



FACTORS AFFECTING TEACHER PERFORMANCE

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ABSTRACT

The purpose of this research is to determine and analyze the influence of leadership style on teacher performance, the influence of organizational culture on teacher performance, the influence of the work environment on teacher performance, the influence of motivation on teacher performance, and the influence of leadership style, organizational culture, work environment, and motivation on teacher performance. This type of research is quantitative research. The population of this study was all 74 teachers at Maitreyawira Elementary School, Batam. The sampling technique was carried out using the Saturated Sampling technique. Data was obtained using a questionnaire instrument. The research results show that: Leadership style has a positive and significant effect on teacher performance, organizational culture has a positive and significant effect on teacher performance, the work environment has a positive and significant effect on teacher performance, and motivation has a positive and significant effect on teacher performance. Leadership style, organizational culture, work environment, and motivation have a positive and significant effect on teacher performance.

Keywords: Leadership Style, Organizational Culture, Work Environment, Motivation, Teacher Performance.

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-development, intelligence, noble morals and skills that they need in life in society, nation and state. Formal education is carried out in schools, because schools are places where students and teachers meet to achieve their dreams. Teachers as educators are one of the determining factors for the success of educational goals. Teachers are human resources who are planners, actors and determinants of achieving national education goals as mandated by law. According to Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, in Chapter 1 article 1 it is stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education formal education, primary education and secondary education". For this reason, teachers must be creative in designing fun learning.

Sumarsono (2012) explains that teacher performance is the extent to which tasks have been described and can be carried out in relation to obligations and responsibilities in learning planning activities, implementing learning, and evaluating learning implementation as well as carrying out learning or improvement and enrichment. Teachers are also required to have performance that is able to realize and provide hope for all parties, especially the general public who have trusted schools and teachers in developing these students. Achieving good quality education is greatly influenced by the performance of teachers in carrying out their responsibilities. To be able to carry out tasks well, it is necessary to develop teacher performance.

Considering the importance of teacher performance in the world of education, it is necessary that performance appraisal is an organizational process for assessing employee performance. The general purpose of performance appraisals is to provide feedback to employees in an effort to improve their performance and increase organizational productivity. Objective performance criteria are performance evaluations against specific standards, while subjective measures are how well an employee works overall. According to Ahmad (2017), performance appraisal is a means of improving those who do not perform their duties well in the organization. Based on this definition, teacher performance plays a very important role in the progress of the nation and state because teachers will develop students in the future.



Teacher performance needs to be paid attention to in order to educate a brilliantly intelligent generation of the nation. The factors that influence teacher performance include: work ethic or discipline, adequate educational facilities, teacher ability or competency, teacher work motivation, job satisfaction, work welfare, conducive school climate and also a good leadership style (Yawan, 2016). Another opinion from Ahmad (2017) states that factors that support teacher performance can be classified into two types of factors, namely: 1). Internal factors (intelligence, skills and abilities, talents, abilities and interests, motives, health, personality, ideals and goals at work), 2). External factors (family environment, work environment, communication with the school principal, facilities and infrastructure, and teacher activities in class). In this regard, teacher performance must be improved considering the challenges in the world of education to produce quality human resources that are able to compete in the increasingly stringent global era.

The factors that determine the level of performance (work performance) include performance assessments which relate to how well a teacher carries out the tasks or work given to him. This teacher performance assessment usually takes place within a certain time period once a year (Muhammad and Gusrianty, 2019; Nufus, 2023). One of the factors that causes teacher performance achievement is to determine teacher performance assessments so far by looking at teachers who are active in various fields at school. Other causes are also factors in teacher performance, namely: the leadership style of teachers and school staff, and the culture of an organization. Because leaders' direct teachers, and traditions at school will create a teaching and learning atmosphere for teachers.

Apart from teacher performance issues, leadership style needs to be considered because it will affect teacher performance. In this era, the leader's attitude is to listen to teachers' complaints about students, provide important news, and show a humanitarian attitude towards other staff. Leaders also take time to pray, be friendly, and serve guests. Leaders are not only related to the world of education but must adapt to the community environment. Based on the problems mentioned regarding leadership style, Purnomo and Sarigih (2016) stated that leadership is the process of influencing or giving an example by a leader to his followers in an effort to achieve organizational goals. All bad attitudes about leaders will affect teacher performance. Therefore, leaders must investigate teachers' difficulties and help resolve them.

