in Batam City. Statistical tests carried out include validation and reliability, as well as multiple linear regression analysis using the SPSS 21 program. Quantitative data were collected through questionnaires distributed to 120 respondents, consisting of principals and teachers, with a population of 200. Sampling was carried out using the product moment formula with an error rate of 5% with a non-probability sampling method, namely cluster sampling, with an error rate of 5%. The results of the analysis showed that all questionnaire items were valid ( $p < 0.05$ ) and the reliability reached 0.87. The results of multiple linear regression showed a calculated R value of 0.84, while the R table at  $\alpha = 0.05$  was 0.30. Thus, the hypothesis is accepted because the calculated  $R > R$  table. The  $R^2$  value of 0.71 indicates that 71% of the variation in school performance can be explained by the six independent variables. The F test produces a significance value of 0.000, which confirms that the regression model is significant at the  $\alpha = 0.05$  level. The t test shows that all independent variables have a p value  $< 0.05$ , indicating a significant effect both partially and simultaneously on school performance. This study is compared with three previous relevant studies, namely research by Sri Langgeng Ratna Sari (2020), which discusses the effect of leadership on motivation; Rahman (2021), which examines the impact of work culture on performance; and Putri (2022), which investigates the relationship between teacher welfare and school performance. These findings show consistency in the results related to the influence of managerial factors on educational performance.

**Keywords:** *Principal leadership, teacher motivation, work culture, work environment, school performance.*

## INTRODUCTION

Education is one of the main pillars in the development of a nation. In Indonesia, the quality of education is still a challenge that must be faced, especially in urban areas such as Batam City. Private junior high schools in Batam City play an important role in providing quality education, but often face various challenges that affect school performance. The quality of education is greatly influenced by school performance, which includes various aspects, both academic and non-academic. In this era of globalization, the demand for quality education is increasing, so schools are required to continue to improve their performance.

Various factors influence school performance, both internal and external factors. Internal factors include principal leadership, teacher motivation, work culture, work environment, and teacher welfare. External factors include support from the local community. The leadership of the principal plays a central role in directing and motivating all components of the school. According to the transformational leadership theory of Bass and Riggio (2016), an effective principal is a leader who is able to inspire teachers with a clear vision, provide meaningful challenges, and provide individual support. In addition, the distributive leadership theory of Harris (2014) emphasizes that leadership is not only owned by the principal, but is also distributed to teachers and other staff.

This means that the principal must be able to empower teachers and staff to take leadership roles in their

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respective fields. Teacher motivation is a key factor in improving school performance. According to Deci and Ryan's (2017) self-determination theory, teacher motivation is influenced by the need for autonomy, competence, and relatedness. Wigfield and Eccles' (2020) expectancy-value theory also explains that teacher motivation is influenced by their beliefs about their abilities and the value they place on their tasks. Therefore, principals need to create an environment that supports teacher autonomy, provides opportunities to improve competence, and appreciates teacher contributions. School work culture includes the values, beliefs, and norms that are embraced by all members of the school. According to Cameron and Quinn's (2011) organizational culture theory, school work culture influences teacher behavior and performance. In addition, a positive school climate, as explained by Thapa, Cohen, Higgins-D'Alessandro, and Gower (2015), can improve teacher motivation and performance. Therefore, principals need to create a positive, collaborative, and respectful work culture. A conducive work environment is very important for teacher well-being and performance. According to the psychological work environment theory of Bakker and Demerouti (2017), a supportive work environment can increase teacher engagement and performance. A safe, comfortable, and adequately equipped work environment will make teachers feel more motivated and productive.

Teacher well-being includes physical, mental, and social well-being. According to Ryff's (2014) psychological well-being theory, teacher well-being is influenced by various dimensions, such as autonomy, environmental mastery, and positive relationships. Principals need to pay attention to teacher well-being by providing adequate support, creating a positive work environment, and rewarding teacher performance. Local community support is an important external factor for school progress. According to Putnam's (2015) social capital theory, local community support is a form of social capital that can improve school performance. This support can be in the form of participation in school activities, material assistance, or moral support. Principals need to build good relationships with the local community to get optimal support. Thus, effective principal leadership, high teacher motivation, positive work culture, conducive work environment, guaranteed teacher well-being, and strong local community support are interrelated factors that influence school performance.

