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The Influence of the Principal's Leadership, Work Climate, and Work Motivation on the Performance of High School Education Personnel in Malinau Regency

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A B S T R A C T

This study was motivated by the low performance of educational personnel in Malinau, influenced by the leadership of the principal, work climate, and work motivation. The aim was to examine the partial and simultaneous effects of principal leadership, work climate, and work motivation on the performance of high school education staff in Malinau. The research employed a quantitative correlational approach with a total sample of 34 staff members selected through total sampling. Data were collected using Likert-scale questionnaires and analyzed with simple and multiple linear regression tests along with classical assumption checks. Results indicated that principal leadership contributed 75.4%, work climate 84%, and work motivation 81.2%, with all three variables together explaining 85.7% of the variation in staff performance. The findings conclude that principal leadership, work climate, and motivation collectively have a significant effect on staff performance in Malinau. It is recommended that stakeholders focus on enhancing these factors to improve educational personnel performance.

1. Introduction

Educational personnel are members of society who dedicate themselves and are appointed to support the implementation of education (UU No. 20, 2003) (Abd Rahman et al., 2022). It is also stated in Article 21 that educational staff who will be assigned to work as librarians, laboratory assistants, and learning resource technicians are prepared through special education. In line with this, in Law No. 20 of 2013, article 39, it is stated that educational personnel are human resources in educational institutions who are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units.

Human resources that have high performance are the basic capital for realizing optimal performance from educational organizations. (Sedarmayanti & Haryanto, 2017) revealed that there is a phenomenon of low performance of educational staff, such as in carrying out their work, they still make many mistakes or do not comply with established procedures, there are delays in work programs, and they still have low initiative in carrying out their duties, and they are less active in playing a role in improving the organization and general educational background.

Based on Dapodik in 2023, Malinau Regency High School has 34 educational staff (consisting of 5 civil servants and 29 Tk 1 regional honorary/contract staff). An overview of the profile of the educational level of the staff at SMA Malinau Regency can be seen in Table 1 above. Based on the data in the table, it is known that the highest level of employee education is high school (18 people/56.25%), followed by a bachelor's degree (6 people/18.75%), and those with a third diploma (5 people/15.62%). %). There are still employees with basic education, namely 3 people (9.38%) who are junior high school graduates. And there are no employees with a master's degree yet. This condition shows that the abilities of educational staff are still general and do not have specific specifications according to their educational background. One way that can be used to improve the performance of educational staff is through providing motivation.

Good work motivation comes from within and from outside oneself, making a person able to set targets and goals that will be achieved well and have an impact on increasing their business and performance (Syafitri & Astuti, 2025). Septiana also explained that work motivation is closely related to productivity, which will have an impact on administrative tasks. Another thing stated by (Sedarmayanti & Haryanto, 2017) is that several phenomena indicate low work motivation, including the level of discipline of educational staff that is still not optimal, and there are still educational staff who work less than optimally, and the responsibility of educational staff is still low in carrying out their duties. Apart from work motivation, work climate is also a factor that can influence the performance of educational staff.

According to (Abdul Wahid et al., 2025; Teresia et al., 2022), work climate is an internal environmental condition that represents factors in the organization that create a culture and social environment in order to achieve organizational goals. Work climate describes the atmosphere and working relationships between fellow teachers, teachers and school principals, teachers and other educational staff, and agencies in their environment. This is a manifestation of a conducive work environment. This kind of atmosphere is really needed by educational staff and school principals to carry out their work more effectively. Based on research conducted by (Aryani & Rindaningsih, 2024; Waqas Mahmood et al., 2024), it is known that work motivation and climate have a real influence on job satisfaction, and job satisfaction influences the performance of educational staff. Work motivation and work climate have a positive contribution to job satisfaction, and the performance of educational staff is positively influenced by job satisfaction and several other factors. In order for these hopes to be achieved, educational leadership, in this case, the school principal, plays a very important role.

In relation to the world of education, school principal leadership, according to (Jamaluddin, 2024), is "the activity of mobilizing and empowering others to serve the academic and related needs of students with utmost skill and integrity" (the activity of mobilizing and empowering others to serve academic and related needs of students with maximum skills and integrity). In line with this, (Lubis & Sari, 2018) believes that the leadership of the school principal is one of the factors that can encourage schools to realize their school's vision, mission, goals, and objectives through programs that are implemented in a planned and gradual manner.

