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Principal Leadership, Organizational Culture, and Work Motivation: Determinants of Teachers' Pedagogic Competency at Inclusion Schools in Sleman Regency

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ABSTRACT

Inclusive education requires teachers to have adaptive pedagogic competencies, based on the results of in-depth observations and interviews, many teachers in high school/equivalent in Sleman Regency still face obstacles in developing pedagogic competence, especially in adapting learning strategies to the diversity of students and compiling responsive teaching materials. This study aims to measure and analyze both partially and simultaneously the influence of principals' leadership, organizational culture, and work motivation on teachers' pedagogic competence in inclusion schools at the high school/equivalent level in Sleman Regency. The research uses a quantitative approach with a survey method. The results of the study show that: (1) the leadership of the principal has a positive and significant effect on the pedagogic competence of teachers (Sig. 0,003 < 0,05), (2) organizational culture has a positive and significant effect (Sig. 0.001 < 0.05), (3) teachers' work motivation has a positive and significant effect (Sig. 0.000 < 0.05), and (4) principal's leadership, organizational culture, and teachers' work motivation simultaneously have a positive and significant effect on teachers' pedagogic competence (Sig. 0.000 < 0.05). The value of the determination coefficient (R^2) was 0.575, which means that independent variables were able to explain 57.5% of the variation in teachers' pedagogic competence.

1. Introduction

Education is the main foundation in nation building and determines the quality of superior human resources. In the era of globalization, the world of education is not only faced with the demands of improving academic quality, but also with the challenge of creating a learning system that is fair, adaptive, and responsive to the diversity of students. Inclusive education is present as one of the modern education paradigms that prioritizes the principle of social justice, which is to provide equal

opportunities for all children, including those with special needs, to obtain a decent education. Thus, inclusive education is not only seen as a policy, but also as a moral and social commitment of the nation in realizing the goals of national education.

Although conceptually inclusive education has received global attention, its implementation still faces various obstacles, especially in developing countries such as Indonesia. Various studies show that the practice of inclusive education in Indonesia is still hampered by limited teacher understanding, lack of facilities, and low pedagogic competence in dealing with student diversity (Tarabanovskaya et al., 2020; Wardhani, 2020). This limitation has an impact on the quality of learning provided to students, so that the goal of inclusive education has not been fully achieved. Whereas, Undang-Undang Nomor 20 Tahun 2003 about Sistem Pendidikan Nasional clearly mandates that every citizen has the right to obtain quality education without discrimination. With the gap between regulation and the reality of the field, there is an urgency to research more deeply into factors that can improve teacher competence in the context of inclusive education.

The local context in Sleman Regency provides a concrete picture of the problem. by Governor's Regulation DIY Nomor 21 Tahun 2013 about Penyelenggaraan Pendidikan Inklusi, every educational unit in the Special Region of Yogyakarta is encouraged to carry out inclusion services. However, the practice of inclusive education in Sleman Regency still faces gaps between policy and implementation, such as the limitations of disability-friendly schools, the lack of teacher training, and the low utilization of learning media. This can be seen from the limited readiness of schools in providing a disability-friendly learning environment, lack of teacher training. In addition, the academic supervision of school principals, which should be an instrument for improving teacher competence, is only felt regularly by a small number of teachers. This data shows a significant gap between policy design and the reality of the implementation of inclusive education in the field.

These obstacles show that one of the roots of the problem lies in the pedagogic competence of teachers. Pedagogic competence is the ability of teachers to understand the characteristics of students, master learning theories, and be able to design, implement, and evaluate learning effectively (Stronge, 2007). In the context of inclusive education, pedagogic competence requires teachers to be more adaptive in adapting learning strategies to the diversity of students' learning styles, including children with special needs. Unfortunately, there are still many teachers who tend to use conventional approaches, lack innovation, and are not ready to face the diversity of student needs. This condition is further exacerbated by the limited training provided to teachers, thus having an impact on low work motivation and learning effectiveness.

Previous research has shown that principals' leadership, organizational culture, and work motivation are three important factors that affect teachers' pedagogic competence. The leadership of school principals, for example, plays a big role in directing, guiding, and motivating teachers to improve the quality of learning (Husnah et al., 2021). Bush (2008) It also emphasizes that effective leadership is

determined by the leader's ability to manage resources, including human resources. However, in practice, school principals often face obstacles due to limited trained teachers and the lack of supporting facilities for inclusive education. Similarly, the organizational culture of the school plays a role in shaping teachers' attitudes, behaviors, and mindsets (Robbins & Judge, 2012). A strong and supportive organizational culture will facilitate collaboration, shared learning, and a commitment to the values of inclusivity. However, observations in the field show that teachers' understanding of inclusive education is still limited, so the school organizational culture has not fully encouraged the creation of effective inclusion practices.

In addition to leadership and organizational culture, teachers' work motivation is also a crucial factor. Motivation theory Herzberg (1974) and Maslow (2017) explains that work motivation can encourage individuals to improve their performance, both through intrinsic and extrinsic factors. Teachers who have high motivation will be more enthusiastic in developing innovative and adaptive learning strategies (Lesatri et al., 2022). However, the results of interviews with several inclusion teachers in Sleman show that the limitations of training and organizational support make some teachers feel less motivated to innovate. This condition has direct implications for low pedagogic competence, because teachers are not encouraged to improve the quality of their teaching practices.

Findings from international research also reinforce this urgency. Data Teaching and Learning International Survey (TALIS) (2018) shows that globally, around 25% teachers feel the need for professional development in inclusive learning. However, teachers' resistance in accepting change, lack of motivation, and limited organizational support are major obstacles in realizing effective inclusive education. If this condition is not immediately addressed, the quality of inclusive education in Indonesia, especially in Sleman Regency, will be difficult to achieve the expected goals. Therefore, it is important to empirically examine how principals' leadership, organizational culture, and teachers' work motivation can affect their pedagogic competence in the context of inclusive schools.

Based on this description, this research has a high urgency because it seeks to answer the gap between policy, theory, and reality in the field. Previous studies have indeed discussed the relationship between leadership, organizational culture, and motivation with teacher performance in general (Kuseini et al., 2023; Ulfa & Ramadhansyah, 2023), but there is still a lack of research that specifically highlights the pedagogic competence of teachers in inclusion schools at the high school level. In fact, pedagogic competence is the main foundation that determines the success of inclusive education. By comprehensively examining these three variables, this research is expected to provide theoretical contributions as well as practical recommendations for improving the quality of inclusive education.

