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The Influence of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance at Public Elementary Schools in Kapanewon Prambanan

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ABSTRACT

This study examined the effects of principal leadership, organizational culture, and work motivation on teacher performance in public elementary schools in Prambanan District, Sleman, Special Region of Yogyakarta, Indonesia. A quantitative approach with a multiple linear regression design was employed. The sample consisted of 133 teachers selected using cluster random sampling, with the sample size determined through the Slovin formula. Data were collected using a Likert-scale questionnaire. The research instrument was validated through expert judgment in educational management and demonstrated adequate internal consistency reliability. Data analysis included prerequisite tests of normality, linearity, and multicollinearity, followed by hypothesis testing using SPSS. The findings revealed that principal leadership had a positive and significant effect on teacher performance ($t = 2.644$, $p = 0.009$), organizational culture had a positive and significant effect ($t = 2.151$, $p = 0.033$), and work motivation had the strongest positive and significant effect ($t = 7.178$, $p < 0.001$). Simultaneously, the three independent variables significantly influenced teacher performance ($F = 51.086$, $p < 0.001$). The coefficient of determination ($R^2 = 0.543$) indicated that principal leadership, organizational culture, and work motivation explained 54.3% of the variance in teacher performance. Further contribution analysis showed that work motivation made the largest contribution (37.8%), followed by principal leadership (9.9%) and organizational culture (6.5%). These findings suggest that improving teacher performance requires strengthening school leadership, developing a supportive organizational culture, and prioritizing strategies to enhance teacher work motivation.

Keywords: principal leadership, organizational culture, work motivation, teacher performance

INTRODUCTION

Teacher performance has consistently been recognized as one of the main determinants of educational quality because it directly influences the effectiveness of learning, student learning outcomes, and character formation. Improving the quality of education is greatly influenced by the quality of human resources, especially teachers, as the main implementers of the learning process. Therefore, improving the quality of education must be accompanied by increasing the number and quality of teachers [1]. In line with this, [2] emphasizes that teachers are a crucial element in determining the quality of education. The success of educational reform depends not only on curriculum development and the provision of educational facilities but also on the ability of teachers to carry out their professional duties effectively. This strategic role demands the continuous development of professional competence [3]. In the Indonesian context, efforts to improve the quality of education are strengthened through the implementation of National Education Standards (SNP), which place standards for educators and education personnel as one of the main components of educational quality assurance. This indicates that teacher professional competence and performance are important factors in producing quality graduates [4].

Teacher performance reflects the teacher's ability to plan, implement, and evaluate the learning process professionally to achieve educational goals. This performance also reflects the teacher's responsibility in carrying out their professional mandate and is an indicator of the quality of educational services provided to students [5]. Teacher performance is crucial to the success of the national education program [6]. Effective communication between teachers and students contributes to improved learning outcomes and character formation. Therefore, continuous improvement of pedagogical, professional, social, and personality competencies is an important prerequisite for improving the quality of learning [7]. However, teacher performance is not only determined by individual competencies but is also influenced by

various organizational factors that develop within the school environment.

Various studies show that teacher performance is influenced by both internal and external factors. Internal factors include work motivation and work ethic, while external factors include principal leadership, principal managerial competence, and organizational culture [8], [9]. Teachers are strategic school assets whose performance is influenced by work motivation, organizational culture, and leadership, so effective management of these three factors contributes to improving the quality and image of educational institutions [10]. Among these factors, principal leadership plays a strategic role in directing, motivating, fostering, and supervising teachers so that they are able to carry out their professional duties optimally. Effective leadership can improve teacher performance, enthusiasm, and commitment in carrying out learning tasks [11]. In addition, leadership is a pattern of behavior used by leaders to influence organizational members in achieving predetermined goals [12]. Research [13] shows that improving teacher performance is inseparable from effective and efficient principal leadership, while [14] emphasizes that the quality of principal leadership plays a role in building work enthusiasm, harmonious cooperation, improving the quality of education, and developing teacher professionalism.

