

## **THE INFLUENCE OF LEADERSHIP STYLE ORGANIZATIONAL CULTURE AND REWARDS FOR MOTIVATION WORK AND TEACHER PERFORMANCE IN FORMAL EDUCATION UNITS**

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### **Abstract**

The contribution of this study can provide new knowledge at the theory or scientific level of human resource management and add new references and management implications that can be positively applied to non-profit organizations. Based on the results of previous studies and empirical theories related to human resource management, this study was conducted using methods of data collection of questionnaires by distributing questionnaires on the Internet, the selection of respondents was based on the purposive sampling method of teachers of primary education units of DKI Jakarta 1 up to 155 teachers. The administrative effect of this research on organizations is that it is possible to stimulate the role of managers to be able to increase the motivational work of teachers to offer positive changes to the motivational work to achieve the goals of the organization.

**Keywords:** Leadership Style, Organizational Culture, Rewards, Motivation Work, Teacher Performance

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### **INTRODUCTION**

The According to Law No. 20 years 2003 article 1 paragraph 23 which states that to achieve the objectives of an adequate National Education System, one of the most important components is adequate resources. The intended resources are teachers as the frontline in the development and service of education. Teachers who have good performance will affect the results of work that have an impact on the quality and quantity

of educational organizations<sup>1</sup>. Previous research also explained that teacher performance is the main foundation of educational institutions to improve the quality of education in

Indonesia<sup>2</sup>. The success of an educational institution is influenced by the effectiveness of the teacher's work<sup>3</sup>. The teachers are a determining factor and success in an organization, so teachers are always required to have high performance<sup>4</sup>. Many factors affect teacher performance including leadership style factors<sup>5</sup>. An organization can achieve success depending on the leadership style<sup>6</sup>. Leadership style is an important factor in achieving organizational goals and success<sup>7</sup>. Leaders play an important role in improving employee performance and achieving organizational goals<sup>8</sup>. Leadership has a very strong influence on employee performance to complete their work<sup>9</sup>. In an organization, performance depends on many factors, one of which is leadership and organizational culture.

Improving employee performance today requires encouragement or motivation from a leader and his environment. Employee motivation work is a supporting factor for

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<sup>1</sup> Happy Fitria, 'The Influence of Organizational Culture and Trust through the Teacher Performance in the Private Secondary School in Palembang', *International Journal of Scientific and Technology Research*, 7.7 (2018), 82–86.

<sup>2</sup> Septi Andriani, Nila Kesumawati, and Muhammad Kristiawan, 'The Influence of the Transformational Leadership and Work Motivation on Teachers Performance', *International Journal of Scientific and Technology Research*, 7.7 (2018), 19–29.

<sup>3</sup> Marko Teräs and others, 'Post-Covid-19 Education and Education Technology "Solutionism": A Seller's Market', *Postdigital Science and Education*, 2.3 (2020), 863–78 <<https://doi.org/10.1007/s42438-020-00164-x>>.

<sup>4</sup> Laxni Rezita Sulaxono and Ahmad Suriansyah, 'Relationship of Transformational Leadership and Work Motivation Through Discipline and Teacher Performance', *Journal of K6 Education and Management*, 3.1 (2020), 57–65 <<https://doi.org/10.11594/jk6em.03.01.08>>.

<sup>5</sup> Muwahid Shulhan, 'Leadership Style in the Madrasah in Tulungagung: How Principals Enhanced Teacher Performance', *International Journal of Educational Management*, 32.4 (2018), 641–51.

<sup>6</sup> Bambang Raditya Purnomo, Anis Eliyana, and Elvina Dyah Pramesti, 'The Effect of Leadership Style, Organizational Culture and Job Satisfaction on Employee Performance with Organizational Commitment as the Intervening Variable', *Systematic Reviews in Pharmacy*, 11.10 (2020), 446–58 <<https://doi.org/10.31838/srp.2020.10.68>>.