Apart from the importance of leadership style on teacher performance. Organizational culture also influences teacher performance. The main function of organizational culture is to help understand the environment and determine how to respond to it so as to reduce anxiety and restlessness. Adaptation to various human characters requires a teacher to respond appropriately and freely. Culture is the totality of human thoughts, works and results, which are not rooted in conscience, and therefore can only be created by humans after going through a learning process. In order to be able to carry out their main duties and functions well, employee development needs to be well directed (Susilo, 2017). Based on the definition of culture, an organization needs a good culture so that its educational institutions can create a family atmosphere and be united.

Another problem is that teachers still want to maintain their health so they don't adapt to their colleagues, some teachers are still unable to adapt to changes in the curriculum, and work leave continues to change over time. There are still teachers who don't want to work more because they don't get compensation. The allowances received by teachers are not in line with teachers' expectations, such as decreasing allowances.

From the problems above, to create a safe atmosphere it is necessary to pay attention to a supportive work environment. According to Anam (2018), the definition of the work environment is everything around the teacher that influences him in carrying out and completing the tasks given to him in an area. A good work environment (good facilities and infrastructure) or bad (unavailability of supporting facilities and infrastructure) in an organization can directly or indirectly affect teacher performance, for example a work environment that is far from the teacher's residence can cause teacher performance to decrease. because of fatigue from traveling, a dirty work environment, an unsafe work environment, an uncomfortable work environment, and loud noises. All of this can affect teacher performance (Candana, 2018).

Apart from work environment problems, motivation can also influence a teacher's performance. In this school there are still teachers who have not moved themselves to be more successful, that is, they are worried about unwanted life challenges, and some teachers lack reading literacy. Another problem is that some teachers



lack independence, some teachers lack mastery of the curriculum, some teachers are late in collecting learning tools.

Another problem that arises with teacher motivation is that some teachers do not develop learning models that attract students' interest in learning. This will result in teachers and students being lazy to explore knowledge. Then there is no movement of the teacher's heart to help students with special needs and a teacher's lack of passion in teaching. Because he felt unable to understand the students' character, he threw his responsibility onto the homeroom teacher. There are also some teachers who often rely on each other's work because they are not encouraged to explore their knowledge. This indicates that teacher motivation is still relatively low.

As for expert opinion regarding motivation, according to Cahyani et al (2020), learning motivation is the overall driving force that lies within the teacher which gives rise to the intention to carry out teaching and learning activities, so that the desired goals are achieved. In line with world developments, the management of educational institutions cannot be separated from the role of teachers. For this reason, every effort made by teachers is very important for the nation's future generations.

Maitreyawira School is a universal family which is a mission for every student, educator, school administrator and the entire world community in an effort to realize the beauty of human nature towards creating a world of one family. Based on the background of the problem that has been put forward, this research.

Based on the background of the problems that have been stated, several have been identified, namely: 1) Lack of teacher responsibility in their work so that their work is often delayed and they only rely on experienced teachers. 2) Lack of leadership style to manage time and guide teachers in carrying out their duties and responsibilities. 3) Some teachers are not open enough to share knowledge with colleagues so that the organizational culture is inadequate. 4) School facilities are less supportive and the work environment is less comfortable for teachers. 5) Some teachers do not want to work more, resulting in their tasks piling up and teachers' lack of willingness to try to find new knowledge so that teacher motivation is still relatively low.

The aims of this research are: 1) To test and analyse the influence of leadership style on teacher performance. 2) To test and analyse the influence of organizational culture on teacher performance. 3) To test and analyse the influence of the work environment on teacher performance. 4) To test and analyse the influence of motivation on teacher performance. 5) To analyse the influence of leadership style, organizational culture, work environment, and motivation on teacher performance.