This is reinforced by the results of research conducted by (Manik, Ester *et al*, 2011) stating that the Principal Leadership variable has a significant effect on Teacher Performance conducted at SMP Negeri 3 Rancaekek with a magnitude of influence of 22.90%, the Organizational Culture variable has a significant effect on Teacher Performance at SMP Negeri Rancaekek with a magnitude of influence of 12.40% while the Work motivation variable has a significant effect on Teacher Performance at SMP Negeri 3 Rancaekek with a magnitude of influence of 51.70%. Principal Leadership, Organizational Culture and Work Motivation together have a significant effect on Teacher Performance at SMP Negeri 3 Rancaekek with a magnitude of influence of 87.00%. While the remaining 13.00% is influenced by other variables that were not examined in the study while the results of research conducted by (Suyatno, Sugeng *et al*, 2019) that the Principal Leadership variable has a positive and significant effect on teacher work motivation.

This means that the better the principal's leadership, the better the teacher's work motivation at SDN 23 Pulau Rimau, and vice versa, the Work Environment variable has a positive and significant effect on teacher performance. This means that the better the work environment, the better the teacher's work motivation at SDN 23 Pulau Rimau, and vice versa, while the Work Motivation variable does not have a positive and significant effect on teacher performance. Or in other words, work motivation has a negative effect on teacher performance. This means that there is not enough evidence to state that work motivation has an effect on teacher performance at SDN 23, while research by Sri Langgeng Ratnasari (2020), which discusses the effect of leadership on motivation; Rahman (2021), who examines the impact of work culture on performance; and Putri (2022), who investigates the relationship between teacher welfare and school performance. These findings show consistency in the results related to the influence of managerial factors on educational performance, especially their effect on school performance.

## LITERATURE REVIEW

This study focuses on the influence of several factors on school performance in private junior high schools in Batam City, including principal leadership, teacher motivation, work culture, work environment, teacher welfare, and local community support, namely:

### Principal Leadership

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Principal leadership plays an important role in creating an effective learning environment. Research by Pratiwi and Negara (2021) shows that visionary and participatory leadership can improve teacher motivation and performance. In addition, Eyal and Roth (2011) emphasized that a supportive principal leadership style can increase teacher commitment to the school. Previous research shows that principals who have a clear vision and are able to motivate staff can improve overall school performance. A participatory leadership style has also been shown to increase teacher commitment to the school (Pratiwi & Negara, 2021).

## Teacher Motivation

Teacher motivation is a key factor in improving the quality of education. Research by Lukman *et al.* (2020) shows that teachers' intrinsic motivation has a positive effect on their performance. In addition, research by (Marzuki *et al.* 2020) found that high work motivation contributes to improving student learning outcomes. Teacher motivation is a key factor in improving the quality of education. Research shows that teachers' intrinsic motivation has a positive effect on their performance.

## Work Culture

A positive work culture in schools can improve collaboration and communication between teachers. Research by Masykur *et al.* (2019) shows that a good organizational culture has a significant effect on teacher work motivation. In addition, research by (Komar *et al.* 2020) emphasizes the importance of a supportive work culture to achieve educational goals.

## Work Environment

A good work environment contributes to teacher well-being and performance. Research by Iskandar (2018) shows that a safe and comfortable school environment can increase teacher job satisfaction. In addition, research by (Hosan *et al.* 2019) found that adequate facilities in schools have a positive effect on teacher performance.

## Teacher Welfare

Teacher well-being is directly related to their motivation and performance. Research by Murni and Sulasmi (2021) shows that good welfare can increase teacher commitment to school. In addition, research by Hasim *et al.* (2020) found that guaranteed teacher welfare contributes to improving their performance.

## Local Community Support

Support from the local community is very important for the success of a school. Research by Parveen *et al.* (2022) shows that parental and community involvement can improve the quality of education. In addition, research by the Ministry of National Education (2010) emphasized that community support contributes to improving school performance.

## School performance

School performance is the end result of various interacting factors, including principal leadership, teacher motivation, work culture, work environment, teacher well-being, and community support. Research shows that effective leadership can improve teacher motivation and performance, which in turn has a positive impact on student learning outcomes (Wang & Holcombe, 2019). In the context of work culture, research by Zhang *et al.* (2020) illustrates that a positive and collaborative work culture among school staff members can create an environment that supports learning and innovation. In addition, a good work environment, including adequate facilities and support from colleagues, also contributes to teacher well-being (Putra & Sari, 2021). Local community support is also an important factor in improving school performance. Research by Rahman (2021) shows that parental and community involvement in school activities can improve the school's image and encourage student participation in teaching and learning activities. Overall, school performance is not only influenced by internal factors such as leadership and motivation, but also by external factors such as community support. This shows the importance of a holistic approach in improving the quality of education in schools.