In relation to the leadership of school principals, Kusmintardjo shows that the management pattern of school principals, especially in state schools, tends to be administrative in nature and only implements policies from above, and there is no anxiety about whether or not policies are implemented with school development targets. The role of the school principal is not only to be able to carry out administrative guidance, but also to carry out professional development by improving the performance of teachers and education staff (Bela & Jabar, 2025). Based on research conducted by (Pratama & Harini, 2024) in their research entitled The Influence of Teacher Leadership, Work Motivation, and Self-Efficacy on Teacher Performance in the COVID-19 Pandemic Era. Shows that leadership has a significant effect on performance. The same opinion was also expressed by (Chaeroni et al., 2023) in his research, stating that principal leadership has a positive and significant effect on teacher performance.

However, based on research conducted by (Pratomo & Arifin, 2020), , it was found that the increase in performance was not significantly influenced by the leadership approach taken. By the school principal. Based on the description above, regarding the importance of school principal leadership, the situation in the work environment, and the work motivation of educational staff in Malinau Regency, the author is interested in conducting research with the title: "The Influence of Principal Leadership, Work Climate, and Work Motivation on the Performance of Education Personnel in High School Malinau Regency".

2. Methodology

Type of Research

This research uses a correlational descriptive design. According to (Sugiyono, 2019), "Correlational descriptive research is to find out how much relationship the independent variables have with the dependent variable. This research examines the influence of the principal's leadership, work climate, and work motivation in relation to the performance of education staff in Malinau Regency High Schools.

Research sites Location or Place

This research was conducted at Malinau Regency High Schools, consisting of Malinau 1 State High School, Malinau 3 State High School, Malinau 8 State High School, and Darma Bakti Malinau High School.

Research Time

Carrying out research involves coordinating with the school and informants to ensure everything is according to the agreed schedule. The duration allocated for this research is from September 2023 to April 2024.

Data Sources

The population in this study was all high school educational staff in Malinau Regency, consisting of civil servants and non-PNS (contract/daily workers). The sample in this study was taken using total sampling. Total sampling, or often also referred to as census, is a sampling technique where all members of the population are sampled (Sudaryono, 2018; Sugiyono, 2019). In the case of total sampling, every element or unit in the population is considered and included in the analysis or research.

Data Collection Instrument Techniques

The data collection technique used in this research is a questionnaire (Emzir, 2020). The instruments for collecting research data were prepared after determining the research variables, namely leadership, work climate, work motivation, and educational staff performance. The attitude scale used in this research is a Likert scale, which has a gradation from very positive to very negative.

Data Analysis

The data analysis technique in this research was carried out in stages. For the first analysis, we first used descriptive analysis, after that, continued with testing the analysis prerequisites, and finally, proceeded with hypothesis testing. Descriptive analysis is used to explain the distribution of research variable data. The analysis used is to determine the Mean (M), Median (Me), Mode (Mo), and Standard Deviation (SD). Apart from that, a trend table for each research variable was also compiled.

The analysis prerequisite tests that must be carried out are: Normality Test and Linearity Test. The normality test aims to test whether the estimated error value of the regression model has a normal distribution or not. A good regression model has a normal or close to normal distribution of residual data. The normality test used in this research is the Kolmogorov-Smirnov Test using the SPSS 16 program.

If the research results meet the analysis requirements, then hypothesis testing can be carried out. In testing this hypothesis, namely, the Regression Test, data analysis was performed using simple regression analysis methods and multiple regression. Simple regression data uses one independent variable, while multiple regression data uses two independent variables. This regression analysis is used to answer the third, fourth, and sixth research questions. Researchers use the SPSS 22 program. The basis for decision makers in this test is to see R Square as a measure of model

suitability, or a value that shows how much the independent variable explains the dependent variable (Ghozali, 2018; Santoso, 2018).

3. Results and Discussion

Descriptive Analysis

In this research, the data obtained are the principal's leadership, work climate, work motivation, and staff performance.

