

# **Determination of Situational Leadership, Academic Supervision, Organizational Culture, Work Motivation on Teacher Performance at National Technology Vocational School, Denpasar**

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**Abstract.** This research aims to find out the situational leadership, academic supervision, organizational culture, and work motivation of teachers at SMK Teknologi Nasional Denpasar. The background of this study found that in carrying out the duties of teachers, many come and go to school according to their wishes. The completion of assignments cannot be on time, there is still a lack of responsibility for the completion of assignments at school, such as when teaching in the classroom does not have a learning plan, so that when delivering subject matter in the classroom is only based on the existing package book, communication between teachers and teachers, teachers and principals, teachers and students needs to be improved, as well as low professionalism in teaching and in obeying the orders of leaders in schools aforementioned. Based on data processing and analysis, the research team concluded that situational leadership, academic supervision of school principals, and motivation have a positive effect on teacher performance.

**Keywords:** Situational leadership, academic supervision, organizational culture, work motivation, teacher performance

## **1 Introduction**

The quality of human resources is greatly influenced by the progress of the education system. The National Education System creates dignified humans and forms quality human resources. For the implementation of a quality education system, the role of a teacher is certainly needed, which is very important because in addition to being required to provide character education, teachers also play a role in providing knowledge to students and teachers are the spearhead for the success of creating quality Human Resources (HR) that are able to compete.

Education is the main source in the implementation of National Development and as stated in (National Education System Law 20 of 2003, 2003), that the goal of national education is to develop the ability and form the character and civilization of a dignified nation in order to make the life of the nation intelligent, aiming to develop the potential



of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, become democratic and responsible citizens [1].

Synergizing all school policy systems and for the sustainability of educational institutions requires good teacher performance quality. Teacher performance is a factor that determines the quality of a school institution. Teacher performance is the result of the work done by a teacher. Teacher performance refers to the total work that must be completed by a teacher in a certain period of time [2]. Teacher performance inside and outside the classroom is very important for the personal and academic development of students because teachers are the ones who determine whether the classroom atmosphere is conducive or not, create a pleasant working environment, become mentors and guides for students, and become role models for students [3].

One of the factors that determines the improvement of teacher performance quality is an effective leadership style, leadership should be able to protect and invite subordinates to work effectively and efficiently both individually and together. Leaders are expected to be able to run the organization well by providing a culture or behavior that can be an example in the organization they lead. Achieving a common goal must be done together by maximizing all the potential in the organization. So that what is in the employees is working earnestly to get satisfactory results. Developing these leadership styles into situational leadership styles based on the level of maturity of the leader, which includes "instructing, consulting, participating and delegating" [4].

In daily activities at school, there are still teachers who are late in the morning, there are teachers who smoke in the school environment, there are teachers who are untidy in clothing, there are teachers who are slow to complete tasks from the principal, there are teachers who are unable to use technological facilities in teaching and there are teachers who are insensitive or do not care about their colleagues. Thus it can be seen that the existing problems do not only come from the leadership style of the principal but can also come from the work environment or from colleagues who have the same profession as him or are called work culture. Based on previous research, there is a significant contribution of the principal's situational leadership to the performance of PNS teachers at Public Middle Schools in Gerokgak District and according to research from Situational leadership has a positive effect on the principal's performance [5].

The second factor is academic supervision. Academic supervision refers to monitoring, guidance, and evaluation activities carried out by the principal to assist teachers in improving the quality of learning [6]. The principal has the responsibility to monitor and guide teachers. Academic supervision is closely related to quality learning, because a quality learning process requires professional teachers, and professional teachers can be formed through effective academic supervision. This academic supervision is carried out to ensure learning that is in favor of students.