<sup>7</sup> Nansi Lidya Lolowang and others, 'The Effect of Leadership and Organizational Culture on Employee Performance That Is Educated by Motivation (Study on the Implementation Empowerment Programs in Jayapura City)', *Problems and Perspectives in Management*, 17.1 (2019), 268–77 <[https://doi.org/10.21511/ppm.17\(1\).2019.23](https://doi.org/10.21511/ppm.17(1).2019.23)>.

<sup>8</sup> Amna Rasool Jamali and others, 'Impact of Leadership Styles on Faculty Performance: Moderating Role of Organizational Culture in Higher Education', *Management Science Letters*, 12.1 (2022), 1–20 <<https://doi.org/10.5267/j.msl.2021.8.005>>.

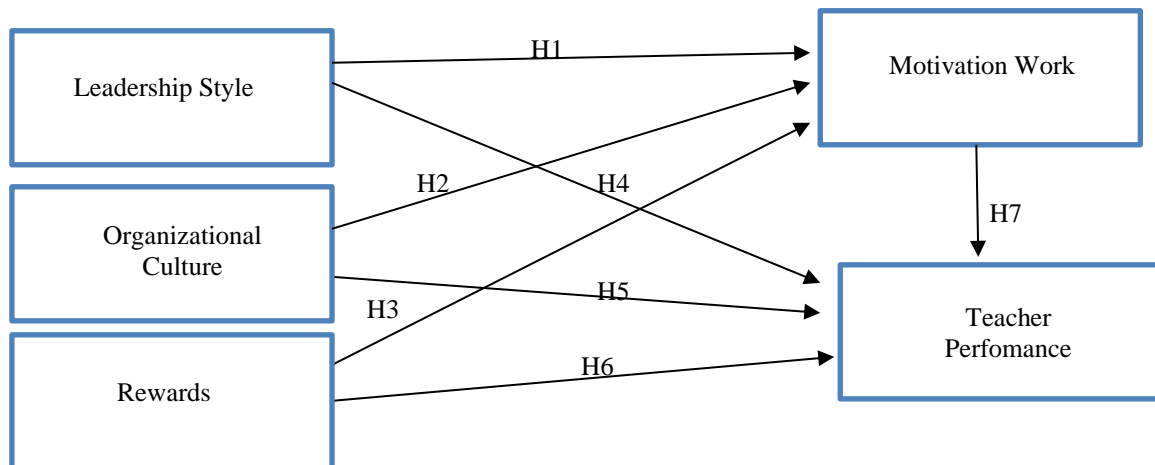
<sup>9</sup> Zaini Jamaludin and others, 'Do Transactional, Transformational and Spiritual Leadership Styles Distinct? : A Conceptual Insight', *Journal of Global Business & Economics*, 2.1 (2011), 73–85.

creating employee performance to get optimal work results. To complete a job, the motivation factor is a driving factor from within a person to achieve goals<sup>10, 11</sup> that motivation work is an encouraging factor to produce work or work results in each employee.

Previous research which examines the leadership style of organizational culture and motivation work on employee performance has not specifically examined awards that directly or indirectly have an impact on motivation work and teacher performance. Based on the importance of supporting factors that affect motivation and performance, this study aims to analyze the influence between leadership style, organizational culture, and rewards on motivation work and teacher performance in the environment of formal primary education units in the DKI East Jakarta 1 area. This research is expected to contribute to the theoretical understanding of each variable studied and provide managerial implications to organizations in the education sector

## MATERIAL AND METHODS

Motivation work can be a trigger in improving employee performance which has an impact on strategy and business operations<sup>12</sup>. Motivation work has a positive influence on employee performance to be able to complete work on time. The relationship between employee motivation work is able to produce a positive influence on employee performance. Employees who have motivation work will have a positive effect on employee performance to achieve organizational goals. Based on previous research, the hypotheses in this study are:



<sup>10</sup> Ibrahim Ibrahim, Happy Fitria, and Yenny Puspita, 'The Effect of Work Discipline and Teacher's Motivation on Teacher's Performance', *Journal of Social Work and Science Education*, 1.2 (2020), 140–45 <<https://doi.org/10.52690/jswse.v1i2.41>>.

