



## Certified Teacher Performance: Principal Leadership Organizational Culture Rewards and Work Motivation

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### ABSTRACT

**Purpose of the Study:** This study aims to analyze the causal relationship between the leadership of madrasah heads, organizational culture, and the provision of rewards on the work motivation and performance of certified teachers in Madrasah Ibtidaiyah Negeri (MIN) in Bireuen Regency. In particular, it seeks to uncover both the direct and indirect effects of these organizational factors on teacher performance through the mediating role of work motivation.

**Methodology:** The research adopts an ex post facto design and employs exploratory quantitative analysis. A sample of 242 certified teachers was selected using random sampling, with a significance level of 0.05. Data were analyzed using path analysis to identify the magnitude and direction of influence among the variables.

**Main Findings:** The findings reveal that the leadership of the madrasah head, organizational culture, and the provision of rewards each have a significant total effect both directly and indirectly on teacher performance. Leadership influences performance through motivational pathways, while organizational culture and reward systems serve as structural supports that reinforce professional commitment and productivity.

**Novelty/Originality of this Study:** Unlike previous studies that often isolate one or two variables, this research presents a comprehensive and integrative model that simultaneously evaluates multiple external (leadership, culture, rewards) and internal (motivation) factors. Conducted in a unique institutional and geographic context public Islamic elementary schools in Bireuen Regency this study contributes novel empirical evidence relevant to performance improvement strategies in faith-based educational environments, especially in the post-certification era of Indonesian teacher reform.

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## 1. INTRODUCTION

Education plays a strategic role in shaping national development, with teachers positioned as key agents in improving the quality of human resources. Beyond their function in knowledge transmission, teachers are also instrumental in cultivating students' character, values, and competencies essential for facing 21st-century challenges [1]. Recognizing the central role of teachers, the Indonesian government has implemented a teacher certification program aimed at enhancing professionalism and performance [2]. However, the actual impact of

this certification on teaching quality and teacher performance remains a subject of ongoing debate and scrutiny [3].

Preliminary findings at *MIN Gugus Bireuen* reveal persistent challenges among certified teachers. Approximately 50% of teachers demonstrate low work discipline, while 55% show limited professional responsibility and self-development motivation. Alarming, 59% of teachers have not provided optimal service to students, often resorting to conventional, uninspired teaching methods. These shortcomings negatively affect the quality and effectiveness of learning. Such findings raise critical questions about the efficacy of certification in genuinely enhancing teacher performance and the extent to which other organizational and motivational factors may play a more influential role.

Teacher performance is a multidimensional construct influenced by various internal and external factors. Prior research highlights the importance of leadership practices, organizational culture, reward systems, and work motivation as significant determinants of teacher behavior and productivity [4–6]. Effective madrasah leadership fosters a supportive work climate and encourages pedagogical excellence [7–8], while a strong organizational culture promotes a shared sense of purpose, discipline, and innovation in the teaching profession [9–11]. Additionally, rewards, particularly in the form of professional allowances, are intended to incentivize improved work performance and dedication [12]. Equally vital is work motivation, which underpins teacher enthusiasm, commitment, creativity, and accountability in daily instructional practices [13–14].

Although numerous studies have examined individual factors such as leadership, motivation, or organizational culture in relation to teacher performance, most of these investigations tend to be fragmented, focusing on isolated variables. Additionally, previous research often neglects the interconnected and cumulative effects of these variables in a single comprehensive model. Furthermore, there is limited empirical research conducted in the context of Islamic primary education institutions (Madrasah Ibtidaiyah), particularly in rural and semi-urban settings like Bireuen District, Aceh Province, which may have unique sociocultural dynamics affecting teacher behavior.

Moreover, while teacher certification programs have been evaluated primarily in terms of policy implementation and teacher qualifications, few studies have explored the post-certification performance outcomes within the real-world classroom environment. The influence of certification in conjunction with organizational and motivational factors remains under-researched, especially in terms of identifying causal relationships. Therefore, there is a pressing need for a holistic investigation that integrates leadership, organizational culture, rewards, and motivation into a causal performance model for certified teachers. This approach provides a more robust understanding of what drives or hinders effective teaching, beyond mere certification status.