The purpose of this study is to measure and analyze the influence of several important factors on the pedagogic competence of teachers in inclusion schools at the high school/equivalent level in Sleman Regency. In more detail, this study aims to determine the influence of principals' leadership, organizational culture, and

teachers' work motivation on teachers' pedagogic competence, both partially and simultaneously. Thus, this study is expected to provide a comprehensive picture of how organizational and individual factors contribute to improving teachers' pedagogic competence in the context of inclusive education. Thus, this study confirms that improving teachers' pedagogic competence in inclusive schools cannot be separated from the synergy between transformative principal leadership, adaptive organizational culture, and sustainable teacher work motivation. This research is not only relevant for the development of education, but also has direct implications for the policies and practices of implementing inclusive education in Sleman Regency and other regions in Indonesia.

2. Methodology

This study uses a quantitative method with a survey type and an explanatory approach to explain the causal relationship between principal's leadership, organizational culture, and teachers' work motivation to teachers' pedagogic competence. The research design used is descriptive non-experimental correlation with a causal associative approach, which allows testing of relationships between variables without direct intervention on the research object. The research was carried out in six inclusion schools at the high school/equivalent level in Sleman Regency, namely SMA Gama Yogyakarta, SMAN 2 Ngaglik, MAN 2 Sleman, SMK Bina Harapan, SMK Muhammadiyah 1 Tempel, and SMKS Budi Mulia Dua. The research population included all teachers from the six schools with a total of 147 people, while the sample was determined using proportional random sampling based on the Slovin formula with an error rate of 5%, so that 108 respondents were obtained who were considered to be proportionally representative of the population.

Data collection was carried out through a survey using a closed questionnaire containing 72 statements, covering four main variables: the principal's leadership (14 items), organizational culture (22 items), work motivation (20 items), and teachers' pedagogic competence (16 items). The questionnaire was compiled based on relevant theories and indicators, then tested through expert tests, validity tests, and reliability tests using SPSS version 26. The validity test was carried out by Pearson's Product Moment correlation analysis which showed all valid statement items with a value of $r_{hitung} \geq 0.361$, while the reliability test using the Alpha Cronbach coefficient showed values above 0.70 on all variables, indicating that the research instrument was reliable and consistent. Thus, the questionnaire used has been proven to be valid and reliable to measure research variables.

Data analysis was carried out through several stages, starting with descriptive analysis to describe the characteristics of the data, followed by analysis prerequisite tests such as normality, linearity, multicollinearity, and heteroscedasticity tests to ensure the feasibility of the regression model. After that, an inferential analysis was carried out using simple and multiple linear regression to test the influence of the principal's leadership, organizational culture, and work motivation on teachers' pedagogic competence, both partially and simultaneously. The F test is used to assess the effects together. In addition, the coefficient of determination (R^2) was

calculated to determine the contribution of the three independent variables to the teacher's pedagogic competence. The entire analysis process is carried out with the help of the SPSS version 26 program so that the research results are accurate, objective, and accountable.

3. Results and Discussion

Data collection was carried out from February to April 2025 in six inclusion schools at the high school level/equivalent in Sleman Regency. Before the survey, permission to conduct research was obtained from the principal of each school. The questionnaire was distributed directly to teachers who were actively involved in teaching in inclusive schools. Before filling out the questionnaire, respondents were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. All respondents provided informed consent before participating in the study. The completed questionnaire was checked for completeness, coded, and then analyzed using descriptive and inferential statistical techniques. A total of 108 valid questionnaires were returned and included in the final analysis, representing a 100% usable response rate. The research instrument consists of four parts that measure the principal's leadership, organizational culture, teachers' work motivation, and teachers' pedagogical competence. Each item is measured using a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Before the main survey was conducted, the instrument underwent validity and reliability testing to ensure that all questionnaire items accurately measured the intended constructs as shown in table 1, table 2, table 3 and table 4.

Table 1. Summary of Principal Leadership Questionnaire Items

No.	Statement
1.	The principal formulates a long term vision that supports inclusive education.
2.	The principal consistently directs school residents to achieve the school's inclusive goals.
3.	The principal encourages the involvement of all teachers in supporting the learning needs of students with special needs.
4.	Every teacher is given space to contribute to creating an inclusive learning environment.
5.	Schools routinely conduct training to improve teachers' understanding of inclusive learning.
6.	I have attended training that helped me deal with students with special needs.
7.	School principals make adjustments to the organizational structure to support the inclusive education system.
8.	The principal forms a special team or unit in the school that handles educational services for students with special needs.
9.	The principal divides the duties and responsibilities of teachers in supporting inclusive students to be divided clearly and fairly.
10.	The principal ensures that all teachers have a clear role in supporting the success of inclusive education in this school.
11.	The principal periodically monitors the implementation of inclusive learning in the classroom.
12.	The principal conducts monitoring to ensure that all students, including those with special needs, are well served.
13.	The principal continues to innovate to improve the quality of learning for all students.
14.	The principal has ensured that all teachers related to the learning process in the classroom have accommodated the needs of students with various abilities.

Table 2. Summary of Organizational Culture Questionnaire Items

No.	Statement
1.	I use creative learning methods to reach all students, including students with special needs.
2.	I apply a variety of teaching methods so that learning can be in accordance with the needs of inclusive students.
3.	Schools support teachers to try new approaches to teaching inclusive students.
4.	I was given the opportunity to develop innovative learning programs for all students.
5.	My learning administration is neatly organized and complete according to the school's regulations.
6.	I record and store student learning results systematically.
7.	I design learning so that students achieve the expected competencies.
8.	I direct every learning activity to achieve a clear competency target.
9.	I set learning targets that are in accordance with the abilities of students, including those with special needs.
10.	My learning targets are easy to understand and can be achieved by all students.
11.	I adapt teaching methods to the diverse needs of students.
12.	I pay special attention to students with special needs in learning.
13.	I integrate character values in learning activities.
14.	The school encourages the formation of positive character in all students, including inclusion students.
15.	I actively collaborate within MGMP to design inclusive learning.
16.	I am involved in coordinating extracurricular activities that support student diversity.
17.	I always encourage students to excel according to their respective potentials.
18..	Teachers at this school have high enthusiasm in various activities.
19.	I actively participate in training to improve the teaching skills of inclusive students.
20.	I try to develop myself through professional activities such as seminars and publications.
21.	School policies support the sustainability of inclusive education.
22.	Every policy made considers its long-term impact.