## METHOD

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This study uses quantitative analysis methods to evaluate the influence of principal leadership, teacher motivation, work culture, work environment, teacher welfare, and local community support on school performance in private junior high schools throughout Batam City. The following are details of the methodology used:

## Research Design

This study was designed as a quantitative study with a survey approach. The main objective was to identify the relationship between the independent variables (principal leadership, teacher motivation, work culture, work environment, teacher welfare, and community support) and the dependent variable (school performance).

## Population and Sample

The study population consisted of 200 people consisting of teachers and principals of private junior high schools throughout Batam City, while the sample determination was carried out using the product moment formula with a 5% error rate. From this population, 120 respondents were taken using the non-probability sampling method, namely cluster sampling, which means that respondents were selected based on coincidence or availability.

## Data Collection

Quantitative data were collected through the distribution of questionnaires consisting of items designed to measure each research variable. This questionnaire was distributed to respondents in order to obtain information about their perceptions of factors that influence school performance.

## Statistical Test

1. Validation; Validity test was conducted to ensure that all questionnaire items were able to measure what was intended. All items were declared valid if the  $p$  value  $< 0.05$ .
2. Reliability; Reliability test was conducted to measure the internal consistency of the questionnaire. In this study, the reliability reached 0.87, indicating that the instrument used was reliable.
3. Multiple Linear Regression Analysis (Normality Statistical Test and Multicollinearity Test); Used to analyze the simultaneous and partial effects of independent variables on dependent variables and researchers used the SPSS version 21 program in statistical analysis

## RESULTS AND DISCUSSION

Based on the results of statistical tests using multiple linear statistical tests, it can be explained as follows.:

**Table 1 Results of Validity and Reliability Tests**

Test	Description	Result
Validity	Validity Test	Items are valid ( $p < 0.05$ )
Reliability	Cronbath Alpha	0.87 (Hight)

Source: Data processed by the author, 2025

**Table 2 Results of Validity and Reliability Tests for each variable**

Variable	Validity test(R count)	Reliability test
Principal leadership (X1)	0.85	0.89
Teacher motivation (X2)	0.83	0.88

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<b>Work culture (X3)</b>	0.80	0.88
<b>Work environment (X4)</b>	0.82	0.89
<b>Teacher welfare (X5)</b>	0.81	0.86
<b>Community support (X6)</b>	0.84	0.88
<b>School performance (Y)</b>	0.85	0.84

Source: Data processed by the author, 2025

Validity test results were conducted to ensure that all items in the questionnaire can measure the intended variables accurately from the results found. All items are categorized as valid with a p value <0.05. This shows that each item in the questionnaire significantly contributes to measuring the intended construct, so it can be relied on for further analysis while the reliability test measures the internal consistency of the research instrument. One way to measure it is to use Cronbach's Alpha. The test results in this study with the Cronbach's Alpha value obtained were 0.87, which is quite high. This shows that the instrument used has good consistency, and can be relied on to measure the variables studied in this study. The following are the results of the Validation and Reliability tests

**Table 3 Results of Multiple Linier Regression Statistical F-test and T-test**

Statistical test	Result	Information
<b>F-test</b>	Sig.0.000	The significance value F < 0.05 indicates that the overall regression model is significant, meaning that there is at least one independent variable that influences school performance.
<b>T-test</b>	P < 0.05 (all Variables)	All independent variables have a p value <0.05. This means that each variable has a significant partial influence on school performance.

Source: Data processed by the author, 2025

Based on quantitative data processing with a significance value of F of 0.000, this study shows that the regression model used is significant at the  $\alpha = 0.05$  level. This indicates that there is at least one independent variable that influences school performance, and this model as a whole successfully explains the variability of the data. Meanwhile, the results of the t-test showing  $p < 0.05$  for all independent variables confirm that each variable—principal leadership, teacher motivation, work culture, work environment, teacher welfare, and community support—has a significant influence on school performance partially. This means that each of these variables contributes to improving school performance in Private Junior High Schools throughout Batam City

**Table 4 Results of Normality Statistical Test and Multicollinearity Test**

Statistical test	Result	Information
<b>Kolmogorov Smirnov Normality test</b>	D = 0.073, p = 0.200	A p-value >0.05 indicates that the data is normally distributed. This means that the normality assumption is met for the regression



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		analysis test.
<b>Multikolinieritas test</b>	VIF Value(Leadership: 1.20, Motivation: 1.14, Work culture: 1.1, Work environment: 1.08, Welfare: 1.26, Community support: 1.30)	All VIF values < 5 indicate no significant multicollinearity between independent variables. This indicates that these variables are not highly correlated with each other.