Through academic supervision, it is hoped that the academic quality carried out by teachers will increase [7]. The development of skills in this context is not solely emphasized on improving teachers' knowledge and teaching skills. Development in this context includes improving teachers' commitment, willingness or motivation, because by improving teachers' skills, commitment and work motivation, the quality of learning will increase. Academic supervision plays an important role in improving the quality of learning in schools. Identifying several important roles of academic supervision as follows. First, academic supervision helps identify the strengths and weaknesses of



each teacher. The principal can conduct direct observations of the learning process carried out by teachers by seeing directly how teachers implement teaching methods, manage classes, and interact with students. Second, academic supervision allows the principal to provide constructive feedback to teachers. After conducting observations, the principal can provide appreciation for the success and efforts made by the teacher, as well as provide suggestions and recommendations to improve certain aspects that need to be improved [8].

It can be concluded that educational supervision is a professional service in the form of systematic and planned guidance to all educational and technical staff of the school so that they are able to carry out the task of serving students in all aspects of the implementation of education such as better teaching and learning activities and more conducive facilities to achieve educational goals more effectively and efficiently.

Academic supervision is supervision that focuses its orientation on academic problems that encompass learning activities carried out by teachers to help students during the learning process [9]. The point is that academic supervision is carried out as a form of assistance in improving the quality of learning developed by teachers in line with the mission of how to improve teachers do their job better.

The third factor is organizational culture as a self-identity and also as a form of school pride, for that each school must form its own school culture. In the eyes of the general public, school culture is the nature or image of the school itself. Culture has an effect on individual behavior patterns, so that with the existence of an increasingly strong organizational culture will have a good influence on other teachers and schools are also a form of the ability of a leader and the people he leads [10]. The behaviors that emerge from subordinates will form an organizational culture that is related to their way of working. Among the behaviors found, namely teachers being late to class to provide lesson materials and there are also teachers who are untidy in clothing. Therefore, a good organizational culture is an important thing that must be applied in an educational institution, because in essence organizational culture cannot be separated from the internal environment of the organization, because the diversity of cultures in the organization is as much as the number of individuals in the organization. This means that aspects of job satisfaction and goal achievement are shown from the size of the response and attitude towards the work environment, because the work environment is an element of organizational culture that has been agreed upon as a cultural characteristic among fellow employees or teachers. A good organization should be reflected in the culture or good behaviors of its members which will ultimately hinder the achievement of the goals that have been set together by the organization. Not only does leadership style affect the decline in employee performance, motivation and work discipline also have aspects that affect the decline in employee performance. Effective leaders not only use their power to encourage employees but can also provide motivation, inspiration and loyalty for employees so that they are able to devote all their focus to achieving optimal performance. Several previous studies related to principal leadership did not focus on leadership style and there were motivational variables that influenced principal leadership [11]. Generally, the research relates the principal's leadership as a whole. Researching about "Leadership and Its Impact on Organizational Culture", the results of their research show that the performance of a leader is a prominent aspect of performance in an organizational culture [12].



The fourth factor is teacher work motivation. Motivation comes from the word motive which means strength. Where work motivation is a drive from within and outside a person to do something that is seen from the internal and external dimensions. Work motivation is something that can create enthusiasm or encouragement in working individuals or groups towards work in order to achieve goals [13]. Teacher work motivation is a condition that makes teachers have the will or need to achieve certain goals through the implementation of a task. Teacher motivation will provide energy to work or direct activities while working, and cause a teacher to know that there is a relevant goal between the organization's goals and his personal goals. Motivation is the provision of driving force that creates a person's work enthusiasm, so that they are willing to work together, work effectively and integrate with all their efforts to achieve satisfaction [14]. Motivation is a drive that arises in a person that moves them to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced with the hope of achieving better results. Indicators of teacher work motivation are: (a) The need for achievement, (b) Opportunities to develop, (c) Pride in one's own work, (d) The need for recognition, and (e) Salary received.

Based on research from [15] the study shows that work motivation has a positive effect on the performance of accounting teachers with a contribution of 80.6%, the remaining 19.4% of accounting teacher performance is determined by other factors outside the study, while stating through the results of his research that increasing teacher work motivation needs to be considered by the head of the madrasah by providing encouragement to teachers in various ways so that the motivation in him can become strong so that he has a strong desire to carry out his duties in order to achieve and produce optimal performance [16].