In addition to the principal's leadership, organizational culture is an important factor that shapes teacher behavior and performance in the school environment. Organizational culture reflects the values, norms, commitments, and interaction patterns that serve as guidelines for all school members in carrying out their duties. A positive organizational culture can create a conducive work environment, increase collaboration, strengthen commitment to school goals, and encourage teachers to continue to innovate in learning. On the other hand, work motivation is an internal factor that encourages teachers to increase productivity, responsibility, and the quality of learning. Teachers who have high work motivation tend to be better prepared in designing learning, utilizing technology, and developing innovative learning media. [15] explains that increased teacher work motivation will be reflected in organizational behavior that is oriented towards achieving school goals. Thus, principal leadership, organizational culture, and work motivation are three interrelated factors in shaping professional teacher performance.

This phenomenon was also found at a public elementary school in Kapanewon Prambanan. Based on initial observations and interviews with the principal and teachers, teacher performance has not yet fully reached the expected level. The effectiveness of the principal's leadership is still suboptimal, particularly in the aspects of policy-making, professional development, and providing role models to teachers. The school's organizational culture is also not fully capable of creating a collaborative work environment, as indicated by the suboptimal implementation of the school's vision and mission, low cooperation among teachers, and differences in perception that hinder the creation of a harmonious work environment. Furthermore, teacher work motivation remains relatively low, reflected in suboptimal lesson planning, limited use of innovative learning media, low use of technology in the learning process, and the continued dominance of the lecture method. These conditions impact teachers' suboptimal abilities in designing lessons, managing classes, and implementing innovative learning strategies, potentially impacting the quality of learning in elementary schools.

Various previous studies have examined the relationship between principal leadership, organizational culture, work motivation, and teacher performance. However, most studies were conducted at the secondary or vocational high school level, while research at the elementary school level is still relatively limited. Furthermore, some studies used a literature review approach or were conducted outside the education sector, so the results do not fully reflect the empirical conditions of elementary schools, which have different organizational characteristics, professional demands, and work environments. Most studies also tested the influence of each variable separately, so there is still limited empirical evidence that simultaneously examines the influence of principal leadership, organizational culture, and work motivation on elementary school teacher performance in the context of schools experiencing organizational dynamics.

This study contributes by simultaneously examining the influence of principal leadership, organizational culture, and work motivation on teacher performance at a public elementary school in Kapanewon Prambanan. The context of this research is important because schools in the region are facing leadership dynamics and organizational culture developments that have the potential to influence teacher motivation and performance. Therefore, this study is expected to expand the empirical evidence on the determinants of teacher performance at the elementary school level while enriching educational management studies, particularly those related to school leadership, organizational culture, and work motivation.

Based on the above description, this study aims to analyze the influence of principal leadership, organizational culture, and work motivation on teacher performance at a public elementary school in Kapanewon Prambanan. The results are expected to provide theoretical contributions to enrich the literature on organizational factors that influence teacher performance and provide practical contributions as a basis for formulating policies to improve principal leadership, strengthen organizational culture, enhance teacher work motivation, and manage basic education more effectively.

RESEARCH METHODS

This study uses a quantitative approach with an explanatory research design to examine the influence of principal leadership, organizational culture, and work

motivation on elementary school teacher performance. The study was conducted from June to August 2025 at SD Negeri Kapanewon Prambanan, Sleman Regency, Yogyakarta Special Region. The study population consisted of 200 teachers from 22 SD Negeri in Kapanewon Prambanan. The sample was determined using a cluster random sampling technique because the population was spread across several school areas. All schools were grouped into three clusters based on geographical location (north, central, and south), and then 15 schools were randomly selected to represent the three clusters. A total of 133 teachers were selected as research respondents.

The study involved three independent variables, principal leadership, organizational culture, and work motivation, and one dependent variable, teacher performance. All variables were measured using a closed-ended questionnaire based on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Indicators for each variable were compiled based on theoretical studies and previous research. Teacher performance was measured through pedagogical, professional, social, and personality competencies. Principal leadership was measured based on organizational mobilization, empowerment, role modeling, and decision-making. Organizational culture encompassed innovation, results orientation, individual and team orientation, attention to detail, aggressiveness, and organizational stability. Work motivation was measured through responsibility, goal orientation, feedback, job satisfaction, competition, and achievement orientation. The instrument's content validity was evaluated through expert judgment by an expert in the field of educational management. The instrument's reliability was analyzed using Cronbach's alpha coefficient, with an α value ≥ 0.70 as an indicator of adequate reliability.