Teacher Performance

According to Minister of National Education Regulation Number 35 of 2010 regarding teacher performance is the result of an assessment of the process and work results achieved by teachers in carrying out their duties. According to Komar (2020) teacher performance assessment is a reference for schools to determine career development and promotion for teachers. It is hoped that the results of this teacher performance assessment will be able to provide benefits in creating various policies related to improving the quality and performance of teachers, which is the basis for implementing the teaching and learning process in the educational process to produce a generation that is intelligent, qualified, competent and highly competitive. Teacher performance in general can be seen from their activities in preparing learning plans, implementing the learning process, implementing interpersonal relationships and evaluating the results of the teacher's work.

Sumarsono (2012) explains that teacher performance is the extent to which tasks have been described and can be carried out in relation to obligations and responsibilities in learning planning activities, implementing learning, and evaluating learning implementation, as well as carrying out learning/improvement and enrichment. Furthermore, in measuring how successful a teacher has been in carrying out his duties and obligations according to established standards, he also revealed that a teacher's success in carrying out his duties and obligations is determined by the achievement of results as normatively stipulated in the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number. 16 of 2009 concerning Teacher Functional Positions and Credit Scores, namely teacher achievements or accomplishments in planning learning and guidance, implementing quality learning and guidance, and evaluating learning outcomes, guidance as well as carrying out learning and improvement and enrichment.



Regarding expert opinion, a teacher's performance is measured by achieving success in; (1) planning learning and guidance, (2) implementing a quality teaching and learning process, (3) evaluating the results of learning and guidance, and (4) carrying out learning, improvement and enrichment.

Leadership Style

According to Kawilarang (2019) leadership style is one of the methods used by a leader to influence, direct and control the behaviour of other people to achieve a goal. Leadership style is the process of directing and influencing members in carrying out various activities in an organization, leaders use their influence to clarify organizational goals for their subordinates, motivate them to achieve organizational goals and help create a work atmosphere so that employees can be productive at work (Walsa and Ratnasari, 2016; Hariani, 2022). From several definitions of leadership style that have been stated above, researchers conclude that leadership style is the behaviour or method that is led and used by leaders in leading their employees to work.

The opinion of Hidayat et al (2019) suggests that leadership style indicators can be explained, namely: 1) authoritarian (threats, close supervision, closed), 2) participative (consultative, open, communicative), 3) delegative (trust, freedom, leadership guidance) . Based on the opinion above, the researcher concluded that the indicators that will be used for leadership style are authoritarian, participative and delegative.

Organizational Culture

According to Kurniawan and Hazir (2019) stated that organizational culture is a series of values and strategies, leadership style, vision and mission as well as norms of trust and understanding that are adhered to by members of the organization and are considered as truth for new members and become a guide for each member. organizational elements of a company to shape attitudes and behaviour. Organizational culture reflects the attitudes, values and behaviour of members in the organization which describes the characteristics of the organization and is a differentiating factor from other organizations (Junianto and Sabtohadhi, 2019). From several opinions about culture conveyed by research, the researcher concluded that culture is the entire result of humans' views on their environment.

According to Jumriatunnisah et al (2016) the indicators used are individual initiative, tolerance for risk, school direction and goals, and integration. The indicators used in this research are external adaptation, internal integration, and basic assumptions (Cupiadi and Kedaton, 2016). Based on several opinions in the explanation of culture, the researcher concluded that the indicators used for research were individual initiative, tolerance for risk, school direction and goals, and integration.

Work Environment

According to Suhardi (2019), the work environment is everything that is around an employee while working, whether physical or non-physical, directly or indirectly, which can affect him and his work while working. According to Anam (2018) the work environment is everything around an employee that influences him in carrying out and completing the tasks given to him in an area. Based on several people's opinions about the work environment, the researcher concluded that the work environment is a means of supporting a person's smooth processes at work so that it supports employee performance at work.

According to Anam (2018), in general, the work environment is influenced by the following factors, namely: work facilities, salary and benefits, and work relationships. The opinion of Suhardi (2019) states that the indicators he uses are work regulations, lighting, circulation, the work itself, and salary. Based on the opinions of several experts above regarding the work environment, researchers used the following indicators: work facilities, salary and benefits, and work relationships.