<sup>11</sup> Asneti et al. (2020)

<sup>12</sup> Maartje Paais and Jozef R. Pattiruhu, 'Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance', *Journal of Asian Finance, Economics and Business*, 7.8 (2020), 577–88 <<https://doi.org/10.13106/JAFEB.2020.VOL7.NO8.577>>.

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### **Figure 1. Research Framework**

In this study, data collection was carried out using a survey method by distributing questionnaires online to 155 elementary educators in East Jakarta. This data measurement uses a Likert scale which has alternative answers, namely 1- 6 (Strongly Agree = 6, Agree = 5, Moderately Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1). Overall, the measurements taken in this study have five variables, namely the leadership style variable as many as 5 questions. Organizational culture variables as many as 4 questions. The reward variable many as 6 questions. The motivation work variables are 5 questions and the teacher performance variables are 15 questions. The total number of questions are 36 questions. To test the feasibility of the instrument, a pre-test was conducted on 30 respondents.

#### **Pre-test results**

The pre-test results were processed by factor analysis to test validity and reliability with SPSS 24. Kaiser-Meyer-Olkin (KMO) and Measure of Sampling Adequacy (MSA) measurement values were used to test the validity of the questionnaire of the questionnaire. The KMO and MSA values are more than 0.5, which means that the factor analysis and sampling adequacy are appropriate. Reliability test was conducted with Cronbach's Alpha measurement. The greater the value the value of Cronbach's Alpha approaches 1, the better. Based on the results of validity and reliability testing, it was found that the leadership style and organizational culture variables were all declared valid. Meanwhile, out of 6 questions, only 5 questions were declared valid. Motivation work out of 5 only 3 are declared valid. Teacher performance out of 15 questions only 9 were declared valid. Thus, the total number of valid and reliable.

#### **Data Analysis Method**

This research is a quantitative study to test and prove hypotheses and to determine the influence of several variables. This research began by distributing questionnaires via Google Form to primary level educators in the DKI East Jakarta 1 area, data collection was carried out from October to December 2022. The data collected was then analyzed using the Structural Equation Model (SEM) method with SMART-PLS software to analyze multivariate data with several research variables simultaneously.

#### **Population and Sample**

The population of this study was all educators in the East Jakarta 1 area. For the sample population, this study chose primary level teacher educators in the East Jakarta 1 area to find out the effect of organizational culture leadership style and appreciation on motivation work and teacher performance. The number of samples used for research is at least 5 times the number of questions<sup>13</sup>. So the minimum sample size in this study was 130 respondents. The sampling technique was carried out by purposive sampling method method, which is selected based on criteria that in accordance with the research objectives.

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<sup>13</sup> J. F Hair and others, *Multivariate Data Analysis*. (Statistica Neerlandica, 2014).

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## RESULT AND DISCUSSION

### Respondent Analysis

This study obtained a total of 155 respondents who were teacher educators in East Jakarta 1. Profile data from distributing questionnaires had an age range of 18-25 years by 12.27% 26-35 years by 69% 36-45 years by 17.43% 46-55 years by 1.30%. With male gender of 53.5% and female gender of 46.5%. The last education of undergraduate degree is 71.6%, undergraduate degree is 25.2%, undergraduate degree is 3.2%. Civil servant employment status was 20.6%, PPPK 21.9%, KKI 18.1%, Honorer 39.4%. With a length of work of less than 5 years 47.1%, more than 5-10 years 40%, more than 10-15 years 10.3% and more than 15 years by 2.6%. Respondent profile data can be seen in appendix 4. According to <sup>14</sup>states that the measurement of construct validity in research will be declared valid and acceptable when all variables have an average variance extracted (AVE) value of more than 0.50. Meanwhile, the calculation of the composite reliability (CR) value must be above 0.70 to qualify for an acceptable value <sup>15</sup>. This study found that all variables have an AVE calculation value above 0.50 and CR above 0.70, namely: Leadership Style (AVE = 0.676; CR = 0.913), Organizational Culture (AVE = 0.680; CR = 0.895), Rewards (AVE = 0.722; CR = 0.928), Motivation work (AVE = 0.742; CR = 0.896) and Teacher Performance (AVE = 0.686; CR = 0.952).