Research instruments such as questionnaires used to measure situational leadership, academic supervision, organizational culture, and work motivation must be explicitly explained in terms of constructs, indicators, and formats. Each variable should be operationalized based on a credible theory, for example situational leadership based on academic supervision based on the concept of organizational culture and work motivation [9]. Instruments in the form of questionnaires must be prepared based on indicators that have been derived from the theory, then tested for content validity through expert judgment by educational management experts or psychometric measurements. After that, empirical validity and reliability tests are carried out using statistical analysis, such as item-total correlation (for validity) and Cronbach's Alpha (for reliability). This explanation is important so that the instrument is considered valid in measuring the intended construct and is suitable for use in decision making in quantitative research.

It is important to show the alignment of this study with previous studies in order to strengthen the relevance and scientific position of the study conducted. This study is in line with various previous studies that show that situational leadership, academic supervision, organizational culture, and work motivation have a significant influence on teacher performance, as evidenced by the research of [17], [4], and [18]. This study strengthens previous findings, but with a more specific context, namely in the environment of SMK Teknologi Nasional Denpasar, which has its own managerial characteristics and work culture. Thus, this study not only confirms the results of previous studies, but also expands the application of its theory in the context of vocational education.

Establishing the importance of investigating factors that influence teacher performance especially situational leadership, academic supervision, organizational culture,



and work motivation must be done through strong arguments and based on contextual needs and relevant literature. Teacher performance is a key component in improving the quality of education, because teachers directly influence student learning achievement, learning climate, and the success of curriculum implementation. Therefore, an in-depth study of the factors that influence it is necessary. Situational leadership is important to investigate because a flexible leadership style can determine the extent to which the principal is able to foster and motivate teachers effectively. Academic supervision acts as a control and coaching mechanism that has a direct impact on the quality of learning. Organizational culture influences teachers' values, attitudes, and work habits collectively, while work motivation is an internal driver that determines teachers' dedication and productivity in carrying out their professional duties. By investigating these four factors simultaneously, research can provide empirical contributions to formulating strategies to improve teacher performance more comprehensively and contextually, especially in vocational education environments such as vocational high schools, which have their own challenges in preparing work-ready graduates.

The reasons for selecting SMK Teknologi Nasional Denpasar as the research location have not been explicitly explained and have not been adequately justified in the broader educational context. The manuscript should contain a convincing explanation of why this school is relevant to be used as a study location, for example because it has certain characteristics such as a representative number of teachers, real and identified challenges in teacher performance, or unique managerial conditions and organizational culture. The justification for selecting the location should also be linked to the urgency of improving the quality of vocational education in Indonesia, where vocational schools as providers of skilled workers are a strategic part of human resource development. Without an in-depth description, the selection of SMK Teknologi Nasional Denpasar has the potential to appear arbitrary, so it needs to be strengthened with contextual data, initial observation results, or previous empirical findings that show that this school is relevant to be studied in order to provide a broader contribution to leadership practices and human resource management in vocational education environments.

This study has included a number of relevant literature related to teacher performance, situational leadership, academic supervision, organizational culture, and work motivation, but the review has not been fully carried out effectively and systematically in the form of a complete synthesis. Basic understanding of the definition, role, and importance of each variable, but the presentation is still descriptive and stands alone. To be called an effective literature synthesis, the manuscript should not only present quotes or opinions of experts separately, but also connect and compare findings or arguments from various sources, show gaps or spaces for research contributions, and build a logical flow that strengthens the urgency and relevance of the research. A good synthesis will be seen in how the author arranges theories and previous research results to build a conceptual framework that describes the relationship between variables, while also showing the original contribution of this study in answering the problem of teacher performance through a multivariate approach.