This study aims to analyze the causal relationships between madrasah leadership, organizational culture, rewards, and work motivation on the performance of certified teachers in State Madrasah Ibtidaiyah in Bireuen District, Aceh Province. By incorporating both external (organizational) and internal (psychological) factors into a unified model, this research seeks to uncover the key determinants of teacher performance in the post-certification era. The results are expected to offer empirically grounded recommendations for educational policymakers, school leaders, and stakeholders in optimizing teacher development strategies. Ultimately, the study aims to contribute to the improvement of educational quality through the enhancement of certified teachers' professional performance in diverse educational settings.

## 2. RESEARCH METHOD

This research uses the *ex post facto* method with a quantitative approach. This method was chosen because the research was conducted to examine phenomena that had occurred [15], then analyzed to find a causal relationship between the variables studied. Data were collected through a survey using a questionnaire instrument, which was then analyzed using path analysis techniques to test the direct and indirect effects between variables [16]. The population in this study is all certified teachers who teach in the State Madrasah Ibtidaiyah (MIN) in Bireuen District, Aceh Province. The total population identified was 662 teachers spread across 55 madrasahs. The research sample was taken using random sampling techniques, so that each teacher had the same opportunity to be selected as a respondent.

The main instrument in this research is a questionnaire, which is designed to measure four main variables, namely: Madrasah Principal Leadership, Organizational Culture, Rewards, Work Motivation, Teacher Performance. Each variable has indicators developed based on theory and previous research. The questionnaire uses a Likert scale with five answer options, to measure the respondent's level of agreement with each statement. Before being used in the main research, the questionnaire was tested for validity and reliability through Pearson's Product Moment validity test and Cronbach's Alpha reliability test.

The research procedure begins with the planning stage, namely determining the research design to be used, identifying the research population, and choosing the right sampling technique to obtain optimal representation. Furthermore, the preparation of instruments is carried out, namely designing a questionnaire that

is compiled and designed in such a way and used to measure Transformational Leadership, Organizational Culture, Work Motivation, Rewards, and Performance of certified teachers.

After the instrument is designed, an instrument test is carried out to ensure its quality. The validity test is carried out to calculate the correlation between each question and the total observation score, while the reliability test is carried out to see the extent to which the results of an instrument measurement can be trusted, seen using Cronbach's Alpha. The next stage is data collection, namely by distributing questionnaires that have been tested for validity and reliability to research samples and finally analyzing data using statistical techniques [17].

Descriptive statistics are used to provide an overview of the data characteristics of ordinary tables and distribution tables, frequencies, line and bar graphs, pie charts, pictograms, group explanations through mode, median, mean and group variation through range and standard deviation [18]. Meanwhile, inferential statistics include all methods related to data analysis. *Path* analysis is used to analyze the pattern of relationships between variables with the aim of knowing the direct and indirect effects between endogenous and exogenous variables, there are several analytical requirements that must be statistically tested. Testing the requirements of analysis include: (1) Normality test, (2) Linearity test and regression significance, (3) Homogeneity test (4) Independence test between *exogenous* variables, and (5) Calculation of correlation coefficient ( $r$ ) and path coefficient ( $\rho$ ) between research variables.

### 3. RESULTS AND DISCUSSION

The data collected from each variable were tabulated according to the needs of the analysis. Furthermore, the tabulated data were analyzed with descriptive statistics including calculating the central tendency value and the size of the distribution. This was done to find out the general picture of the meaning contained in the cluster of data distribution obtained. Successively in the following section, the data of each variable will be described. Data description includes measures of central tendency, such as the mean (mean), the average score of the middle two data (median), the score that has the most frequency (mode); measures of dispersion tendency, such as standard deviation, variance, range, lowest score (minimum), highest score (maximum). Calculation of descriptive analysis results can be seen in the table 1.