### Construct Validity and Reliability Test

Before testing the hypothesis, the measurement model is first tested to determine the validity and construct reliability of each variable. The tests carried out include the analysis of the outer model and the analysis of the inner model. Outer model analysis is carried out to ensure that the measurement used is feasible to be used as a valid and reliable measurement. The outer model analysis is carried out by looking at several indicators, including convergent validity, discriminant validity, composite reliability, Average Variance Extracted (AVE) and Cronbach's alpha. The measurement of convergent validity is done by looking at the loading factor value for each item in the latent variable. The loading factor value is said to be eligible if it is  $> 0.7$ . Measurement of validity and reliability is also done by looking at the Average Variance Extracted (AVE) indicator which has a requirement of  $> 0.5$ . The next indicator to be analyzed is discriminant validity, discriminant validity observed by the value of the square root of AVE factor which is intended to determine whether the construct has an adequate discriminant, . if the discriminant value on the intended construct is greater than the value of the other constructs. Based on the test results, it is found that all statement items are valid and meet the requirements. The results of the construct validity test of all

**Table 1.** Validity Test and Reability Test

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<sup>14</sup> Hair and others.

<sup>15</sup> Hair and others.

Variable	Construct	Convergent Validity		Internal Consistency Reliability		
		FL (>0.70)	AVE (>0.50)	Cronbach's Alpha (CA >0.70)	rho_A (>0.70)	Composite Reliability (CR >0.70)
Leadership Style	L1	0.800	0.676	0.881	0.881	0.913
	L2	0.813				
	L3	0.869				
	L4	0.813				
	L5	0.815				
Organizational Culture	O1	0.765	0.680	0.844	0.844	0.895
	O2	0.855				
	O3	0.834				
	O4	0.843				
Rewards	R1	0.883	0.722	0.906	0.906	0.928
	R3	0.825				
	R4	0.889				
	R5	0.780				
	R6	0.867				
Motivation	M03	0.816	0.742	0.828	0.828	0.896
	M04	0.882				

Variable	Construct	Convergent Validity		Internal Consistency Reliability		
		FL (>0.70)	AVE (>0.50)	Cronbach's Alpha (CA >0.70)	rho_A (>0.70)	Composite Reliability (CR >0.70)
Work	Mo6	0.885				
	TP1	0.849	0.687	0.943	0.943	0.952
	TP2	0.823				
	TP4	0.755				
	TP5	0.863				
	Teacher Performance	TP6	0.873			
TP7		0.855				
TP11		0.807				
TP12		0.805				
TP13		0.817				