In existing theory means clearly showing that this research is based on a strong, relevant, and up-to-date theoretical foundation related to educational leadership, supervision, organizational behavior, and work motivation. This can be done by referring to the main theories that have been academically recognized, for example the situational leadership theory of Hersey and Blanchard which explains the importance of adjusting



leadership style based on the level of subordinate readiness, the educational supervision theory of Glickman which emphasizes the role of teacher professional development, Schein's organizational culture theory which discusses shared values, norms, and practices that shape work behavior in organizations, and work motivation theories such as Herzberg's two factors or Maslow's hierarchy of needs. By explicitly explaining how each of these theories is the basis for explaining and analyzing research variables, and how the theory is used to build a framework for thinking and formulating hypotheses, researchers not only show their scientific position but also strengthen the credibility and scientific contribution of their research. In addition, researchers also need to criticize or adapt theories according to the research context, such as the vocational high school environment, to make them more applicable and contextual.

Situational leadership is comprehensively explained as an adaptive leadership style that has a direct impact on teacher behavior and professionalism, while academic supervision is shown to have a strategic role in fostering and improving the quality of learning. Organizational culture appears as a contextual factor that helps shape teacher work behavior through the influence of the social environment in schools, and work motivation is described as an internal drive that influences teacher commitment and performance in carrying out tasks. Although the explanation of each variable is quite clear, the explicit relationship between the four factors collectively on teacher performance has not been fully linked theoretically, so that it can be strengthened again by integrating a conceptual framework that emphasizes the synergy between variables in influencing teacher performance as a whole.

The purpose of this study is to analyze the influence of situational leadership, academic supervision, organizational culture, and work motivation on teacher performance at SMK Teknologi Nasional Denpasar." This formulation reflects the four independent variables that have been explained in the background as factors that influence teacher performance, which is the dependent variable, and confirms the direction of the study which focuses on the causal relationship between variables. With a statement of purpose like this, the study will have a strong and directed foundation, in accordance with the actual problems that have been identified previously related to low professionalism, lack of discipline, and weak leadership and supervision in schools.

Based on these considerations, the researcher wants to know how much influence the internal and external factors have on teacher performance. Due to the limited time that the researcher has, this study only takes four factors that are suspected of influencing teacher performance by taking the title "Determination of Situational Leadership, Academic Supervision, Organizational Culture and Performance Motivation of Teachers at SMK Teknologi Nasional Denpasar".

## **2 Method**

### **2.1 Type and Research Design**

The type of research used in this study is ex post facto with descriptive and correlational research design, in accordance with the objectives of the study, as formulated in the introduction, in the study the events that have occurred are analyzed and traced back. The type of research used in this study is ex post facto with a descriptive and



correlational design, where events that have occurred are analyzed and traced back without any manipulation of variables by the researcher. The approach used is a quantitative approach because all variables in this study, such as situational leadership, academic supervision, organizational culture, work motivation, and teacher performance, are measured using a questionnaire instrument with a Likert scale, then analyzed statistically to see the relationship and influence between variables. This quantitative approach was chosen because it is in line with the objectives of the study which want to obtain an objective and measurable picture of the relationship between these variables, so that the results obtained can be used to compile recommendations based on empirical data.

## **2.2 Research Population and Sample**

### **Research Population**

The population in this study were all teachers of SMK Teknologi Nasional Denpasar.

### **Sample**

Thus the total number of teachers of SMK Teknologi Nasional Denpasar who are also the population is 36 people, all of whom are used as samples (respondents), because the samples taken are only a few in the same environment, with the same level of education, so that it can be considered a sufficient sample, so in sampling using the census technique. The sampling method in this study used the census technique, namely by making the entire population as a research sample. The population in this study were all teachers of SMK Teknologi Nasional Denpasar, totaling 36 people, so all of them were used as respondents because the number was relatively small and still possible to be reached comprehensively. The selection of this census technique was considered appropriate to obtain complete and representative data without the need for generalization. However, it should be emphasized that the inclusion criteria in this study include all active teachers who are still carrying out teaching duties at the time the study was conducted, while teachers who are on long leave or are not actively teaching are not included in the analysis. By involving the entire population, the aspect of representation has been optimally fulfilled and the data obtained can reflect the actual conditions more accurately.