Data analysis was performed using IBM SPSS. The analysis began with descriptive statistics to describe the characteristics of the data, followed by classical assumption testing, including normality, multicollinearity, heteroscedasticity, autocorrelation, and linearity. Hypothesis testing was performed using multiple linear regression to examine the partial and simultaneous effects of independent variables on teacher performance. The significance level of the study was set at $p < 0.05$, while the model's ability to explain variations in teacher performance was evaluated using the coefficient of determination (R^2).

RESULT AND DISCUSSION

After all prerequisite tests and hypothesis testing have been systematically conducted, the next stage is analyzing the research results. Prerequisite testing aims to ensure that all assumptions required in the regression analysis are met before hypothesis testing is conducted. Furthermore, hypothesis testing is conducted to evaluate the influence of principal leadership, organizational culture, and work motivation on teacher performance. The results of this entire series of analyses form the basis for drawing research conclusions.

The prerequisite tests in this study include normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation tests. All of these tests are conducted to ensure that the regression model meets statistical assumptions so that the analysis results can be interpreted validly and reliably. Normality testing was conducted using the Kolmogorov–Smirnov (K–S) method to determine whether the residual data are normally distributed. The assumption of normality is considered to be met if the significance value is greater than 0.05. In contrast, a significance value less than 0.05 indicates that the residual data is not normally distributed. The Kolmogorov–Smirnov test results showed a significance value of 0.200, which is greater than 0.05. These results show that the residuals in the regression model are normally distributed, thus fulfilling the normality assumption.

To strengthen these results, additional testing was conducted using the Monte Carlo approach with 10,000 simulations. This test yielded a significance value of 0.614, which is also greater than 0.05. The consistency of the results obtained from both methods indicates that the residual distribution meets the assumption of normality. This finding is also supported by visual inspection of the histogram, which shows a residual distribution pattern resembling a normal curve and is relatively symmetrical. Thus, it can be concluded that the assumption of normality has been met, making the research data suitable for use in multiple linear regression analysis.

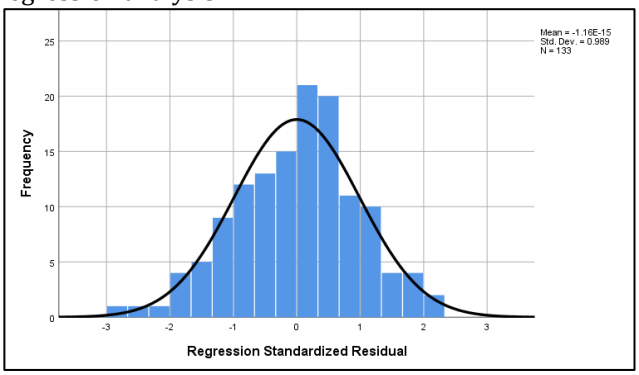

Figure 1. Residual Probability Plot Histogram

Based on the Regression Standardized Residual histogram, the residual distribution in the regression model shows a pattern close to a normal distribution. This is evident from the distribution of the histogram bars, which form a bell-shaped curve and follow the normal curve line. Most of the residuals are concentrated around zero, then their frequency decreases gradually to both sides without showing any significant deviations. The results of this visual inspection indicate that the residual distribution is symmetrical and does not show any skewness or extreme outliers.

These findings are supported by the statistical information displayed in the histogram. The mean residual value of −1.16E−15 indicates that the average

residual is very close to zero, while the standard deviation value of 0.989 is close to one. This condition indicates that the residuals have been well standardized. Furthermore, the sample size of 133 observations provides a fairly representative picture of the residual distribution. Based on the results of statistical tests and visual inspection, it can be concluded that the assumption of normality has been met, making the regression model suitable for further analysis.

Next, a linearity test was conducted to ensure that the relationship between the independent and dependent variables was linear. This test aims to assess the suitability of the relationship pattern between variables, as one of the prerequisites in linear regression analysis. The relationship between variables is declared to meet the linearity assumption if the significance value (deviation from linearity) is greater than 0.05. Conversely, if the significance value is less than 0.05, the relationship between variables is declared non-linear. The results of the linearity test between principal leadership, organizational culture, and work motivation on teacher performance are presented in Table 2.