Table 1. Summary Table of Descriptive Statistical Analysis Results

Statistics		Madrassa Head Leadership	Organization al Culture	Rewards	Work Motiva tion	Teacher Perfor mance
N	Valid Missing	242 0	242 0	242 0	242 0	242 0
	Mean	140,69	123,67	110,51	120,16	131,58
	Median	143,00	125,00	112,00	123,00	133,00
	Mode	144(a)	131(a)	122	133	133(a)
	Std. Deviation	14,078	12,571	14,694	14,034	14,467
	Variance	198,191	158,041	215,911	196,954	209,290
	Range	73	62	75	67	70
	Minimum	98	90	68	82	90
	Maximum	171	152	143	149	160
	Sum	34046	29927	26743	29078	31843

In using statistics, there are several analytical requirements that must be statistically tested. Testing the analysis requirements includes normality test, linearity test and Homogeneity test. The analysis requirements test as intended can be explained as follows:

The Kolmogorov-Smirnov normality test is part of the classic assumption test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is to have a normally distributed residual value. The basis for decision making if the significance value  $> 0.05$  then the distribution is normal. But on the contrary, if the significance value  $< 0.05$  then it is not normally distributed. The calculation and summary of the normality test can be seen in the following table 2.

Tabel 2. Summary of Normality Test Analysis

Variables	Nilai Sig. (2-tailed)	Sig. (0,05)	Decision
X <sub>1</sub> to X <sub>5</sub>	0,441	0,05	Normal
X <sub>2</sub> to X <sub>5</sub>	0,272	0,05	Normal
X <sub>3</sub> to X <sub>5</sub>	0,760	0,05	Normal
X <sub>4</sub> to X <sub>5</sub>	0,539	0,05	Normal

The table above shows that the variable data of the data normality test results obtained first, testing is carried out on the data of the madrasah principal leadership variable (X1) on teacher performance (X5) obtained the statistical price of Kolmogorof - Smirnov significance price = 0.441. Second, testing is carried out on the data of the organizational culture variable (X2) on teacher performance (X5) obtained the statistical price of Kolmogorof - Smirnov significance price = 0.272. Third, testing is carried out on the data of the variable reward (X3) on teacher performance (X5) obtained the price of Kolmogorof - Smirnov statistics significance price = 0.760. Fourth, the test was conducted on the data of the work motivation variable (X4) on teacher performance (X5), the Kolmogorof - Smirnov statistical price was obtained = 0.539. The significance price of the four variables is greater than the value of  $\alpha = 0.05$  which illustrates that the data normality requirements for the four variables are met. Based on the results of this data analysis, further analysis can be carried out.

Furthermore, the proof of the linearity test can be seen from the significant value (Deviation from Linearity)  $> 0.05$ , so there is a linear relationship between the independent variable and the dependent variable. Conversely, if the significant value (Deviation from Linearity)  $< 0.05$  then there is no linear relationship between the independent variable and the dependent. The calculation and summary of the estimated linearity analysis results can be seen in the appendix and the estimated description is stated as follows table 3.

Table 3. Summary of Analysis of Linearity Test and Significance Test

Variables	Linearity Test			Significanes Test		
	F <sub>h</sub>	Sig.	Status	F <sub>h</sub>	Sig.	Status
X <sub>1</sub> to X <sub>5</sub>	1,097	0,318	Linear	49,637	0,000	Means
X <sub>2</sub> to X <sub>5</sub>	0,857	0,739	Linear	135,723	0,000	Means
X <sub>3</sub> to X <sub>5</sub>	0,944	0,591	Linear	108,215	0,000	Means
X <sub>4</sub> to X <sub>5</sub>	1,373	0,059	Linear	435,018	0,000	Means