Motivation

According to Ahmadiansah (2016) work motivation is something that creates an urge to do work that leads to achieving a goal. According to Anggrayni et al (2018), the definition of motivation is a drive or encouragement that comes from within a person or from outside to take action in order to achieve goals. From several opinions about motivation conveyed by research, the researcher concluded that motivation is an action that encourages a person to act towards a goal. The opinion of Suhardi (2019) states that the indicators he uses are



physiological, safety & security, self-esteem, motives, and traits. The 3 basic characteristics of work motivation relating to employees are effort, persistence, and direction (Ratnasari, 2017). Based on these opinions, indicators are used, namely: effort, persistence, and direction.

2. METHODS

The method used in this research is quantitative using multiple regression techniques. This research is to analyze the influence of independent and dependent variables. According to Ananda and Fadhli (2018), multiple regression is used to determine the linearity of the relationship between two or more independent variables (X) and one dependent variable (Y) and can also be used to predict the price of the dependent variable if the prices of the independent variables are known. This research was carried out using a survey method, namely collecting primary data obtained from original sources.

The quantitative analysis approach is a research approach carried out to test hypotheses using accurate statistical data tests and presented in the form of numbers based on the background and problem formulation that has been mentioned. This research is useful for measuring the influence of leadership style, organizational culture, work environment, and motivation on teacher performance.

In this research, researchers took the location at the Maha Vihara Duta Maitreya Bukit Untung Complex, Sei. Panas, Batam City, Batam 29433, Riau Islands-Indonesia, namely Maitreyawira Elementary School Batam. The research was carried out in March-April 2021. The population in this research was all 74 teachers at Maitreyawira Elementary School in Batam City, Riau Islands. The sample used in this research is a saturated sample or census. In this study, researchers took the entire sample of 74 permanent teachers at Maitreyawira Elementary School, Batam. The independent variables in this research are leadership style, organizational culture, environment, and motivation. The dependent variable in this research is Maitreyawira Elementary School Teacher Performance, Batam. The instruments used in this research were documentation and questionnaires.

In this study, researchers used construct validity. Construct validity is validity that concerns how far the instrument items are able to measure what is really intended to be measured in accordance with a specific construct or concept or conceptual definition that has been determined. This validity test uses SPSS window version 20 (Purnomo, 2016).

The validity test is used to measure whether a questionnaire is valid or not. Validity testing was carried out using SPSS window version 20. Before distributing it to all respondents, it is a good idea to try out the instrument so that you can find out whether the instrument is valid or not. Based on the results of the validity test of the research instrument for the teacher performance variable, it was concluded that there were 30 valid statements and 1 invalid statement out of 31 statements. Of the 30 valid statements, each statement represents each variable indicator of teacher performance. The results of the validity test of the research instrument for the leadership style variable concluded that there were 14 valid statements. This means that there are no invalid statements out of the 14 statements. Where each statement represents each indicator of the leadership style variable.

For the organizational culture variable, it was concluded that there were 12 valid statements and 1 invalid statement out of 13 statements. Of the 12 valid statements, each statement represents each indicator of the organizational culture variable. For the work environment variable, it was concluded that of the 20 statements there were 15 valid statements and 5 invalid statements. Of the 15 valid statements, each statement represents each indicator of the work environment variable. For the motivation variable, it was concluded that there were 15 valid statements and 5 invalid statements out of 25 statements. Of the 15 valid statements, each statement represents each indicator of the motivation variable.

After the validity test is carried out, the next step is the reliability test. The following are the results of the questionnaire reliability test on teacher performance, leadership style, organizational culture, work environment and motivation. The results of reliability test calculations using SPSS obtained the following values:

- 1) The leadership style variable obtained a Cronbach Alpha value of $0.974 > 0.60$
- 2) The organizational culture variable obtained a Cronbach Alpha value of $0.950 > 0.60$



- 3) The work environment variable obtained a Cronbach Alpha value of $0.788 > 0.60$
- 4) The motivation variable obtained a Cronbach Alpha value of $0.883 > 0.60$
- 5) The teacher performance variable obtained a Cronbach Alpha value of $0.975 > 0.60$

3. RESULTS & DISCUSSION

Descriptive statistics are statistics used to describe and analyze research results or observations, but not to draw conclusions (Jaya, 2019).