Table 1. Results of Linearity Test of Variables X1, X2 and X3 against Y

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Principal Leadership	Between Groups	(Combined)	1870.660	15	124.711	5.004	.000
		Linearity	1331.592	1	1331.592	53.431	.000
		Deviation from Linearity	539.068	14	38.505	1.545	.106
	Within Groups		2915.866	117	24.922		
	Total		4786.526	132			
Teacher Performance * Organizational Culture	Between Groups	(Combined)	1721.253	19	90.592	3.340	.000
		Linearity	980.759	1	980.759	36.155	.000
		Deviation from Linearity	740.494	18	41.139	1.517	.097
	Within Groups		3065.273	113	27.126		
	Total		4786.526	132			
Teacher Performance * Work Motivation	Between Groups	(Combined)	2742.251	14	195.875	11.306	.000
		Linearity	2370.073	1	2370.073	136.806	.000
		Deviation from Linearity	372.178	13	28.629	1.653	.080
	Within Groups		2044.276	118	17.324		
	Total		4786.526	132			

The results of the linearity test are presented in Table 1. This test was conducted to ensure that the relationship between each independent variable and the dependent variable is linear, thus fulfilling one of the assumptions in linear regression analysis. The determination of linearity is based on the significance value (deviation from linearity), with the criterion that the relationship between variables is declared linear if the significance value is greater than 0.05.

Based on the analysis results, the Deviation from Linearity significance value for the relationship between principal leadership (X_1) and teacher performance (Y) was 0.106, organizational culture (X_2) and teacher performance (Y) was 0.097, and work motivation (X_3) and teacher performance (Y) was 0.080. All significance values were greater than 0.05, thus concluding that the relationship between each independent variable and the dependent variable was linear. Therefore, the linearity assumption in the regression model was met, allowing for further multiple linear regression analysis.

After the linearity assumption was met, a multicollinearity test was conducted to determine whether there was a high correlation between the independent variables in the regression model. This test aims to ensure that each independent variable provides distinct information and does not influence each other excessively, ensuring that the resulting regression coefficient estimates are stable and interpretable. The results of the multicollinearity test are presented in Table 1.

Table 2. Multicollinearity Test Results

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	23.674	6.626		3.573	.000		
	Principal Leadership	.291	.110	.188	2.644	.009	.697	1.434
	Organizational Culture	.197	.091	.145	2.151	.033	.781	1.281
	Work Motivation	.912	.127	.537	7.178	.000	.633	1.581

a. Dependen Variable: Teacher Performance

The results of the multicollinearity test indicate that all independent variables meet the required criteria. The principal leadership variable (X_1) has a tolerance value of 0.697 and a Variance Inflation Factor (VIF) value of 1.434. The organizational culture variable (X_2) shows a tolerance value of 0.781 with a VIF value of 1.281, while the work motivation variable (X_3) has a tolerance value of 0.633 and a VIF value of 1.581. All

variables have a tolerance value greater than 0.10 and a VIF value less than 10, thus meeting the criteria for no multicollinearity. Thus, it can be concluded that there is no high correlation between the independent variables, so the regression model is suitable for further analysis.

Next, a heteroscedasticity test is performed to determine whether the residual variance in the regression model is constant or varies between observations. A good regression model is expected to exhibit no symptoms of heteroscedasticity, so that the residual variance is homogeneous (homoscedasticity). In this study, heteroscedasticity testing was performed through a scatterplot analysis between the Standardized Predicted Value (ZPRED) and Standardized Residual (SRESID) values. The test results are used to identify the presence or absence of certain patterns in the distribution of points that could indicate heteroscedasticity.