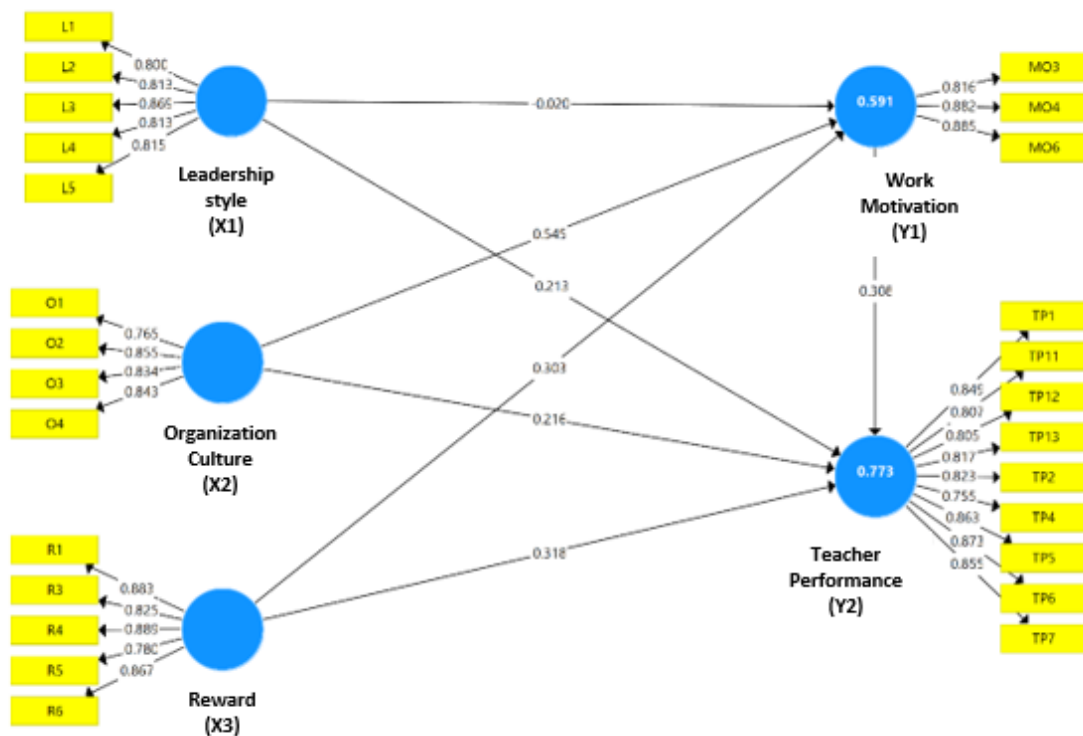


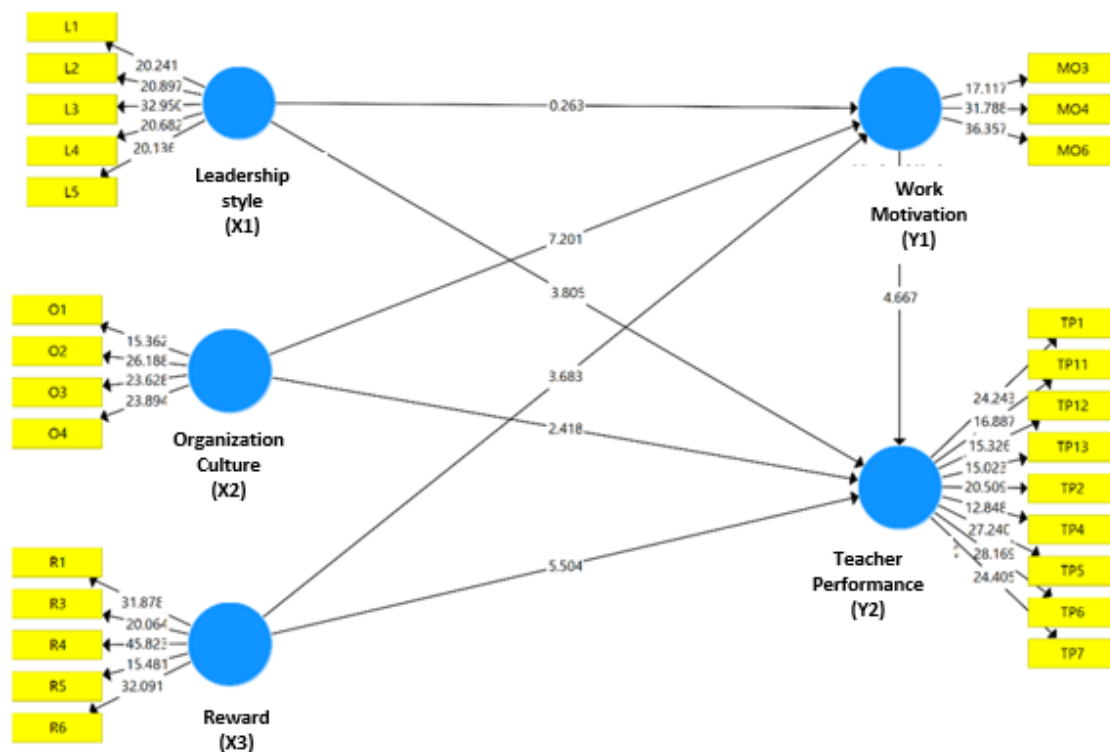
Figure 2. SEM-PLS Output Display

After getting the results of a valid and reliable outer model, then testing the inner model to see the relationship between the constructs obtained from the R-square value. The next aspect that needs to be analyzed is the significance value of the R-square value. To see the relationship between the constructs of the research model. The R-square value on the Teacher Performance variable (Y2) is 0.773, meaning that the independent variables of Leadership Style (X1), Organizational Culture (X2), Rewards (X3), and Motivation work (Y1) are able to explain the dependent variable Teacher Performance (Y2) by 77.73% and the remaining 22.27% is influenced by other variables outside the model. The magnitude of the influence of Y1 which is influenced by X1, X2, and X3 is 59.10%, and the remaining 40.9% is influenced by other variables outside the study. Other tests that will be carried out on the inner model can also be done by looking at the Q2 value (predictive relevance), based on the research conducted, The results of the calculation of predictive relevance Q-square obtained a value of 0.298 (Y1) and 0.408 (Y2), which means that the research model can explain 40.8% and 29.8%.. The last test conducted done to see the reliability of the inner model is.



**Table 3.** R-Square Testing

	R-Square	%
Motivation Work	0.591	59,10%
Teacher Performance	0.773	77,30%



**Figure 3.** The Results of Full Model Analysis

### Research Hypotesis Test

The hypothesis test in this study is indicated by the statistical significance value (T-statistic) above the T-table value with ( $\alpha$  0.05; t-table 1.96) and  $\rho$ -Values <0.05. The values of significance results can be seen in Table 4. Based on Table 4, the T-statistic value explains the significance of the effect on the hypothesis if it is accepted if it has a value > 1.96 and  $\rho$ -Values <0.05. Hypothesis 1 illustrates that X1 on Y1 has a negative effect as shown by the value and has no significant effect as shown by the value of T-statistic = - 0.263 (<1.96) and  $\rho$ -Values 0.792 (>0.05). In addition, Hypotheses H2 to H7 have a positive and significant effect because the  $\beta$ -values show positive numbers, T-statistics (>1.96), and  $\rho$ -Values (<0.05).