Table 1 Descriptive Statistical Analysis

	Leadership Style	Organizational Culture	Work Environment	Motivation	Teacher Performance
N Valid	74	74	74	74	74
Missing	0	0	0	0	0
Mean	61,73	50,66	65,51	87,03	132,84
Median	61,5	51	66	87,5	134
Std. Deviation	4,546	5,407	4,253	5,402	9,060
Minimum	54	40	59	73	112
Maksimum	70	60	75	98	148

Based on Table 1, it explains that the leadership style variable has a mean value of 61.73 with a standard deviation of 4.546. The mean value of the leadership style variable has a higher value than the minimum value, which is 54. This shows that the leadership style of Maitreyawira Batam Elementary School teachers still needs to be evaluated. The organizational culture variable has a mean value of 50.66 with a standard deviation of 5.407. The mean value of the organizational culture variable has a higher value than the minimum value, which is 40. This shows that the organizational culture of Maitreyawira Batam Elementary School teachers still needs attention.

The work environment variable has a mean value of 65.51 with a standard deviation of 4.253. The mean value of the work environment variable has a higher value than the minimum value, which is 59. This shows that the work environment of Maitreyawira Batam Elementary School teachers still needs to be improved.

The motivation variable has a mean value of 87.03 with a standard deviation of 5.402. The mean value of the motivation variable has a higher value than the minimum value, which is 73. This shows that the motivation of Maitreyawira Elementary School Teachers in Batam is still insufficient so it needs attention. The teacher performance variable has a mean value of 132.84 with a standard deviation of 9.060. The mean value of the teacher performance variable has a higher value than the minimum value, which is 112. This shows that the teacher performance of Maitreyawira Batam Elementary School teachers still needs to be evaluated.

Data analysis

1. Normality Test

The normality test is used to test whether the data is normally distributed or not. Normality test data was processed using SPSS with the results in the image below, which are as follows:

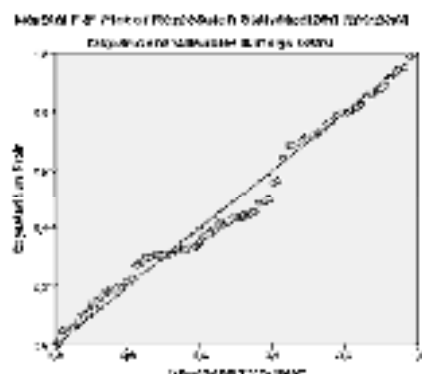


Figure 2. Normal P-P Plot of Regression Standardized Residual Graph

Figure 2 shows the points spread around the line and following the diagonal line, so it can be concluded that the residuals in the regression model are classified as normal.

2. Multicollinearity Test

A regression model experiences multicollinearity if there is a perfect linear function for some or all of the independent variables in the linear function. The data was processed using the SPSS program and the results obtained in Table 3 are as follows:

Table 3. Multicollinearity Test Results

Coefficients			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Leadership Style	,308	3,242
	Organizational Culture	,859	1,164
	Work Environment	,294	3,398
	Motivation	,460	2,176

a. Dependent Variable: Teacher Performance

Based on the test results in Table 3, it can be seen that the Leadership Style Tolerance figures are $0.308 > 0.1$ and $VIF\ 3.242 < 10$, Organizational Culture Tolerance $0.859 > 0.1$ and $VIF\ 1.164 < 10$, Work Environment Tolerance $0.294 > 0.1$ and $VIF\ 3.398 < 10$, and Motivational Tolerance $0.460 > 0.1$ and $VIF\ 2.176 < 10$. It can be concluded that there is no multicollinearity between the independent variables in this study.