## **2.3 Data Collection Technique**

In this study, the questionnaire (questionnaire), documentation, and observation methods were used to collect data. Data on the variables in this study were obtained using a questionnaire with a choice type referring to the Likert scale. The respondents were teachers of SMK Teknologi Nasional Denpasar.

## **2.4 Data Analysis Techniques**

Data analysis activities consist of data processing and statistical analysis activities. Data analysis activities include: (1) editing data manually, editing is done because there is a possibility of unclear data or errors in filling out the instrument so that it does not meet



the requirements for analysis, (2) tabulating data, and (3) processing data in the form according to needs.

Data analysis techniques must be stated explicitly and chosen appropriately based on the objectives and types of data in the study. Since this study is quantitative with a descriptive-correlational approach and uses instruments in the form of Likert scale questionnaires, inferential statistical analysis such as Pearson correlation analysis and multiple linear regression are the right choices. Correlation analysis is used to determine the strength and direction of the relationship between variables, while multiple regression is used to determine the extent to which independent variables (situational leadership, academic supervision, organizational culture, and work motivation) simultaneously or partially affect the dependent variable (teacher performance). In addition, descriptive analysis such as the average and standard deviation are also used to describe the tendency of respondent data. By choosing this technique, researchers can present findings validly and in accordance with the formulation of the problem and the hypothesis that have been set.

The reliability and validity of the instrument must be explained systematically to ensure the quality of the data obtained. The validity of the instrument can be ensured through content validity, namely by asking for expert judgment to assess the suitability of the question items with the indicators of the theory used. Furthermore, an empirical validity test is carried out by analyzing the correlation between the scores of the instrument items and the total score using the Pearson Product Moment correlation formula, and items that meet the  $r$  value  $> r$  table are declared valid. Meanwhile, reliability is tested by calculating the reliability coefficient using the Cronbach's Alpha technique, where an alpha value  $\geq 0.70$  is considered to indicate that the instrument has good internal consistency. With this approach, the research instrument can be ensured to have accuracy and consistency in measuring the variables studied.

### **3 Results and Discussion**

#### **3.1 Results**

##### **Contribution of Situational Leadership to Teacher Performance**

To test the hypothesis, a partial correlation technique was used with the help of SPSS for Windows version 22.0. Based on the results obtained, the regression equation for the first hypothesis test is  $Y = 26.268 + 0.894 X_1$  with a  $F_{reg}$  of 158.793. The correlation coefficient is 0.908. The contribution is 82.4% and the effective contribution is 5.18% so that the conclusion is significant. So it can be concluded that there is a significant correlation between situational leadership and teacher performance at SMK Teknologi Nasional Denpasar.

##### **Contribution of Academic Supervision to Teacher Performance**

To test this hypothesis, a partial correlation technique was used with the help of SPSS for Windows version 22.0. Based on the results obtained, the regression equation for the second hypothesis test was  $Y = 10.943 + 0.988 X_2$  with  $F_{reg}$  of 305.045. The



correlation coefficient was 0.949. The contribution is 90% and the effective contribution is 24.76%, so the conclusion is significant. Therefore, it can be concluded that there is a significant correlation between academic supervision and teacher performance at SMK Teknologi Nasional Denpasar.

#### **Contribution of Organizational Culture to Teacher Performance**

To test the hypothesis, partial correlation technique was used with the help of SPSS for Windows version 22.0. Based on the results obtained, the regression equation for the third hypothesis test is  $Y = 4.667 + 1.030 X_3$  with a F reg of 708.222. The correlation coefficient is 0.977. The contribution is 95.4% and the effective contribution is 31.23% so the conclusion is significant. So it can be concluded that there is a significant relationship between organizational culture and teacher performance at SMK Teknologi Nasional Denpasar.