**Table 4.** Research Model Hypothesis Testing

<b>H</b>	<b>Variable</b>	<b>T-</b>	<b>p-Values</b>	<b>Conclusion</b>		
		<b>Statistics</b>		<b>Hypotesis</b>	<b>(+)/(-)</b>	<b>Sig</b>
		<b>(&gt;1.96)</b>	<b>(&lt;0.05)</b>			
<b>H1</b>	Leadership styles (X1) -> Work motivation (Y1)	<b>0.328</b>	<b>0.743</b>	Reject	(-)	x
<b>H2</b>	Organization Culture (X2) Work motivation (Y1)	7.226	0.000	Accept	(+)	√
<b>H3</b>	Reward (X3) -> Teacher;s Performance (Y2)	5.088	0.000	Accept	(+)	√
<b>H4</b>	Leadership styles (X1) -> Teacher;s Performance (Y2)	4.170	0.000	Accept	(+)	√
<b>H5</b>	Organization Culture (X2) -> Teacher;s Performance (Y2)	2.518	0.012	Accept	(+)	√
<b>H6</b>	Reward (X3) -> Work motivation (Y1)	4.048	0.000	Accept	(+)	√
<b>H7</b>	Work motivation (Y1) -> Teacher;s Performance (Y2)	4.311	0.000	Accept	(+)	√

This study explores and examines the relationship between leadership style, organizational culture, rewards on work motivation and teacher performance. In the results of the first hypothesis, the relationship between leadership style has an influence on work motivation is not proven. This is shown from the test results of the T-value of 0.263, which is less than 1.96, which means that the current leadership style in schools has no effect on the work motivation of educators. The path coefficient value indicates that the application of the leadership style applied in schools today cannot increase the work motivation of educators. High work motivation of educators does not always arise from the influence of the leadership style carried out by the leader (principal). The low perception of educators on the variable item of my leader is a fair leader in the school, the variable item gives confidence that the leader always provides welfare to his employees, has a leader who always provides a sense of concern for his employees, is thought to be one of the factors of leadership style has no effect on work motivation.