The table above shows that the variable data of the data linearity test results obtained First, the linearity test of teacher performance data (X5) on the leadership of the madrasah principal (X1) obtained the number  $F_h = 1.097 < F_t = 2.41$  at a significance of  $0.318 > 0.05$ . The significance price is greater than 0.05, indicating that the linearity requirement is met. Thus, the analysis can be conducted. Second, the linearity test of teacher performance data (X5) on organizational culture (X2) obtained  $F_h = 0.857 < F_t = 2.41$  at a significance of  $0.739 > 0.05$ . The significance price is greater than 0.05, indicating that the linearity requirement is met. Thus the analysis can be done. >Third, the linearity test of teacher performance data (X5) on the provision of rewards (X3) obtained  $F_h = 0.944 < F_t = 2.41$  at a significance of  $0.591 > 0.05$ . The significance price is greater than 0.05, indicating that the linearity requirement is met. Thus the analysis can be done. Fourth, the linearity test of teacher performance data (X5) on work motivation (X4) obtained  $F_h = 1.373 < F_t = 2.41$  at a significance of  $0.059 > 0.05$ . The significance price is greater than 0.05, indicating that the linearity requirement is met. Thus the analysis can be carried out.

addition, the homogeneity test is intended to see or predict empirically whether the characteristics of the sample used as the research sample provide a description of the characteristics of the population. The homogeneity test was analyzed using spss. This also illustrates whether the characteristics of the sample come from or resemble a description of the characteristics of the population or the characteristics of the sample empirically provide the same description of the problem being studied. The calculation and summary of the homogeneity test analysis results can be seen in the following Table 4.

Table 4. Summary of Homogeneity Test Analysis

Variables	Sig Value	Sig. (0,05)	Decision
X <sub>1</sub> to X <sub>5</sub>	0,911	0,05	Homogeneous
X <sub>2</sub> to X <sub>5</sub>	0,110	0,05	Homogeneous
X <sub>3</sub> to X <sub>5</sub>	0,340	0,05	Homogeneous
X <sub>4</sub> to X <sub>5</sub>	0,898	0,05	Homogeneous

Based on the previous statement, the data decision is homogeneous if the sig value.  $\geq 0.05$ . If you look at the results of the homogeneity analysis summary in the table above, it can be concluded that the sample is homogeneous. in this study have the same character empirically to the problem studied. Thus the requirements for the use of analysis are met. After testing the analysis requirements has been met, then testing the research hypothesis is carried out to answer the formulated research problems. Based on the model formed theoretically, a diagram is obtained as in the following figure 1.