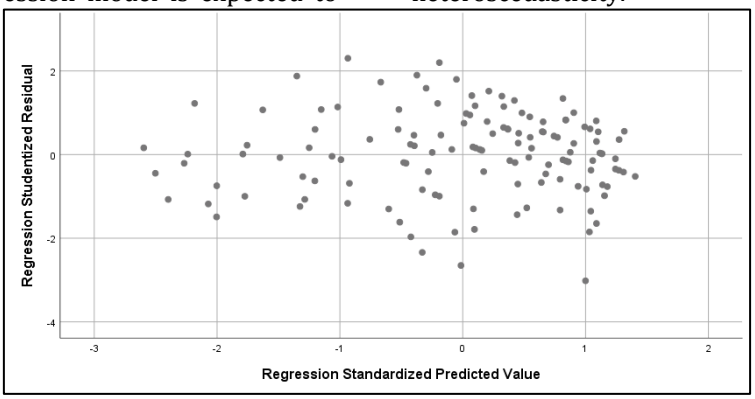

Figure 2. Scatterplot

Based on Figure 2, the residual points appear to be randomly distributed above and below the zero line on the Y-axis without forming any particular pattern, such as tapering, widening, or being wavy. This distribution pattern indicates that the residual variance is relatively constant across all predicted values. Therefore, the regression model does not exhibit heteroscedasticity, thus meeting the homoscedasticity assumption.

Next, an autocorrelation test is performed to determine whether there is a relationship or correlation between the residuals from one observation and the residuals from other observations. The presence of autocorrelation can cause regression model estimation to be less efficient, so it is necessary to ensure that the residuals are independent. In this study, the autocorrelation test was conducted using the Durbin–Watson (DW) test. The regression model is considered to meet the residual independence assumption if the Durbin–Watson statistic value falls within the range indicating no autocorrelation. The results of the autocorrelation test are presented in Table 3.

Table 3. Durbin-Watson Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.737[a]	.543	.532	4.118	1.712

The autocorrelation test results show a Durbin–Watson (DW) value of 1.712. With a sample size (n) of 133 and independent variables (k) of 3, the lower limit (dL) value is 1.6710 and the upper limit (dU) is 1.7631. The Durbin–Watson value is in the range between dL and dU (1.6710 < 1.712 < 1.7631), so the test results are in the inconclusive area. However, the Durbin–Watson value approaching 2 indicates that there is no strong indication of autocorrelation in the residuals. Thus, the residuals in the regression model can be considered relatively independent so that the model is still suitable for use in multiple linear regression analysis.

After all regression assumptions were met, the analysis continued with hypothesis testing using multiple linear regression. This analysis aimed to examine the influence of principal leadership, organizational culture, and work motivation on teacher performance, both partially and simultaneously. Furthermore, a multiple linear regression model was used to determine the direction and magnitude of the influence of each independent variable on the dependent variable. The results of the multiple linear regression analysis are presented in Table 4.

Table 4. Multiple Linear Regression Test Results

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	23.674	6.626		3.573	.000		
	Principal Leadership	.291	.110	.188	2.644	.009	.697	1.434
	Organizational Culture	.197	.091	.145	2.151	.033	.781	1.281
	Work Motivation	.912	.127	.537	7.178	.000	.633	1.581

a. Dependen Variable: Teacher Performance

The results of multiple linear regression analysis produce the following equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$
$$Y = 23{,}674 + 0{,}291 X_1 + 0{,}197 X_2 + 0{,}912 X_3 + e$$

The regression equation shows the relationship between principal leadership (X_1), organizational culture (X_2), and work motivation (X_3) on teacher performance (Y). The constant value of 23.674 indicates that if all independent variables are assumed to be zero, then the teacher performance value is estimated at 23.674. The regression coefficient of principal leadership (X_1) of 0.291 indicates that every one-unit increase in principal leadership will increase teacher performance by 0.291 units assuming other variables remain constant (ceteris paribus). Similarly, the regression coefficient of organizational culture (X_2) of 0.197 indicates that every one-unit increase in organizational culture will increase teacher performance by 0.197 units. Meanwhile, work motivation (X_3) has a regression coefficient of 0.912, which means that every one-unit increase in work motivation will increase teacher performance by 0.912 units assuming other variables remain constant. The coefficient value is the largest compared to other independent variables, thus indicating that work motivation provides the most dominant contribution to improving teacher performance.