Table 3. Summary of Teachers' Work Motivation Questionnaire Items

No.	Statement
1.	I have easy access to clean water and health facilities at the school.
2.	The school provides facilities that support teachers' occupational health.
3.	The teacher's room in this school is comfortable to use for breaks and discussions.
4.	The facilities in the teacher's room support my work productivity.
5.	My employment status at this school is clear.
6.	I understand well the work regulations that apply at school.
7.	Schools protect teachers from intimidating actions from various parties.
8.	I am psychologically safe in a school work environment.
9.	I have a respectful working relationship with fellow teachers.
10.	My communication with the education staff went smoothly.
11.	I am supported by the principal in carrying out my duties.
12.	Parents of students appreciate my role in inclusive education.
13.	The school appreciates the success of teachers in managing inclusive learning.
14.	I have received an award for success in dealing with students with special needs.
15.	The principal acknowledged my efforts in assisting inclusion students.
16.	I received positive reinforcement from leadership for my work in inclusive education.
17.	I was given the opportunity to participate in training relevant to inclusive education.
18..	The school supported my competency development through inclusive education workshops.
19.	I have helped or guided other teachers in dealing with inclusion students.
20.	The school encouraged me to share my experience in teaching students with special needs.

Table 4. Summary of Teachers' Pedagogical Competence Questionnaire Items

No.	Statement
1.	I set clear learning goals at each meeting.
2.	Every learning activity I designed to achieve the set goals.
3.	I adapt my teaching strategy to the time available and the needs of the students.
4.	I changed my teaching approach according to the classroom situation.
5.	I use learning strategies that are in accordance with the competencies I want to achieve.
6.	The strategies I use support students' understanding of the material.
7.	I adapt my teaching style to the characteristics of students, including those with special needs.
8.	I consider the interests of students when delivering material.
9.	I provide immediate feedback after students complete an assignment.
10.	The feedback I give is clear and helps students understand their mistakes.
11.	I routinely conduct learning evaluations to monitor the learning progress of each student through observation and assessment.
12.	I use the results of the evaluation to understand the learning potential and needs of individual students.
13.	My lesson plan takes into account the differences in students' abilities and learning styles.
14.	I provide additional assistance for students with special needs to be able to attend lessons.
15.	I communicate with the student's parents to support their child's learning process.
16.	I work with the school to help the learning success of inclusion students.

Inclusive education in Sleman Regency is an education system that provides equal learning opportunities for all children, including children with special needs, to study together in regular schools. Based on data from the DIY Education Office in 2025, there are 67 inclusion schools in Sleman, consisting of 36 elementary schools, 25 junior high schools, and 6 high schools/equivalent. Its implementation is regulated in Sleman regency Regional Regulations Number 5 Year 2022 which affirms the commitment of local governments to ensure fair and non-discriminatory access to education through curriculum, learning methods, and infrastructures that are friendly to diversity. This regulation also affirms the goals of inclusive education, namely fulfilling the rights of students with special needs, providing the widest possible opportunities without discrimination, and building public awareness in supporting its implementation. In addition, the community and parents are also accommodated in the regulations as school partners in supporting learning. Overall, Sleman Regional Regulation Number 5 of 2022 is an important instrument in ensuring systematic, sustainable, and non-discriminatory inclusive education, making Sleman one of the progressive regions in realizing fair and equal education for all children.

Following the completion of the data collection process, descriptive analyses were performed to describe the demographic characteristics of the respondents before examining the research variables. The respondents in this study amounted to 108 teachers from six inclusion schools at the high school/equivalent level in Sleman Regency, namely SMA Gama Yogyakarta, SMAN 2 Ngaglik, MAN 2 Sleman, SMK Bina Harapan, SMK Muhammadiyah 1 Tempel, and SMKS Budi Mulia Dua. Based on their characteristics, the majority of respondents were female as many as 66 people (61.1%), while men amounted to 42 people (38.9%). In terms of age, most of the respondents were in the age range of 31-40 years as many as 37 people (34.3%), followed by the age group of 41-50 years and 51-60 years old as many as

25 people (23.1%), and 21-30 years old as many as 21 people (19.4%). These results show that inclusion school teachers in Sleman Regency are dominated by women and are at productive age, which illustrates the high potential in professional development and pedagogic performance in the inclusion school environment.

The results of the descriptive analysis show that in general, all research variables are in the high category. The principal's leadership variable obtained an average score of 48.00 with a total percentage of 85.71%, which shows that the principal at the inclusion school in Sleman has been able to build a vision, develop human resources, organize the organization, and manage the learning program well. The organizational culture variable has an average of 75.68 with a total percentage of 86%, which reflects that the organizational culture in inclusive schools is already conducive, characterized by innovation, attention to detail, results and team orientation, and strong policy stability. This indicates that inclusion schools in Sleman have a work environment that encourages collaboration, creativity, and sustainability of the quality of education.

Furthermore, the teacher's work motivation variable obtained an average of 66.18 with a percentage of 82.71%, indicating that most teachers have a high work ethic, supported by the fulfillment of physiological needs, a sense of security, social, reward, and self-actualization although aspects of appreciation and self-development still need to be improved. Meanwhile, the teacher's pedagogic competency variable has an average of 55.31 with a percentage of 86.42%, which shows that teachers have shown good abilities in learning planning, teaching implementation, monitoring student progress, and responding to individual learning needs. Overall, these results illustrate that effective leadership, strong organizational culture, and high work motivation contribute positively to improving teachers' pedagogic competence in inclusion schools at the high school/equivalent level in Sleman Regency. To facilitate the interpretation of the descriptive findings, the categorization results of principals' leadership, organizational culture, teachers' work motivation, and teachers' pedagogical competence were further analyzed using frequency distribution. The distribution of respondents in each category is presented in the bar charts presented in figures 1, 2, 3, and 4 below.