#### **Contribution of Work Motivation to Teacher Performance**

To test the hypothesis, partial correlation technique was used with the help of SPSS for Windows version 22.0. Based on the results obtained, the regression equation for the fourth hypothesis test is  $Y = 13.768 + 0.974 X_4$  with a F reg of 429.867. The correlation coefficient is 0.963. The contribution is 92.7% and the effective contribution is 30.97% so the conclusion is significant. So it can be concluded that there is a significant relationship between work motivation and teacher performance at SMK Teknologi Nasional Denpasar.

#### **Contribution of Situational Leadership, Academic Supervision, Organizational Culture, and Work Motivation to Teacher Performance**

To test the hypothesis, multiple regression techniques were used with the help of SPSS for Windows version 22.0. Based on the results of the analysis, the multiple regression equation produced is  $Y = 1.557 + 0.068 X_1 + 0.301 X_2 + 0.352 X_3 + 0.350 X_4$ , with Freg = 2,314.269 and sig. significance = 0.000 ( $p < 0.05$ ). The conclusion is significant with a correlation coefficient of 0.998 with a contribution of 99.7%. This shows that the variables of situational leadership, academic supervision, organizational culture, and work motivation together have a significant influence on teacher performance at SMK Teknologi Nasional Denpasar.

### **3.2 Discussion of Research Results**

#### **Contribution of Situational Leadership to Teacher Performance**

Based on hypothesis testing, it was found that there is a positive and significant contribution of situational leadership to teacher performance through the regression line equation  $Y = 26.268 + 0.894 X_1$  with a F reg of 158.793. The correlation coefficient is 0.908. Contribution of 82.4%. In other words, the better the situational leadership, the better the teacher's performance. The situational leadership variable provides an effective contribution (SE) of 5.18% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that situational leadership can be used as a



predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that situational leadership contributes to teacher performance at SMK Teknologi Nasional Denpasar.

Leadership is a person's ability to influence others (subordinates) to make others want to fulfill the leader's wishes, even if the individual may not like it. Leadership plays a very important role in determining performance. Situational leadership itself is a theory that tries to find a middle ground between the view that states that there are universal principles of organization and management, and the view that argues that each organization is unique and has different situations so that it must be faced with a certain leadership style. In its application, situational leadership emphasizes several aspects, namely governing wisely, emphasizing company growth, giving delegation according to employee skills and abilities and participating in every company activity. These results prove the important role of situational leadership because it can have a positive and significant impact on teacher performance. Therefore, it is important for the leadership of SMK Teknologi Nasional Denpasar to evaluate the leadership model currently applied and direct it to implement situational leadership.

The results of this study are in line with research that there is a significant contribution of the principal's situational leadership to the performance of civil servant teachers at public junior high schools in Gerokgak District [19]. Situational leadership has a positive effect on performance [20].

#### **Contribution of Academic Supervision to Teacher Performance**

Based on the hypothesis testing, it was found that there is a positive and significant contribution of academic supervision to teacher performance through the regression line equation  $Y = 10.943 + 0.968 X_2$  with a F reg of 305.045. The correlation coefficient is 0.949. Contribution of 90%. In other words, the better the academic supervision, the better the teacher's performance. The academic supervision variable provides an effective contribution (SE) of 24.76% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that academic supervision can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that academic supervision contributes to teacher performance at SMK Teknologi Nasional Denpasar.

Academic supervision is defined as an effort made to improve performance and foster teacher professionalism through observation when the teaching and learning process takes place. Academic supervision aims to provide assistance to teachers so that they can improve their abilities in carrying out the learning process, so that the expected learning is created. With maximum academic supervision, teacher performance will be improved. In this study, the results obtained that there is a positive relationship between academic supervision and teacher performance, the better the quality of the implementation of academic supervision, the better the teacher's performance in learning activities. Getting similar results. Based on the results of the study, the principal's academic supervision has a positive and significant effect on teacher teaching performance [21].