3. Heteroscedasticity Test

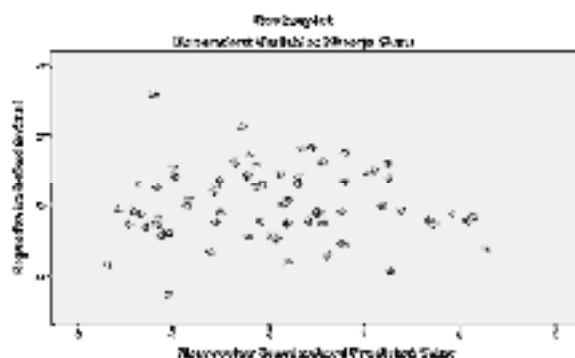


Figure 3. Multicollinearity Test Results

In Figure 3, the scatter plot graph shows that the points are spread randomly and do not form a clear pattern, and are spread both above and below the number 0 on the Y axis. This means that there is no



heteroscedasticity in the regression model, so the regression model is feasible to predict teacher performance based on input variables of leadership style, organizational culture, work environment, and motivation.

Table 4. Multiple Regression Equation

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3,952	9,619		,411	,682
	Leadership Style	,869	,217	,436	3,999	,000
	Organizational Culture	,237	,109	,141	2,163	,034
	Work Environment	,557	,238	,261	2,341	,022
	Motivation	,308	,150	,183	2,053	,044

a. Dependent Variable: Teacher Performance

In Table 4, it is known that the regression equation formed is: $Y = 3.952 + 0.869X_1 + 0.237X_2 + 0.557X_3 + 0.308X_4 + e$

Based on the regression equation it can be explained that:

If $a = \text{constant}$ (3.952), the equation shows the magnitude of teacher performance (Y) which is influenced by leadership style (X1), organizational culture (X2), work environment (X3), and motivation (X4). This means that if leadership style (X1), organizational culture (X2), work environment (X3), and motivation (X4) are equal to 0, then teacher performance (Y) is 3.952. This shows that there are other factors that can influence the performance of Maitreyawira Elementary School teachers in Batam, apart from leadership style, organizational culture, work environment and motivation.

For b_1 to be the same as the regression coefficient then $X_1 = 0.869$. This shows the direction of influence of leadership style (X1) on teacher performance (Y) at Maitreyawira Elementary School, Batam. This means that if the leadership style is 1, teacher performance will increase by 0.869 units, assuming the magnitude of the leadership style is constant/does not change.

Hypothesis testing

1. T test

Table 5. Results of the t test

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3,952	9,619		,411	,682
	Leadership Style	,869	,217	,436	3,999	,000
	Organizational Culture	,237	,109	,141	2,163	,034
	Work Environment	,557	,238	,261	2,341	,022
	Motivation	,308	,150	,183	2,053	,044

Based on Table 5. The results of the t test analysis are as follows:

The significance value of leadership style is 0.000, which is smaller than $\alpha = 0.05$ ($0.000 < 0.05$), so H_0 is rejected. So it is proven that the leadership style variable (X1) has an effect on teacher performance. In Table 5, the leadership style regression coefficient has a positive value of 0.000, indicating that leadership style influences the performance of teachers at Maitreyawira Elementary School, Batam.

The significance value of organizational culture is 0.034, which is smaller than $\alpha = 0.05$ ($0.034 < 0.05$), so H_0 is rejected. So it is proven that the leadership style variable (X2) has an effect on teacher performance. In



Table 5, the organizational culture regression coefficient has a positive value of 0.034, indicating that organizational culture influences the performance of teachers at Maitreyawira Elementary School, Batam.

The work environment significance value of 0.022 is smaller than $\alpha = 0.05$ ($0.022 < 0.05$), so H_0 is rejected. So it is proven that the work environment variable (X3) has an effect on teacher performance. In Table 5, the work environment regression coefficient has a positive value of 0.022, indicating that the work environment has an influence on the performance of teachers at Maitreyawira Elementary School, Batam.

The motivation significance value of 0.044 is smaller than $\alpha = 0.05$ ($0.044 < 0.05$), so H_0 is rejected. So it is proven that the motivation variable (X4) has an effect on teacher performance. In Table 5, the motivation regression coefficient has a positive value of 0.176, indicating that motivation has an influence on the performance of teachers at Maitreyawira Elementary School, Batam.

Table 6. F Test Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4475,597	4	1118,899	50,911	,000 ^b
	Residual	1516,457	69	21,978		
	Total	5992,054	73			

b. Predictors: (Constant), Motivation, Leadership Style, Work Environment, Organizational Culture

Based on the F test results in Table 6, it is known that the F value is 50.911 with a significance level of 0.000. The significance value of 0.000 is smaller than 0.05, so the regression model used is fit, which means H_0 is rejected. This means that the variables of leadership style, organizational culture, work environment and motivation simultaneously have a positive and significant effect on teacher performance.