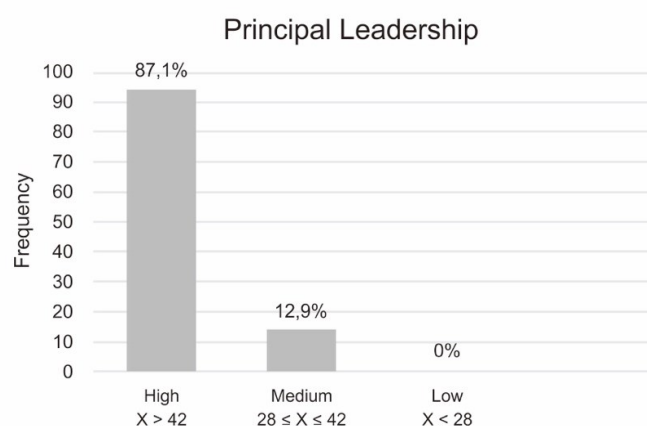


Figure 1. Principal Leadership Variable Frequency Distribution Bar Chart (X1)

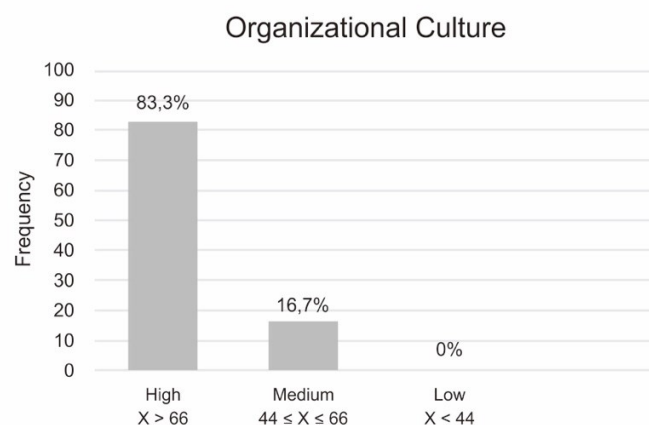


Figure 2. Bar Diagram of the Frequency Distribution of Organizational Culture Variables (X2)

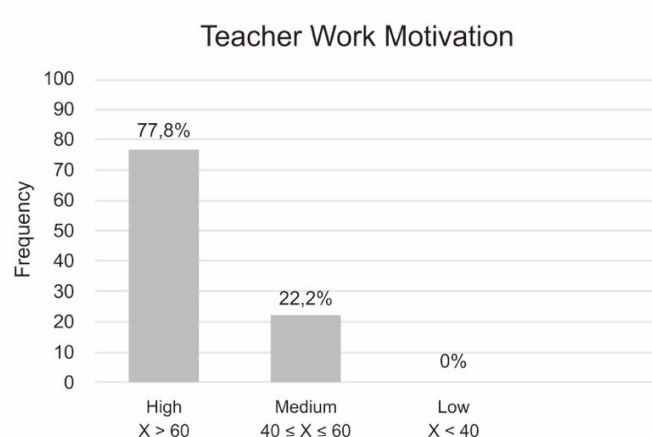


Figure 3. Frequency Distribution Bar Diagram of Teacher Work Motivation Variables (X3)

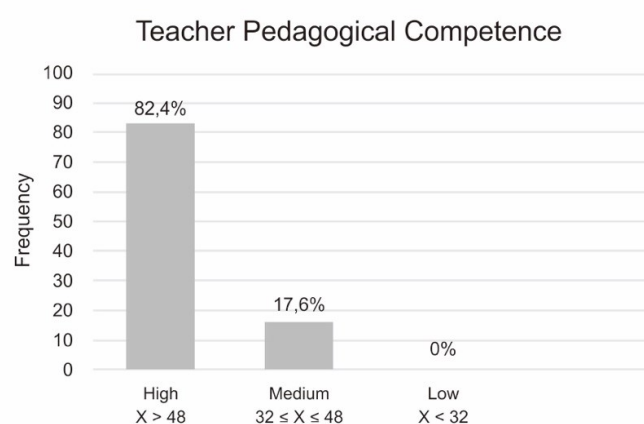


Figure 4. Distribution Bar Diagram of Frequency Variables of Teacher Pedagogic Competency (Y)

The Influence of School Principals' Leadership on Teachers' Pedagogic Competence in Inclusion Schools at the High School/Equivalent Level in Sleman Regency

To measure and determine some of the influence of the principal's leadership on teachers' pedagogical competence, a simple linear regression test is used, presented in Table 5 with the following details.

Table 5. Results of Simple Linear Regression Analysis of Principal's Leadership Variables (X1)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.124	4.527		3.562	.001
	Principals' Leadership	.816	.094	.645	8.692	.000

a. Dependent Variable: Teachers' Pedagogical Competence

The results of a simple linear regression analysis showed that the leadership of the principal had a positive and significant effect on the pedagogic competence of teachers in the inclusion schools at the high school/equivalent level in Sleman Regency. The regression equation obtained is $Y = 16.124 + 0.816X_1$, which means that every one unit increase in the principal's leadership will increase the teacher's pedagogic competence by 0.816 units assuming other variables are constant. A calculated t-value of 8.692 with a significance of 0.000 (< 0.05) indicates that the influence is statistically significant, so an alternative hypothesis (H_1) is accepted. These findings confirm that the more effective the principal's leadership, the higher the teacher's pedagogic competence in carrying out the learning process in inclusive schools.

The results of this study confirm that the leadership of school principals has a strategic role in strengthening teachers' pedagogic competence in inclusive schools. Leadership that is highly rated by the majority of respondents reflects the success of the principal in managing resources, directing teachers, and creating an inclusive learning environment (Bela et al., 2025). However, there are still some teachers who assess leadership in the medium category showing that leadership practices are not fully evenly distributed in answering the diversity of needs in inclusive schools. In Bush (2008) perspective, the effectiveness of educational leadership is not only determined by administrative capacity, but also by the leader's ability to manage complexity and diversity. Therefore, these results show the importance of strengthening the leadership dimension oriented to personal support, inclusive communication, and sensitivity to the individual needs of teachers so that the development of pedagogic competencies can take place more evenly and sustainably.