Another thing that is a factor in leadership style has no effect on work motivation is employment status where in the results of research respondents, honorary employment

status gets the highest number of respondents, namely 39.40%, which means that respondents with honorary employee status have a risk of causing a low level of work motivation compared to respondents with civil servant employment status or PPPK and KKI contracts. This is in line with research which reveals that employment status with work motivation is related to a sense of security about their position at school <sup>16</sup>. Educators who have permanent employment status such as civil servants, PPPK and KKI will have a sense of security in their position, and have more encouragement to exert all their abilities at work so that they have high work motivation. So that the results of this test do not prove that leadership style has an effect on work motivation.

In the results of the second relationship research, this study shows that there is a positive influence of organizational culture on work motivation. Therefore, the high work motivation of educators is thought to be influenced by conducive and safe workplace items which are one of the factors driving educators' work motivation to be high. In line with a study which reveals that organizational culture will increase employee motivation by providing a sense of security, a sense of comfort, giving confidence in values and giving them positive thinking about their workplace will encourage them to have high work motivation<sup>17</sup>. Another thing that encourages organizational culture to affect the work motivation of educators is the age range of the respondent profile with the largest age range, namely 26-35 years by 69% where that age still has high enthusiasm and has the urge to get the job done quickly. In testing this hypothesis, it is supported by previous research, namely which reveals that organizational culture has a significant positive effect on employee performance <sup>18</sup>. Organizational culture and work motivation are one of the conditions for creating team performance in achieving organizational goals.

In the third research result that shows awards have a positive influence on work motivation. This means that rewards can affect employee work motivation as evidenced by the items of allowances and promotions that are thought to affect rewards can increase employee work motivation. In line with previous research which reveals that awards must be adjusted in the best way to increase employee motivation to achieve organizational goals <sup>19</sup>. In essence, the award is a form of reward given by the organization in the form of extrinsic such as salary, allowances and bonuses as well as intrinsic to be able to provide enthusiasm and encouragement to increase work motivation in order to achieve

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<sup>16</sup> Sisvana Damayanti, 'Faktor-Faktor Yang Berhubungan Dengan Motivasi Kerja Pegawai Tetap Di Rumah Sakit Umum Daerah Kabupaten Penajam Paser Utara Kalimantan Timur Tahun 2014', *Indonesian Journal of Public Health and Community Madecine*, 2.2 (2016), 139-49 <<https://doi.org/10.7454/arsi.v2i2.2196>>.

<sup>17</sup> Lolowang and others.

<sup>18</sup> R. Abadiyah, A Eliyana, and A. R. Sridadi, 'Motivation, Leadership, Supply Chain Management toward Employee Green Behavior with Organizational Culture as a Mediator Variable', *International Journal of Supply Chain Management*, 2020.

<sup>19</sup> K. Jehanzeb and others, 'Impact of Rewards and Motivation on Job Satisfaction in Banking Sector of Saudi Arabia', *International Journal of Business and Social Science*, 3.21 (2012), 272-78.

maximum performance<sup>20</sup>. With the appreciation of employee performance in schools, it will be able to produce good performance for each educator. So it can be concluded that the exploration of the third hypothesis proves that the fulfillment of awards for educators will produce employee work motivation in achieving the goals of an organization.

The results of this fourth relationship research show that leadership style has a positive effect on teacher performance. Factors that influence the principal's leadership style, namely the high perception of educators towards leaders on variable items, my leader is reliable and responsible is one of the factors, as well as other factors such as the length of service of respondents, namely 5-10 years at 40%, so respondents believe and feel comfortable with the leadership style applied by a leader at school who is able to positively influence the performance of educators. Previous research proves that the leadership style factor is very important and necessary for a leader to realize the performance of his employees<sup>21</sup>. In line with<sup>22</sup> that leaders must have the soul to direct, move, and encourage to get the performance of their employees in achieving organizational goals. It can be concluded that the results of this fourth relationship prove that leadership style has a significant effect on teacher performance.

The results of this fifth relationship research prove that organizational culture has a significant effect on teacher performance. The role of organizational culture is very important where the performance of educators is the result of organizational culture items that provide a sense of security and are conducive to work and an organizational culture that always carries out the vision and mission can result in the performance of educators in schools being high and having a positive effect. This is in line with<sup>23</sup> who stated that a good organizational culture will have a good influence on the performance of its employees. Organizational culture has a positive influence on one's performance as shown by employee behavior at work which will have a positive impact on organizational goals<sup>24</sup>. It can be concluded that the results of this fifth relationship prove that organizational culture has a significant positive effect on teacher performance.