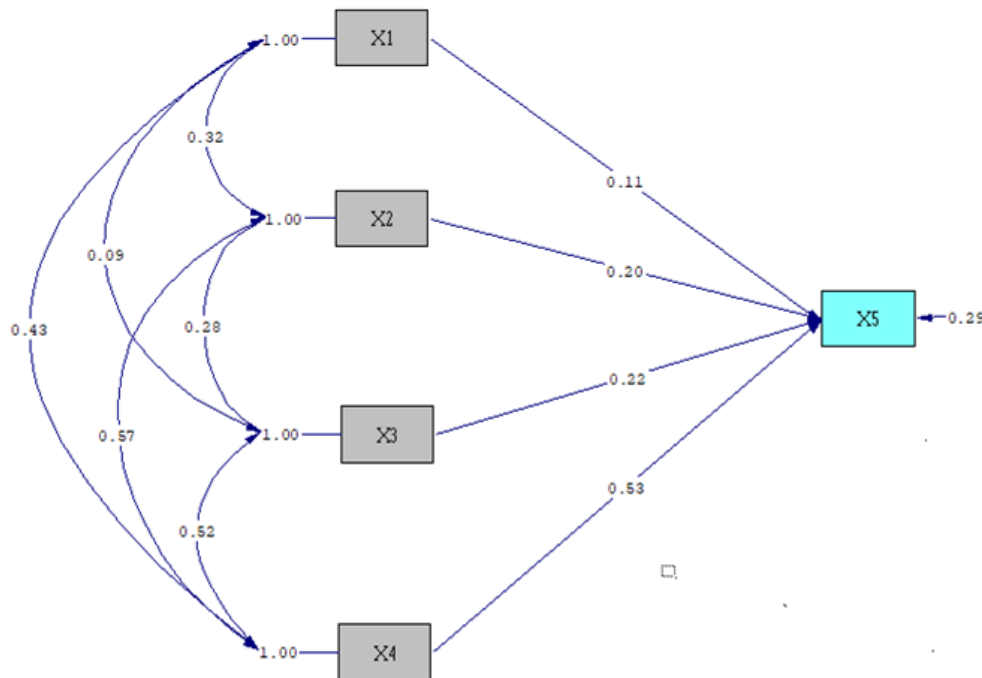


Figure 1: Results of the Research Model Diagram

Description:

X1= Head Leadership  
 X2= Organizational Culture  
 X3= Rewarding  
 X4= Work Motivation  
 X5= Teacher Performance  
 e1= Residual Variable (error)

This model can be directly analyzed through SPSS data processing, namely by paying attention to the beta value in the standardized coefficients in the Table 5.

Table 5. Coefficients(a)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	-1.726	6.719		-.257	.797
	Madrasa Head Leadership	.109	.040	.106	2.687	.008
	Organizational Culture	.235	.049	.204	4.765	.000
	Rewards	.214	.041	.217	5.225	.000
	Work Motivation	.543	.053	.527	10.250	.000

a Dependent Variable : Teacher Performance

Tabel 6.Koefisien Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843(a)	.711	.706	7.844

a Predictors: (Constan), Work Motivation, Madrasah Principal Leadership, Rewards, Organization Culture

b. Dependent Variable: Teacher Performance

Based on the hypothesis proposed, the results of the calculation of the analysis of the effect of madrasah leadership, organizational culture, reward, work motivation on teacher performance are 0.106, 0.204, .217 and 0.527, and the tcount coefficient value of 2.687, 4.765, 5.225 and 10.250 is greater than the table value  $t_{(0.05; 238)} = 1.970$ . So that the results of the analysis of the hypothesis proposed statistically provide findings that leadership madrasah head, organizational culture, reward, work motivation is very significant to have a direct effect on teacher performance. Thus this hypothesis states that there is a direct influence of madrasah leadership, organizational culture, reward, work motivation on teacher performance is accepted.

The findings of this study confirm that teacher performance is influenced by a combination of internal and external factors, aligning with previous research [19]. In the context of State Madrasah Ibtidaiyah in Bireuen Regency, Aceh Province, internal factors such as work motivation, and external factors including reward systems, organizational culture, and the leadership of the madrasah head, play a pivotal role in shaping teacher performance.

One of the most prominent external factors identified is the reward system. Rewards, both intrinsic and extrinsic, have a direct and indirect influence on teacher performance. Financial rewards such as bonuses and allowances, as well as non-financial rewards like recognition, praise, and promotion, serve as strong motivational drivers when aligned with environmental and market conditions [20-22]. The strategic allocation of these rewards, based on performance outcomes, aligns with contemporary human resource management practices and supports findings from previous studies [23]. Thus, a well-structured reward system can significantly enhance teacher performance by reinforcing positive behavior and achievements. In addition, the development of a conducive organizational culture is essential for fostering high performance among teachers. A strong and positive organizational culture not only shapes the behavior and mindset of its members but also cultivates loyalty, shared goals, and synergy in achieving institutional objectives [24-26]. This cultural cohesion creates an environment where teachers feel valued, understood, and motivated to perform at their best. The correlation between organizational culture and performance has been established in various studies, which emphasize that values, norms, and behavioral expectations within an institution greatly impact its operational effectiveness [27-30].

Leadership is another critical component influencing teacher performance. The leadership style and behavior of the madrasah head directly affect the implementation of educational goals and the professional climate of the institution [31]. Effective leadership entails clear vision, accountability, empowerment, and the ability to inspire and mobilize the teaching staff towards shared objectives. Consistent with organizational theory, the presence of transformational leadership has been linked to improved performance, job satisfaction, and teacher engagement [32-35]. Thus, leadership remains a cornerstone in determining institutional success.