Theoretically, these findings reinforce the relevance of the transformational leadership theories of Bass & Avolio (1990) and Northouse (2019), which emphasize the importance of vision, inspiration, and empowerment in educational

leadership. Principals in Sleman have proven to have a strength in visionary aspects, particularly in building strategic direction and articulating inclusive school goals, which according to Leithwood & Day (2007) are core elements of effective leadership. However, the results also show that structural dimensions such as redesigning organizations are still areas that need attention. In the context of distributed leadership theory (Harris, 2009), the effectiveness of leadership does not only depend on the figure of the principal, but also on the ability to build collaborative networks with teachers, vice principals, and inclusion coordinators (Nurohman & Kusumaningsih, 2025; Yenita & Andriani, 2025). Thus, this study not only affirms the causal relationship between leadership and pedagogic competence, but also underscores the importance of participatory and collaborative leadership in creating a resilient inclusive learning system.

From a practical point of view, the results of this study have important implications for efforts to improve the quality of inclusive education in Sleman Regency. Although the principal's leadership has shown a significant influence on teachers' pedagogic competence (effective contribution of 17.7%), the success is still influenced by external supporting factors such as inclusion training, adaptive learning facilities, and diversity-friendly education policies. This is in line with the views of Avolio & Bass (2002) and Hallinger (2005) who affirm that the principal as an instructional leader functions as a catalyst for change, not just an administrative manager. This relevance is also strengthened by the findings of Rahman et al. (2024) who show that the transformational leadership of school principals has a positive effect on teacher performance, both directly and through interaction with organizational culture. By combining visionary leadership and systemic support, principals can foster a culture of collaborative learning, encourage pedagogical innovation, and strengthen teachers' commitment to inclusive practices. Therefore, the results of this study not only strengthen the theory of modern educational leadership, but also provide practical direction for the development of inclusive leadership models that are oriented towards teacher empowerment and sustainability of learning quality.

The Influence of Organizational Culture on Teachers' Pedagogic Competence in Inclusion Schools at the High School/Equivalent Level in Sleman Regency

To measure and determine some of the influence of organizational culture on teachers' pedagogical competence, a simple linear regression test is used which is presented in Table 6 with the following details.

Table 6. Results of Simple Linear Regression Analysis of Organizational Culture Variables (X2)

		Coefficients ^a			
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t Sig.
1	(Constant)	19.844	4.148		4.784 .000
	Organizational Culture	.469	.055	.641	8.594 .000

a. Dependent Variable: Teachers' Pedagogical Competence

The results of simple linear regression analysis showed that organizational culture had a positive and significant effect on the pedagogic competence of teachers in inclusion schools at the high school/equivalent level in Sleman Regency. The regression equation obtained is $Y = 19.884 + 0.469X_2$, which means that every increase in one unit of organizational culture will increase the teacher's pedagogic competence by 0.469 units assuming other variables are constant. The calculated t-value of 8.594 with a significance of 0.000 (< 0.05) confirms that the influence is statistically significant, so the second hypothesis (H_2) is accepted. These findings indicate that the stronger the organizational culture applied in inclusive schools, the higher the pedagogic competence of teachers in carrying out their professional duties.

Organizational culture has been proven to play a central role in improving the pedagogic competence of teachers in inclusive schools in Sleman Regency. The findings of this study show that a strong organizational culture not only creates a stable work environment, but also fosters teachers' commitment to continuously develop their professional abilities in managing student diversity. Within the framework of the theories of Robbins & Judge (2012) and Schein (2010), organizational culture serves as a shared value system that shapes collective behaviors and mindsets. This means that when values such as collaboration, openness, and innovation are truly internalized by all school residents, teachers will be encouraged to strengthen the planning, implementation, and reflection of inclusive learning. These results show that schools with a positive culture have better adaptability in facing diversity-based learning challenges.

Furthermore, the results of this study strengthen the relevance of the Learning Organization theory by Senge (1990) which emphasizes the importance of continuous learning in the work environment. An inclusive school in Sleman that has built a strong organizational culture shows great potential to transform into a learning organization, where teachers not only work on a regular basis, but also share experiences and create pedagogical innovations. The high cultural value of policy stability is an important foundation for the sustainability of inclusion programs, but low team orientation indicates that collaborative work is not fully optimal. In accordance with the view of Katzenbach & Smith (2015), team effectiveness is not only built through formal structures, but through mutual trust and common goals. Therefore, although organizational culture has made a significant contribution to improving teachers' pedagogic competence (19.4%), strengthening the collaboration aspect remains a strategic need so that the inclusive learning process runs more dynamically and sustainably.

From a practical perspective, the results of this study confirm that strengthening organizational culture is a key step in creating an effective inclusive education ecosystem. A healthy organizational culture serves as a forum for collective learning where the values of inclusion, innovation, and empathy are transformed into real practices in the classroom. These findings are in line with Hallinger (2005) view that a positive school culture increases teacher motivation and professionalism, as well as supports knowledge management as described in the SECI model of Nonaka & Takeuchi (1995). The findings of this study are in line

with the results of Amtu et al. (2020) research which shows that school culture directly contributes to improving student learning outcomes through teacher performance as an intervening variable. By utilizing organizational cultural values as a mechanism for continuous learning through mentoring, reflection, and collaboration, inclusive schools can strengthen teachers' pedagogic competence while fostering solidarity between educators. Thus, organizational culture serves not only as a normative setting, but also as a collective energy that drives the transformation of inclusive education towards sustainable quality and justice.

The Effect of Teachers' Work Motivation on Teachers' Pedagogic Competence in Inclusion Schools at the High School/Equivalent Level in Sleman Regency

To measure and determine the partial influence of teacher work motivation on teachers' pedagogical competence, a simple linear regression test was used, as presented in Table 7, with the following details.

Table 7. Results of Simple Linear Regression Analysis of Teacher Work Motivation Variables (X3)

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.770	4.357		4.538	.000
	Work Motivation	.537	.066	.623	8.196	.000

a. Dependent Variable: Teachers' Pedagogical Competence

The results of simple linear regression analysis showed that teachers' work motivation had a positive and significant effect on teachers' pedagogic competence in inclusion schools at the high school/equivalent level in Sleman Regency. The regression equation obtained is $Y = 19.770 + 0.537X_3$, which means that every one unit increase in teachers' work motivation will increase pedagogic competence by 0.537 units assuming other variables are constant. A calculated t-value of 8.196 with a significance of 0.000 (< 0.05) indicates that the influence is statistically significant, so a third hypothesis (H_3) is accepted. These findings indicate that the higher the work motivation that teachers have, the better the pedagogic competence shown in the implementation of their duties in inclusive schools.