Table 7. Coefficient of Determination Test Results (R2)

Model Summary ^b							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	,864 ^a	,747	,732	4,688	,747	50,911	4

a. Predictors: (Constant), Motivation, Leadership Style, Work Environment, Organizational Culture

b. Dependent Variable: Teacher Performance

Based on Table 7 above, the coefficient of determination (R2) value seen from the Adjusted R Square value is 0.732. This shows that the ability of the leadership style variables (X1), organizational culture (X2), work environment (X3), and motivation (X4) has an effect on the teacher performance variable (Y) by 73.2% while the remaining 26.8% is the influence of other independent variables.

Leadership style influences teacher performance

The results of this study indicate that leadership style has a partially significant effect on teacher performance. The results of the t test analysis showed that the value of t count ($3.999 > t$ table (2.00)) and the significance value of α for leadership style was 0.000, which was smaller than $\alpha = 0.05$ ($0.000 < 0.05$), so H_0 was rejected. From the results of this research, it can be concluded that to achieve maximum employee performance or work performance, the use of appropriate leadership from superiors is one of the factors that can move, direct, guide and motivate employees to achieve more at work.

Organizational culture influences teacher performance

The results of this research indicate that organizational culture has a partially significant effect on teacher performance. The results of the t test analysis obtained a value of t count ($2.163 > t$ table (2.00)) and a significance value of organizational culture α of 0.034 which was smaller than $\alpha = 0.05$ ($0.034 < 0.05$). Based on the results obtained regarding organizational culture, some teachers do not get along with other teachers of different ethnicities, religions or races. This results in a lack of communication for some teachers. This results in



teachers carrying out learning in different ways. This illustrates that organizational culture is very important for teachers in solving educational problems by expressing opinions and ideas that build the world of education

The work environment influences teacher performance

The results of this research indicate that the work environment has a partially significant effect on teacher performance. The results of the t test analysis showed that the value of t count (2.341) > t table (2.00) and the significance value of α for the work environment was 0.01, which was smaller than $\alpha = 0.05$ ($0.022 < 0.05$). Regarding the results obtained, in this school there are still some teachers who like to chat and make noise, some teachers live far from the school where they work so they are late due to traffic jams on the highway, and some students throw rubbish carelessly. This indicates that the work environment is everything around the teacher that influences him in carrying out and completing the tasks given to him in an area.

Motivation influences teacher performance

The results of this study indicate that motivation has a partially significant effect on teacher performance. The results of the t test analysis obtained a value of t count (2.053) > t table (2.00) and a significance value of α motivation of 0.044 which was smaller than $\alpha = 0.05$ ($0.044 < 0.05$). Based on the results of research on motivation, teachers need to be given motivation in various ways, such as awards in the form of speeches for teachers who excel. School principals are expected to motivate teachers seriously to carry out their duties so that their intrinsic motivation increases.

4. CONCLUSION

Based on the results of data analysis and calculations using SPSS version 20, the researchers concluded as follows: 1) Leadership style has a partially significant effect on teacher performance. 2) Organizational culture has a partially significant effect on teacher performance. 3) The work environment has a partially significant effect on teacher performance. 4) Motivation has a partially significant effect on teacher performance. 5) Leadership style, organizational culture, work environment and motivation simultaneously and significantly influence the performance of teachers at Maitreyawira Batam Elementary School by 73.2% and the remainder is influenced by other factors not examined in this research.

In this research, there are several suggestions that are studied to support the results of this research, namely: 1) Teachers in carrying out their responsibilities, it is good for each teacher to be able to develop and present teaching materials in accordance with learning objectives so that these teaching materials are enjoyable for students so that participants Students are motivated to learn and can proceed according to what was planned. 2) The principal of Maitreyawira Elementary School should often give praise to every teacher who has worked hard in carrying out their responsibilities so that teachers feel concern from their superiors and the implementation of teaching and learning activities can be directed when supervised by the principal.

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