#### **Contribution of Organizational Culture to Teacher Performance**

Based on the hypothesis testing, it was found that there is a positive and significant contribution of organizational culture to teacher performance through the regression



line equation  $Y = 4.667 + 1.030 X_3$  with a F reg of 708.222. The correlation coefficient is 0.977. Contribution of 95.4%. In other words, the better the organizational culture, the better the teacher's performance. The organizational culture variable provides an effective contribution (SE) of 31.23% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that organizational culture can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that organizational culture contributes to teacher performance at SMK Teknologi Nasional Denpasar.

The results of the study indicate that organizational culture has a positive and significant influence on teacher performance. If an organization has a good and strong organizational culture and is adhered to by members of the organization, a comfortable work environment will be formed and will improve the quality of employee performance. This means that organizational culture consists of being able to provide innovation and new ideas while still paying attention to risks, paying attention to and solving problems in detail, increasing work effectiveness for optimal results, the organization paying attention to the interests of its members, working hard in carrying out responsibilities, and maintaining the quality of teaching and maintaining health for the smooth running of work activities. Organizational culture is an invisible social force that can move people in an organization to carry out work activities. With a good organizational culture, teachers will be responsible for their work and can be completed effectively and efficiently. A good organizational culture will reflect the great sense of responsibility of a person towards the tasks given to him. This encourages work passion, work spirit and the realization of organizational goals so that it can improve performance.

#### **Contribution of Work Motivation to Teacher Performance**

Based on the hypothesis testing, it was found that there is a positive and significant contribution of work motivation to teacher performance through the regression line equation  $Y = 13.768 + 0.974 X_4$  with a F reg of 429.867. The correlation coefficient is 0.963. Contribution of 92.7%. In other words, the better the work motivation, the better the teacher's performance. The work motivation variable provides an effective contribution (SE) of 30.97% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that work motivation can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that work motivation contributes to teacher performance at SMK Teknologi Nasional Denpasar.

Through regression analysis, it can be seen that work motivation has a positive influence on teacher performance. Work motivation is the most important component for teachers because work motivation is a trigger for teachers in carrying out their obligations as teachers. Based on this, it can be concluded that motivation greatly influences a person's behavior in doing something, maintaining achievement towards the goals that have been set, in other words, motivation influences a person in acting. Providing work motivation for teachers at SMK Teknologi Nasional Denpasar can be in the form of monitoring teacher performance assessments so that teachers who have good abilities can be given job promotions. In addition, it can be in the form of giving awards so that teachers are motivated to develop themselves so that they create high-achieving



teachers. Increasing teacher work motivation can have an impact on optimal teacher performance.

#### **Situational Leadership, Academic Supervision, Organizational Culture, and Work Motivation on Teacher Performance**

Based on the hypothesis testing, it was found that there was a positive and significant contribution together of situational leadership, academic supervision, organizational culture, and work motivation to the performance of teachers at SMK Teknologi Nasional Denpasar through the regression line equation  $Y = 1.557 + 0.068 X_1 + 0.301 X_2 + 0.352 X_3 + 0.350 X_4$ , with Freg = 2,314.269 (sig 0.000 < 0.05), indicating a significance level of multiple correlation coefficient ( $r_{y-1,2,3,4}$ ) of 0.998 and a determination coefficient of 0.997. This means that together the variables of situational leadership, academic supervision, organizational culture and work motivation can explain the tendency of teacher performance at SMK Teknologi Nasional Denpasar. A second-level partial correlation analysis was conducted to see the contribution of each independent variable to teacher performance. The results showed that situational leadership, academic supervision, organizational culture, and work motivation had a significant correlation to teacher performance. This indicates that the better the situational leadership, academic supervision, organizational culture, and work motivation, the better the teacher's performance. The strength of the relationship between the independent variables and teacher performance in sequence is; organizational culture, work motivation, academic supervision, and situational leadership. The regression model shows that the variables of situational leadership, academic supervision, organizational culture, and work motivation together have a significant influence on teacher performance at SMK Teknologi Nasional Denpasar with a determination coefficient of 0.997. This confirms the importance of developing and implementing these four variables to improve teacher performance in the educational institution.