The results of this study confirm that teachers' work motivation has a significant effect on teachers' pedagogic competence in inclusion schools at the high school level/equivalent in Sleman Regency. Theoretically, these findings reinforce Maslow (2017) view that meeting basic needs, a sense of security, and social is an important foundation for the emergence of stable work motivation. Teachers who feel physically comfortable, professionally protected, and accepted in a positive social environment tend to be better prepared to focus on developing their pedagogical abilities. In the context of inclusive education, this condition is very important because inclusive learning demands high emotional and professional readiness. However, research also shows that high work motivation has not been fully converted into improved pedagogic competence if it is not supported by

external factors such as training, facilities, and institutional support.

From the perspective of Herzberg (1974) two-factor theory, this finding shows that the fulfillment of basic needs (hygiene factors) such as job security and adequate facilities does prevent dissatisfaction, but the improvement of teachers' pedagogic competence can only be achieved if there are motivating factors such as recognition, rewards, and opportunities for self-development. The aspects of reward and self-actualization in this study still show low achievement, which indicates a gap between teachers' intrinsic motivation and the institutional support they receive. This imbalance can limit teachers from reaching the stage of self-actualization, which is the phase where they are able to develop their full potential in managing inclusive learning. Thus, the success of improving pedagogic competence is determined not only by the personal motivation of teachers, but also by a system that is able to maintain and strengthen these motivational factors through appreciation, training opportunities, and sustainable career development.

Practically, the results of this study provide important implications for the management of inclusive education in Sleman. Although the majority of teachers have shown high work motivation, strengthening the dimensions of appreciation and self-actualization is a strategic need. This can be realized through a more equitable school policy in appreciating inclusive learning innovations, increasing access to professional training, and creating a collaborative work culture that encourages teachers to share good practices. This research is also in line with the findings of Phytanza & Burhaein (2020), Pourtousi & Ghanizadeh (2020), and Rajendran et al. (2020) which show that work motivation and internal psychological factors of teachers consistently affect the improvement of professional performance and competence. These results are also strengthened by relevant research that has been described in the discussion, including the findings of Phytanza & Burhaein (2020) which show that motivation for work with the working period and certification contributes to improving the performance of special education teachers. Thus, the work motivation of teachers in inclusive schools in Sleman Regency is not only a reflection of individual enthusiasm, but also an indicator of the success of the education system in creating an environment that supports the growth of professionalism and inclusive pedagogy.

The Influence of School Principal Leadership, Organizational Culture, and Teachers' Work Motivation on Teachers' Pedagogic Competence in Inclusion Schools at the High School/Equivalent Level in Sleman Regency

To simultaneously measure and determine the influence of principal leadership, organizational culture, and teacher work motivation on teacher pedagogical competence, a multiple linear regression test was used, as presented in Table 8, with the following details.

Table 8. Results of Multiple Linear Regression Analysis of Principal's Leadership Variables (X1), Organizational Culture (X2), and Teacher's Work Motivation (X3)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.182	4.424		.719	.474
	Principal Leadership	.347	.112	.274	3.091	.003
	Organizational Culture	.222	.063	.303	3.534	.001
	Work Motivation	.282	.067	.328	4.219	.000
	<i>F_{hitung}</i>	46.934				
	<i>R Square</i>	.575				
	<i>Multiple R</i>	.758				
	<i>Sig.</i>	.000				

a. Dependent Variable: Teachers' Pedagogical Competence

The results of multiple linear regression analysis showed that the principal's leadership, organizational culture, and teachers' work motivation had a positive and significant effect on the pedagogic competence of teachers at the inclusion school at the high school/equivalent level in Sleman Regency. The regression equation obtained was $Y = 3.182 + 0.347X_1 + 0.222X_2 + 0.282X_3$, with a *F*-cal value of 46.934 and a significance of 0.000 (<0.05). This shows that the three independent variables simultaneously have a significant effect on teachers' pedagogic competence. The value of the determination coefficient (R^2) of 0.575 indicates that 57.5% of the variation in teachers' pedagogic competence can be explained by these three variables, while the rest is influenced by other factors outside the model. Thus, the fourth hypothesis (H_4) which states the influence of the principal's leadership, organizational culture, and teachers' work motivation on teachers' pedagogic competence is acceptable.

In addition, the results of the analysis of Effective Contribution (SE) and Relative Contribution (SR) show that the three variables have different contributions to improving teachers' pedagogic competence. The principal's leadership variable provided an effective contribution of 17.7% and a relative contribution of 30%, organizational culture provided an effective contribution of 19.4% and a relative contribution of 34%, while the teacher's work motivation provided the largest effective contribution of 20.4% and a relative contribution of 36%. These results show that although the three variables have a significant influence, teachers' work motivation is the most dominant factor in improving teachers' pedagogic competence in inclusive schools in Sleman Regency. In addition to using multiple linear regression tests, this study also uses the *F* test to measure and partially determine the influence of principals' leadership, organizational culture, and teachers' work motivation on teachers' pedagogic competence, as presented in Table 9 with the following details.

Table 9. Results of F Test Analysis

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1857.387	3	619.129	46.934	.000 ^b
	Residual	1371.909	104	13.191		
	Total	3229.296	107			

a. Dependent Variable: Teachers' Pedagogical Competence

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

Based on the results of the analysis of the F test (simultaneous) using the SPSS program version 26 for Windows, a Fcal value of 46.934 was obtained with a significance value of 0.000. This value is greater than Ftable of 2.69 at a significance level of 5% ($\alpha = 0.05$), so it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. These results show that the variables of principal's leadership, organizational culture, and teachers' work motivation simultaneously have a positive and significant effect on the pedagogic competence of teachers in inclusion schools at the high school/equivalent level in Sleman Regency.