In this sixth test result proves that the award has a positive influence on teacher performance in schools. Improving teacher performance is an important part of determining the quality of schools and the quality of education, the factor that affects teacher performance is the award item where the awarding of allowances, promotions and recognition of performance is a factor in the high performance of educators in schools. This is in accordance with<sup>25</sup> which reveals that awards greatly affect employee

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<sup>20</sup> Sedina Misango and Weldon Bii, 'Influence of Non-Financial Rewards on Teacher Motivation in Public Secondary Schools in Nairobi County', *International Journal of Current Research*, 10.9 (2018), 73460–65.

<sup>21</sup> Paais and Pattiruhu.

<sup>22</sup> Angriani et al. (2020)

<sup>23</sup> Purnomo et al. (2020)

<sup>24</sup> Lolowang and others.

<sup>25</sup> Mujiyanto et al. (2020)

performance. With a good award, it is hoped that employees will be able to improve performance and have more desire to be able to complete their work faster. Giving awards will have a positive effect on improving employee performance in carrying out their work<sup>26</sup>. Based on the above, it can be concluded that this sixth relationship has a positive effect on teacher performance.

The results of this seventh relationship prove that work motivation has a positive effect on teacher performance. The work motivation of an employee to be able to have a positive impact on the organization will be one of the triggers in significantly improving employee performance, this is in line with previous research conducted by<sup>27</sup> Various kinds of organizational strategies in schools that can be done to increase work motivation include giving praise for the success of their performance, or promotions given to employees. According to<sup>28</sup> motivation is an important part of the organization by conducting employee training, job rotation in order to be able to have self-development to be able to provide the responsibilities and tasks that have been given, so that an employee is able and will feel accustomed to changes in every working condition. Therefore, from the seventh test results it can prove that work motivation has a positive effect on teacher performance.

## CONCLUSION

The results of this study indicate that one of the variables, namely the leadership style variable, does not have a positive effect on work motivation. The high work motivation of educators in the formal education unit at the basic level of DKI Jakarta East 1 does not always arise from the leadership style but a leader who has a leadership style that is able to provide attention such as conducting various kinds of training, prioritizing employee interests, always providing assistance to employees both in work and personal problems this can have an influence on the work motivation of educators in schools. With this attention to educators by involving all employees in carrying out school organizational activities and meeting the needs of employees in supporting their work, there will be attachment and confidence of an employee in the basic level education unit of DKI East Jakarta 1 to be able to provide the best performance achievement. Supported by various awards that will be given by the organization which will be able to have a positive and sustainable impact on organizational goals.

Another thing found in the results of this study is the award variable which is tested to have a positive effect on work motivation and teacher performance. Awards given by school organizations such as incentives, praise and promotions that are in accordance with

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<sup>26</sup> Moch Rizky Firmansyah, Sina Setyadi, and Tanto Gatot Sumarsono, 'The Effect Of Reward And Punishment On Employee Performance Through Work Motivation In PT . Haleyora Power , Zone 1 And Zone 2 In Pasuruan Area', *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 10.06 (2021).

<sup>27</sup> Paais and Pattiruhu.

<sup>28</sup> Mochamad Albert Nurcahyo and Rhian Indradewa, 'Influence Of Organizational Culture, Work Discipline, And Work Environment On Employee Performance', *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5.3 (2022), 25521–33 <<https://doi.org/10.33062/mjb.v6i2.464>>.

the performance of educators will be able to provide a strong impetus for employees to improve their performance and innovate in completing their work. With the encouragement and motivation provided by the organization and leaders will be able to increase employee confidence to improve their performance.

Researchers realize that the results of this study have limitations and hope that there will be further research conducted not only in formal education units at the primary level in the DKI East Jakarta 1 area but also at a wider level. So that in the future testing can be carried out at various levels in the education units of the Republic of Indonesia. In addition, it is necessary to improve different research so that further research can use different model development and research frameworks such as job competence and job satisfaction.

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