Furthermore, a partial test (t-test) was conducted to determine the effect of each independent variable on the dependent variable. The test was conducted based on the t-statistic value and significance level, with the criteria that a significance value of less than 0.05 indicates a significant effect. The results of the partial test showed that principal leadership (X_1) had a positive and significant effect on teacher performance with a t-value of 2.644 and a significance value of 0.009 (<0.05). Organizational culture (X_2) also had a positive and significant effect on teacher performance, as indicated by a t-value of 2.151 with a significance value of 0.033 (<0.05). Meanwhile, work motivation (X_3) showed a positive and significant effect with a t-value of 7.178 and a significance value of 0.000 (<0.05). Compared to other variables, work motivation had the highest t-value so it can be identified as the variable that has the most dominant effect on teacher performance. Thus, partially all independent variables in this study were proven to have a positive and significant effect on teacher performance. Next, a simultaneous test (F-test) was conducted to determine whether principal leadership, organizational culture, and work motivation jointly influence teacher performance and to test the feasibility of the regression model used. The results of the simultaneous test are presented in Table 5.

Table 5. Simultaneous test results (F test)

Information	Value
F_{Count}	51.086
Significance	0.000
Decision	Significant
Conclusion	X1, X2, X3 have a simultaneous effect on Y

The simultaneous test results presented in Table 5 show that the F-value is 51.086 with a significance level of 0.000 (<0.05). These results indicate that the regression model used is statistically significant. Thus, principal leadership, organizational culture, and work motivation simultaneously have a positive and significant effect on teacher performance. This finding indicates that the three independent variables together are able to explain changes in teacher performance, so the proposed hypothesis is accepted and the regression model is declared suitable for use in explaining the relationship between variables in this study.

Next, a coefficient of determination (R^2) test was conducted to determine the extent to which the independent variables explain the variation in the dependent variable. The coefficient of determination ranges from 0 to 1, with values closer to 1 indicating a better model's ability to explain the variation in the dependent variable, while values closer to 0 indicate a relatively low explanatory power. The results of the coefficient of determination test are presented in Table 6.

Table 6. Regression Model Coefficient of Determination (R^2) Results

Description	Value
Correlation Coefficient (R)	0.737
Coefficient of Determination (R2)	0.543
Adjusted R2	0.532
Standard Error of Estimate	4.118

The results of the coefficient of determination test presented in Table 6 show an R-square (R^2) value of 0.543. This value indicates that 54.3% of the variation in teacher performance can be explained by the variables of principal leadership, organizational culture, and work motivation. Meanwhile, the remaining 45.7% is influenced by factors outside the research model that were not analyzed in this study.

Furthermore, the adjusted R-squared value of 0.532 indicates that the regression model has a fairly good ability to explain the relationship between the independent and dependent variables, taking into account the number of variables used in the model. Thus, the regression model can be considered to have an adequate level of goodness of fit to explain variation in teacher performance.

To obtain a more comprehensive picture of the contribution of each independent variable to teacher performance, further analysis was conducted by combining the standardized beta coefficient and Pearson correlation coefficient (r). The results of the analysis showed that the principal leadership variable had a β value of 0.188 with an r value of 0.527, thus providing an effective contribution of 9.90% to teacher performance. The organizational culture variable had a β value of 0.145 and an r value of 0.453, with an effective contribution of 6.50%. Meanwhile, work motivation provided the largest contribution with a β value of 0.537 and an r value of 0.704, thus having an

effective contribution of 37.80% to teacher performance.

Overall, the accumulated effective contribution of the three variables is consistent with the coefficient of determination (R^2) of 54.3%. This finding indicates that work motivation is the variable that has the most dominant influence on improving teacher performance compared to principal leadership and organizational culture. Thus, increasing teacher work motivation is the most determining factor in efforts to improve teacher performance at public elementary schools in Kapanewon Prambanan, without ignoring the important role of principal leadership and organizational culture as supporting factors that contribute to the creation of optimal teacher performance.

The results of the study indicate that principal leadership, organizational culture, and work motivation are factors that influence teacher performance at Kapanewon Prambanan Public Elementary School. Partially, these three variables have a positive and significant influence on teacher performance, while simultaneously explaining 54.3% of the variation in teacher performance. These findings indicate that improving teacher performance is influenced not only by individual abilities but also by the support of the organizational environment that can create a conducive work climate for the implementation of teachers' professional duties.