These findings indicate that the regression model used in this study is feasible to explain the variation in teachers' pedagogic competence based on the three independent variables studied. Thus, the improvement of teachers' pedagogic competence is not only influenced by one factor, but is the result of the synergy between effective principal leadership, a supportive organizational culture, and high teacher work motivation. The combination of these three factors plays an important role in creating an inclusive school environment that is conducive to improving the professionalism and pedagogic quality of teachers. An R^2 value greater than 0.5 indicates that the regression model used has a strong and reliable explanatory power in predicting teachers' pedagogic competence based on these three independent variables. The results of the determination coefficient (R^2) analysis in this study are shown in the following Table 10.

Table 10. Results of Determination Coefficient Analysis (R^2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.563	3.632

a. Predictors: (Constant), Teachers' Work Motivation, Organizational Culture, Principal Leadership

b. Dependent Variable: Teachers' Pedagogical Competence

The results of the determination coefficient (R^2) analysis showed that the R^2 value was 0.575 or 57.5%, which means that the variables of principal's leadership, organizational culture, and teachers' work motivation together were able to explain 57.5% of the variation in teachers' pedagogic competence in inclusion schools at the high school/equivalent level in Sleman Regency. Meanwhile, the remaining 42.5% was influenced by other factors outside of this research model. To provide a clearer understanding of the results of the coefficient of determination analysis, the data is visualized in the form of a pie chart, as shown in Figure 5 below.

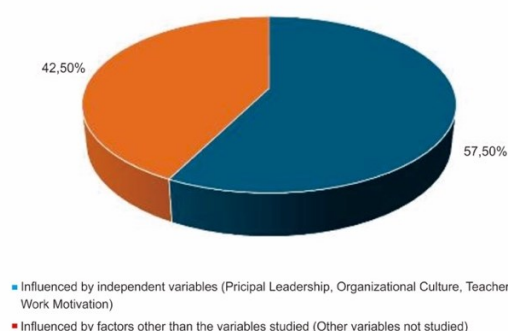


Figure 5. Determination Coefficient Analysis Pie Chart (R^2)

The results of the study show that the principal's leadership, organizational culture, and teachers' work motivation have a significant effect on the pedagogic competence of teachers in inclusion schools at the high school/equivalent level in Sleman Regency. These findings confirm that teachers' pedagogic competence does not only depend on individual capacity, but is also supported by systemic support from the school environment. In the framework of Bush (2008) theory, effective principal leadership is central to driving the performance of educational organizations because it plays a role in directing vision, building communication, and creating a productive learning culture. Principals who are able to integrate the values of collaboration, fairness, and inclusivity will encourage teachers to develop their pedagogical competencies more reflectively. This is consistent with Hoy & Miskel (2012) theory which places leadership and organizational culture as structural and cultural subsystems that interact directly with the technical subsystems of learning. This alignment between sub-systems explains how leadership and work culture can improve the effectiveness of learning in inclusive schools. These findings are also in line with the research of Wijaya et al. (2022) which found that principals' leadership, organizational culture, and work motivation contribute significantly to improving teacher performance, confirming that strong leadership is the foundation for successful pedagogic practice.

The influence of principal leadership on teachers' pedagogical competence can be understood through its role in shaping instructional conditions rather than directly altering teachers' classroom practices. In inclusive schools, principals determine strategic priorities by allocating resources for inclusive learning, organizing continuous professional development, encouraging collaborative lesson planning, and establishing monitoring systems that promote reflective teaching. These leadership practices create opportunities for teachers to acquire new pedagogical knowledge and continuously adapt instructional strategies to accommodate students with diverse learning needs. Consequently, leadership affects pedagogical competence indirectly by creating organizational conditions that facilitate professional growth and instructional improvement.

More importantly, the findings indicate that these three variables should not be interpreted as independent determinants but rather as complementary components

within an integrated school system. Principal leadership establishes the strategic direction by formulating an inclusive vision, allocating resources, and facilitating professional learning opportunities. Organizational culture then translates this vision into shared norms, collaborative practices, and collective responsibility among teachers, while work motivation determines the extent to which teachers internalize these values and consistently implement inclusive pedagogical practices in the classroom. Consequently, teachers' pedagogic competence emerges through a dynamic interaction in which leadership shapes the organizational environment, organizational culture reinforces professional behaviour, and teachers' motivation sustains continuous improvement in instructional practice.

This interaction is particularly relevant in inclusive schools because teachers are expected not only to master subject content but also to differentiate instruction, accommodate students with diverse learning needs, collaborate with special education teachers and parents, and continuously evaluate individualized learning progress. These complex responsibilities require organizational support that extends beyond individual professional competence. Therefore, effective school leadership and a supportive organizational culture function as enabling conditions that allow teachers' intrinsic motivation to be translated into observable pedagogical competence.

This mechanism suggests a sequential relationship among the variables. Principal leadership initiates organizational change by articulating an inclusive vision and establishing supportive policies. Organizational culture institutionalizes these leadership values into shared norms and collaborative behaviours, while teachers' work motivation determines the extent to which these organizational supports are translated into consistent pedagogical practices. Therefore, improvements in pedagogical competence are unlikely to result from leadership alone unless accompanied by a collaborative organizational culture and teachers who are intrinsically motivated to continuously improve their instructional performance.

From a motivational perspective, this study reinforces Herzberg (1974) idea that intrinsic motivation such as responsibility, recognition, and opportunities for development have a direct impact on performance improvement, but still requires external support such as training, rewards, and a conducive work environment. In the context of inclusive education in Sleman, high teacher motivation plays a key role in improving pedagogic competence, especially in creating learning that is responsive to the diverse needs of students. This phenomenon reinforces the results of research by Angela et al. (2023) which shows that leadership and organizational culture have a significant effect on work motivation and teacher performance, so collaboration between principals and teachers is key in creating an inclusive learning ecosystem. Thus, Herzberg's theory of motivation combines with Bush's leadership theory in explaining that the effectiveness of education is not only born from structural control, but also from personal motivation and leadership values that are able to move individuals in organizations.

This finding provides additional evidence that motivation functions not merely as an individual psychological characteristic but also as an organizational outcome

influenced by school leadership and culture. Teachers who perceive recognition, professional trust, and opportunities for self-development are more willing to invest additional effort in designing differentiated instruction, implementing inclusive assessment strategies, and reflecting on their classroom practices. Accordingly, work motivation serves as the psychological mechanism through which organizational support is transformed into improved pedagogical competence.