On the internal side, teacher work motivation stands as a vital determinant of performance. Motivation drives teachers to engage in their duties with commitment and enthusiasm, not solely to fulfill needs but to derive intrinsic satisfaction from their work [36-37]. Motivated teachers tend to show higher levels of initiative, resilience, and dedication [38-43]. The concept of motivation in this context refers to both the desire and effort to achieve institutional goals, and the internalization of values that align with professional standards [44-28]. Extensive enumeration of organizational elements further supports the multi-faceted approach to organizational performance, emphasizing aspects such as authority, responsibility, communication, delegation, recognition, and structural unity [49-51]. These factors collectively shape an ecosystem where teacher performance can either thrive or decline, depending on how effectively they are managed and aligned.

This study contributes novelty by presenting a contextualized performance model specific to religious-based educational institutions in Aceh Province. Unlike many general performance studies, this research integrates the unique cultural, organizational, and religious nuances that define State Madrasah Ibtidaiyah institutions. It also integrates classical organizational behavior theories such as the Colquitt, Lepine, and Wesson Organizational Behavior Model, Luthans' Path-Goal Theory, and the Kreitner and Kinicki Reward System Model to substantiate the interconnected roles of leadership, culture, motivation, and rewards.

The implications of these findings are substantial. Educational policymakers, especially in religious educational settings, should prioritize comprehensive strategies that integrate motivational incentives, cultural development, and leadership training to improve teacher performance. These elements must be synchronized with institutional values and community expectations. However, this study also faces certain limitations. The research sample is limited to one regency, which may restrict the generalizability of the findings. Additionally, the use of predominantly quantitative methods may overlook the nuanced experiences and perspectives of individual teachers. Future research should consider employing mixed-method approaches to gain deeper qualitative insights. Comparative studies involving different provinces or school types could also enhance understanding of how contextual variables affect teacher performance. Moreover, longitudinal research could provide insights into how sustained interventions in leadership, motivation, and rewards impact performance over time.

#### 4. CONCLUSION

Based on the analysis and discussion of the research findings, this study concludes that the performance of teachers in State Madrasah Ibtidaiyah in Bireuen Regency, Aceh Province, is significantly influenced by four key factors: the leadership of the madrasah head, organizational culture, the provision of rewards, and work motivation. While each factor contributes meaningfully, work motivation emerged as the most dominant influence, followed by reward systems, organizational culture, and leadership. These findings highlight the multifaceted nature of teacher performance, where both structural and psychological dimensions play crucial roles. The leadership of the madrasah head is not merely administrative but plays a strategic role in creating a shared vision, fostering collaboration, and shaping a conducive work environment. Organizational culture, meanwhile, reflects the values, norms, and practices that govern daily interactions within the institution. When these are aligned with professional goals and values, teachers are more likely to feel a sense of belonging and commitment. The provision of rewards whether intrinsic or extrinsic serves as positive reinforcement, encouraging sustained effort and excellence. Most importantly, motivation is the driving force behind teacher engagement, innovation, and resilience in the face of challenges.

These findings carry important implications for educational policy and institutional practice. For stakeholders, especially policymakers at the Ministry of Religious Affairs in Bireuen Regency, there is a clear need to adopt a holistic approach in efforts to improve teacher performance. This includes fostering supportive leadership at the madrasah level, cultivating a positive and empowering organizational culture, ensuring that reward systems are fair and meaningful, and creating motivational structures that recognize teachers' needs, aspirations, and achievements. Moreover, this research underscores the importance of synergy among the four factors. Isolated improvements may not yield optimal results; instead, integrated strategies that simultaneously address leadership, culture, rewards, and motivation will be more effective in enhancing teacher performance sustainably. Future studies could further explore these dynamics through qualitative approaches such as interviews or case studies to gain deeper insight into the lived experiences of teachers. Such efforts would contribute to refining strategies for educational improvement and ensuring that teacher development programs are contextually relevant and impactful.

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