The positive influence of principal leadership shows that the success of teachers in carrying out professional duties is greatly influenced by the principal's ability to direct, guide, motivate, and supervise academics. Principals who are able to implement leadership effectively will create a work environment that supports the improvement of teacher professionalism so that teachers are more motivated to plan, implement, and evaluate learning optimally. In line with that, [16] said that principal leadership is one of the factors that influence teacher performance. Good principal leadership will make teacher work results better and vice versa [17]. The principal's strategic position as a school leader provides an important role in influencing and empowering teachers so that they are encouraged to improve their competence consciously and continuously [18].

Organizational culture has also been shown to have a positive influence on teacher performance. An organizational culture characterized by shared values, harmonious cooperation, commitment to school goals, and effective communication can create a work environment that supports the implementation of teacher duties. Conversely, a less conducive organizational culture can hinder collaboration and reduce the effectiveness of learning. This finding is consistent with research [19], [20] which states that the better the school culture implemented, the higher the teacher performance. In addition to the principal's leadership and organizational culture, work motivation also influences teacher performance. High work motivation will improve teacher performance. This finding is in line with research [21] which states that a teacher is highly demanded to be able to increase his/her motivation to work, which ultimately improves performance, and this can affect the quality of education he/she manages.

Simultaneously, principal leadership, organizational culture, and work motivation have a positive and significant influence on teacher performance. This indicates that improving teacher performance is the result of the interaction between leadership, organizational culture, and complementary individual motivation factors. A principal who is able to carry out leadership functions effectively will form a positive organizational culture, while a conducive organizational culture will strengthen teacher motivation in carrying out their professional duties. The synergy of these three factors ultimately creates a work environment that supports improving the quality of learning and achieving educational goals. This finding is in line with research [22] which states that principal leadership, organizational culture, and work motivation are important factors that influence teacher performance. Effective leadership can guide and develop teachers sustainably; a conducive organizational culture creates a work environment that supports professionalism, while work motivation encourages teachers to improve the quality of learning, thus impacting performance improvement. Research [23] also states that teacher performance is the result of the synergy of various factors, so its improvement requires an integrated approach. These efforts can be realized through strengthening principal leadership, developing a positive organizational culture, and increasing teacher work motivation on an ongoing basis.

The findings of this study imply that efforts to improve teacher performance are not sufficient through individual competency enhancement alone, but also require strengthening the managerial and organizational aspects of the school. Developing principal leadership competencies, establishing a collaborative organizational culture, and increasing work motivation through reward systems, professional development, and providing a supportive work environment need to be carried out in an integrated manner. Therefore, improving the quality of basic education can be achieved through optimizing the role of the principal, strengthening the school's organizational culture, and increasing teacher work motivation, as three main factors that mutually support the development of professional teacher performance.

CONCLUSION

The results of the study indicate that principal leadership, organizational culture, and work motivation play an important role in improving teacher performance at Public Elementary Schools in Kapanewon Prambanan, Sleman Regency, Yogyakarta Special Region. Partially, principal leadership has a positive and significant effect on teacher performance, as evidenced by a t-value of 2.644 and a significance value of 0.009 (<0.05), with a contribution of 9.90%. Organizational culture also has a positive and significant

effect on teacher performance, as indicated by a t-value of 2.151 and a significance value of 0.033 (<0.05), with a contribution of 6.50%. Among the three variables studied, work motivation is the most dominant factor in influencing teacher performance, as indicated by a t-value of 7.178 with a significance value of 0.000 and a contribution of 37.8%. Simultaneously, principal leadership, organizational culture, and work motivation have a positive and significant effect on teacher performance with an F-value of 51.086 and a significance value of 0.000. The coefficient of determination (R^2) of 0.543 indicates that these three variables are able to explain 54.3% of the variation in teacher performance, while the remaining 45.7% is influenced by other factors outside the research model. This finding confirms that improving teacher performance can be achieved through optimizing principal leadership, strengthening a conducive organizational culture, and continuously increasing teacher work motivation.

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