Unlike regular schools, teachers in inclusive schools encounter greater pedagogical complexity because they teach students with varying academic abilities, learning styles, and special educational needs within the same classroom. Under these conditions, teachers' work motivation becomes a mediating force that transforms institutional support into effective instructional practice (Trihandayani & Haryati, 2025). Even when schools provide adequate policies and facilities, improvements in pedagogical competence are unlikely to occur unless teachers possess sufficient intrinsic motivation to engage in reflective teaching, instructional adaptation, and continuous professional learning. Conversely, highly motivated teachers are more likely to take advantage of leadership support and collaborative school cultures to improve their instructional competencies. This reciprocal relationship demonstrates that motivation not only affects teacher performance directly but also strengthens the influence of leadership and organizational culture on pedagogical competence.

In addition, the role of organizational culture is a central variable in maintaining the continuity of adaptive pedagogic practices. A strong organizational culture encourages collaboration, reflection, and continuous learning as described by Senge (1990) in the concept of learning organization. In Bush (2008) perspective, a healthy school organizational culture is the result of leadership that is able to instill moral values and professionalism into the work system. This is in line with the theory of Black & Wiliam (1998) which emphasizes the importance of formative feedback in strengthening reflective and collaborative learning practices. The relevance of these results is also strengthened by research by Nurrohman et al. (2024) which found that principals' leadership, organizational culture, and work motivation have a positive effect on teachers' pedagogic competence. Thus, the findings in Sleman confirm that Bush's visionary leadership, combined with the Hoy & Miskel (2012) social system, forms an interdependent educational ecosystem: leadership creates direction, culture provides meaning, and motivation becomes the energy that drives the improvement of teachers' pedagogic competence.

Although these findings are generally consistent with previous studies, the present study also offers a distinctive contribution. Earlier studies primarily examined the direct effects of principal leadership, organizational culture, and work motivation on teacher performance in general educational settings. In contrast, the current research demonstrates that within inclusive secondary schools these variables interact in response to the unique instructional demands created by student diversity. Consequently, pedagogical competence in inclusive schools depends not only on effective school management but also on teachers' capacity to continuously adapt instructional strategies for learners with heterogeneous educational needs.

Within inclusive schools, organizational culture contributes to pedagogical competence by normalizing collaborative problem-solving and continuous professional learning. Teachers frequently encounter diverse instructional challenges that cannot be addressed individually; therefore, a culture emphasizing knowledge sharing, peer discussion, and collective reflection enables teachers to exchange effective instructional practices and develop more adaptive pedagogical approaches. This explains why organizational culture exerts a substantial influence on teachers' competence beyond formal professional training alone.

The findings are also closely related to the unique characteristics of inclusive schools in Sleman Regency. The implementation of Regional Regulation of Sleman Regency Number 5 of 2022 has encouraged schools to adopt inclusive policies that emphasize equal access, collaboration with parents and communities, and the provision of learning environments that accommodate student diversity. However, the participating schools differ in institutional status (public, private, and Islamic schools), organizational resources, and teacher experience in inclusive education. These contextual differences make principal leadership particularly important in ensuring consistent implementation of inclusive policies across schools. Principals who actively facilitate professional development, encourage interdisciplinary collaboration, and establish a culture of shared responsibility enable teachers to respond more effectively to diverse learner characteristics despite differences in institutional capacity.

These contextual characteristics distinguish the present study from previous research conducted in conventional schools. Inclusive schools require greater instructional flexibility, multidisciplinary collaboration, differentiated assessment, and stronger partnerships with parents and support professionals. As a result, the relationships among leadership, organizational culture, work motivation, and pedagogical competence become more complex than those typically reported in mainstream educational contexts.

From a theoretical perspective, these findings extend Bush (2008) educational leadership model by demonstrating that leadership exerts its influence on teachers' pedagogical competence through organizational culture and work motivation rather than through direct administrative control alone. Likewise, Hoy & Miskel (2012) social systems theory is reinforced by showing that structural, cultural, and individual dimensions operate simultaneously within inclusive schools. Practically, this implies that efforts to improve teachers' pedagogical competence should not focus solely on technical training for teachers but should also prioritize strengthening principals' instructional leadership, fostering collaborative organizational cultures, and developing sustainable motivational systems that support teachers working in inclusive educational settings.

Compared with previous studies that primarily reported statistical relationships among organizational variables, the present study contributes a more comprehensive explanation of the mechanisms underlying those relationships within inclusive schools. By integrating leadership theory, organizational culture, and motivational perspectives, this study demonstrates that improvements in

teachers' pedagogical competence emerge from the interaction between organizational support and teachers' professional engagement. This explanatory perspective enriches the existing literature by moving beyond correlational findings toward a more conceptually grounded understanding of pedagogical competence development in inclusive education.

From a theoretical perspective, the present study extends previous educational leadership and organizational behaviour literature by demonstrating that pedagogical competence in inclusive schools is generated through an interconnected organizational process rather than through isolated organizational factors. Bush (2008) educational leadership model is expanded by illustrating that leadership influences teachers' pedagogical competence through organizational culture and work motivation, while Hoy & Miskel (2012) social systems theory is supported by empirical evidence showing the simultaneous interaction between structural, cultural, and individual dimensions within inclusive educational settings.

4. Conclusion

Based on the results of the analysis and discussion, it can be concluded that the principal's leadership, organizational culture, and teachers' work motivation together form a dynamic framework that determines the level of pedagogic competence of teachers in inclusive schools in Sleman Regency. Visionary, participatory, and resource-oriented leadership has been proven to strengthen teachers' ability to manage a learning process that is responsive to the diverse needs of students. An organizational culture rooted in collaboration, openness, and inclusive values fosters a work climate that supports professional reflection and pedagogical innovation. On the other hand, work motivation acts as a driving force that allows teachers to survive and develop in the midst of limited facilities and special training for inclusive education. The practical implications of these results demonstrate the importance of increasing the leadership capacity of principals through professional development programs that emphasize transformative and inclusive leadership. In addition, schools need to strengthen organizational cultures that are oriented towards collaboration and continuous learning in order to create a work environment that supports teachers' reflection and innovation. Increasing teachers' work motivation also needs to be facilitated through a fair reward system, academic supervision support, and competency development opportunities in the field of inclusive education.

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