Source: Data processed by the author, 2025

The results of the normality test using the Kolmogorov-Smirnov method show a value of  $D = 0.073$  with  $p = 0.200$ . Because the  $p$  value is greater than 0.05, this indicates that the residual data from the regression model is normally distributed. The assumption of normality is met, which is important for the validity of the results of the regression analysis while the results of the multicollinearity test show the Variance Inflation Factor (VIF) value for each independent variable, namely Leadership with a value of 1.20, Motivation with a value of 1.14, Work Culture with a value of 1.11, Work Environment with a value of 1.08, Welfare with a value of 1.26 and Community support variables: 1.30 The results obtained All VIF values are below 5, indicating that there is no multicollinearity problem between the independent variables. This means that each independent variable can make a unique contribution to the regression model, and there is no redundancy of information between the variables.

## Analysis Results:

1. The calculated  $R$  value of 0.84 indicates a strong relationship between the independent and dependent variables, while the  $R$  table at  $\alpha = 0.05$  is 0.30, which means the hypothesis is accepted because the calculated  $R > R$  table.
2. The  $R^2$  value of 0.71 indicates that 71% of the variation in school performance can be explained by the six independent variables.
3. The  $F$  test shows a significance value of 0.000, indicating that the regression model is significant at the  $\alpha = 0.05$  level.
4. The  $t$  test shows a  $p$  value  $< 0.05$  for all independent variables, confirming that the influence of each variable is significant, both partially and simultaneously.
5. The data obtained from the questionnaire were analyzed using SPSS 21 to produce relevant statistical output. This analysis includes descriptive statistics, validity tests, reliability, regression analysis, and interpretation of the results.

## CONCLUSION

### Conclusion

Based on the results of the analysis conducted, this study successfully identified a significant influence of six independent variables—principal leadership, teacher motivation, work culture, work environment, teacher welfare, and local community support—on school performance in private junior high schools throughout Batam City. The results of multiple linear regression showed a calculated  $R$  value of 0.84, which was greater than the  $R$  table (0.30), indicating that the research hypothesis was accepted. The  $R^2$  value of 0.71 indicated that 71% of the variation in school performance could be explained by the six variables, while the rest was influenced by other factors not examined in this study. A significant  $F$  test ( $p = 0.000$ ) indicated that the regression model used was valid and appropriate to explain the influence of these variables. In addition, the  $t$  test showed that each independent variable contributed significantly to school performance, with a  $p$  value  $< 0.05$  for each variable. This finding is consistent with previous studies, which also showed that teacher leadership and motivation affect educational performance.

## Recommendation

Based on the results of the research that has been completed, there are several recommendations that the author can propose to improve school performance in private junior high schools throughout Batam City, namely by paying attention to the aspect of Leadership Improvement. Principals are expected to improve their managerial

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and leadership skills in order to motivate teachers and create a positive work environment. Leadership training and workshops can be held periodically, in terms of Work Culture Development, namely Schools need to develop a collaborative and supportive work culture. This can be done by building a solid work team, as well as encouraging open communication between staff and management and providing various Work Environment Facilities, namely Schools must pay attention to the work environment, including the provision of adequate and comfortable facilities for teachers and students. Investment in good educational infrastructure will have a positive impact on motivation and performance. In terms of Teacher Welfare, there needs to be a better welfare program for teachers, including awards for achievement, allowances, and social activities, which need to be prioritized.

Good welfare will increase teacher motivation and commitment to their duties. As well as positive Community Support in Increasing parental and community involvement in school activities will be very beneficial. Schools can hold events involving parents and the community as a form of support for education. For further research, it is recommended to explore other factors that may affect school performance, as well as to test this model in a broader context, including public schools and schools in other areas. With the implementation of this recommendation, it is hoped that school performance can improve and have a positive impact on the quality of education in Batam City.

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