The results of the study that show a significant contribution together between situational leadership, academic supervision, organizational culture, and work motivation to teacher performance at SMK Teknologi Nasional Denpasar can be linked to the theoretical basis that describes teacher performance as a result of actions in managing and carrying out tasks and responsibilities to achieve learning goals. In this context, the results of the study are in line with the views of experts who state that to achieve organizational goals, including schools, a good level of performance is needed individually and organizationally.

The contribution of situational leadership, academic supervision, organizational culture, and work motivation revealed in the regression equation provides an illustration that these variables have a significant influence on teacher performance. The theory also highlights aspects of teacher performance, such as the ability to plan learning, implement learning, student learning evaluation results, commitment to tasks, and social personality.

Furthermore, the theory states that teacher performance can be optimal if supported by situational leadership, academic supervision, organizational culture, and work motivation. Therefore, the finding that situational leadership, academic supervision, organizational culture, and work motivation jointly contribute to teacher performance at



SMK Teknologi Nasional Denpasar strengthens the belief that these factors synergistically play a role in achieving optimal teacher performance. Thus, the results of this study not only strengthen the underlying theory, but also provide practical implications for the development of educational managerial policies and strategies at the vocational high school level. These implications may include improving situational leadership, effective academic supervision methods, building a strong organizational culture, and increasing work motivation to maximize teacher performance at SMK Teknologi Nasional Denpasar.

#### **4 Conclusion**

There is a correlation coefficient of 0.908. Contribution of 82.4%. In other words, the better the situational leadership, the better the teacher's performance. The situational leadership variable provides an effective contribution (SE) of 5.18% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that situational leadership can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that situational leadership contributes to teacher performance at SMK Teknologi Nasional Denpasar. There is a correlation coefficient of 0.949. Contribution of 90%. In other words, the better the academic supervision, the better the teacher's performance. The academic supervision variable provides an effective contribution (SE) of 24.76% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that academic supervision can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that academic supervision contributes to teacher performance at SMK Teknologi Nasional Denpasar. There is a correlation coefficient of 0.977. Contribution of 95.4%. In other words, the better the organizational culture, the better the teacher's performance. The organizational culture variable provides an effective contribution (SE) of 31.23% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that organizational culture can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that organizational culture contributes to teacher performance at SMK Teknologi Nasional Denpasar. There is a correlation coefficient of 0.963. Contribution of 92.7%. In other words, the better the work motivation, the better the teacher's performance. The work motivation variable provides an effective contribution (SE) of 30.97% to teacher performance at SMK Teknologi Nasional Denpasar. This can be used as an indication that work motivation can be used as a predictor of teacher performance at SMK Teknologi Nasional Denpasar or in other words that work motivation contributes to teacher performance at SMK Teknologi Nasional Denpasar. There is a multiple correlation coefficient ( $r_{y-1,2,3,4}$ ) of 0.998 and a determination coefficient of 0.997. This means that together the variables of situational leadership, academic supervision, organizational culture and work motivation can explain the tendency of teacher performance at SMK Teknologi Nasional Denpasar. The results of the study which showed a significant contribution together between situational leadership, academic supervision, organizational culture, and work motivation to teacher performance at SMK Teknologi Nasional Denpasar can be associated with the theoretical basis that describes teacher performance as a result of actions in managing and carrying out tasks and



responsibilities to achieve learning goals. Further research is suggested to add other variables such as job satisfaction, pedagogical competence, or transformational leadership. The research population also needs to be expanded to other levels of education or wider areas so that the results are more general. The use of mixed methods will provide a deeper and more holistic understanding. This approach will strengthen the validity of the findings and support more contextual education policies.

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