Principal Leadership (X1)

In examining the leadership qualities of the principal within the school environment, the data collected provides a clear overview of the leadership distribution among the staff. The assessment categorizes the principal's leadership based on a scoring system, which reflects various dimensions of effective leadership practices. The results reveal a predominant trend towards high leadership performance, with the majority of respondents rating the principal's leadership in the upper echelons of the scale. This distribution offers insights into the overall leadership climate and sets the foundation for understanding how leadership correlates with other factors such as work climate, motivation, and staff performance. The following bar graph 1 summarizes the classification of the principal's leadership based on the collected scores.

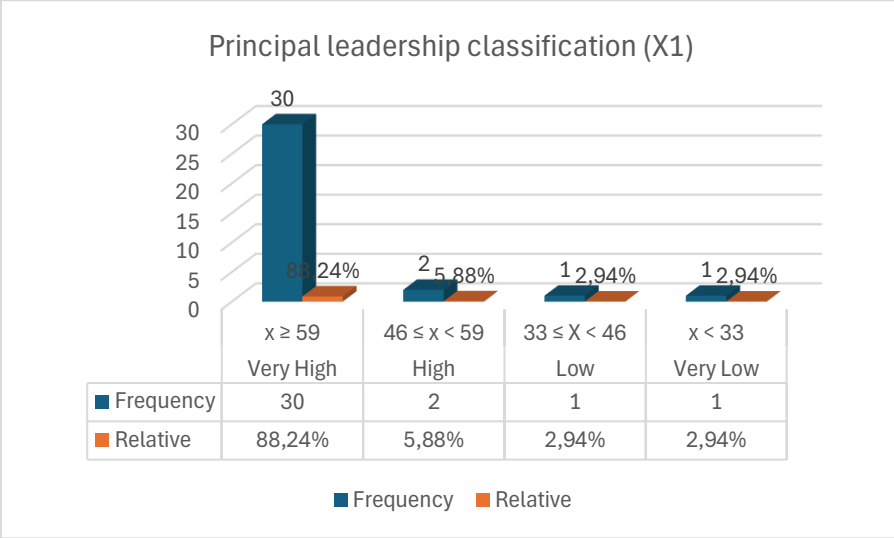

Figure 1. Principal Leadership Classification (X1)

Based on Bar Graph 1, it can be seen that the total N score for principal leadership is 34, with an average of 65.97 and a standard deviation of 12.727. The principal leadership results obtained were the highest 74 and the lowest 18. The following bar graph 2 summarizes the classification of the work climate based on the collected scores.

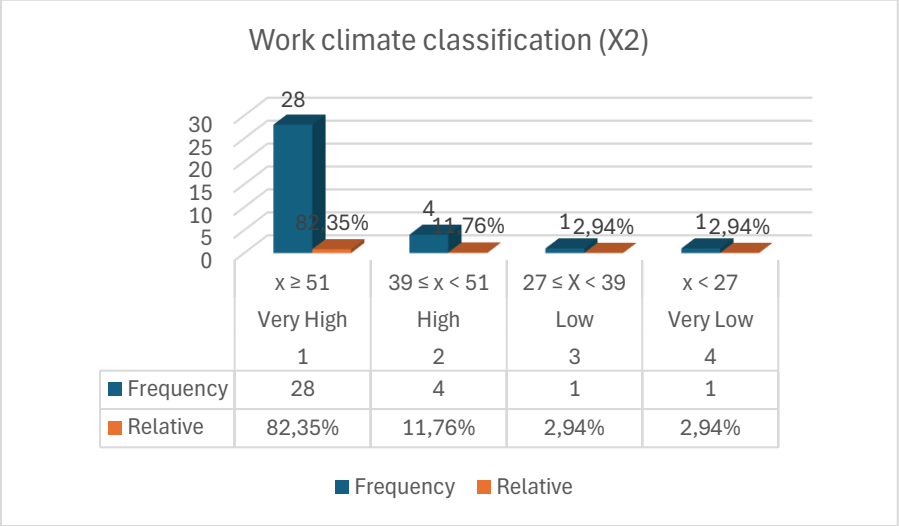

Figure 2. Work Climate Classification (X2)

Based on bar graph 2, it can be seen that the total work climate N value is 34, with an average of 68.12 and a standard deviation of 14.015. The work climate results obtained were the highest 80 and the lowest 16. The following bar graph 3 summarizes the classification of the work climate based on the collected scores.

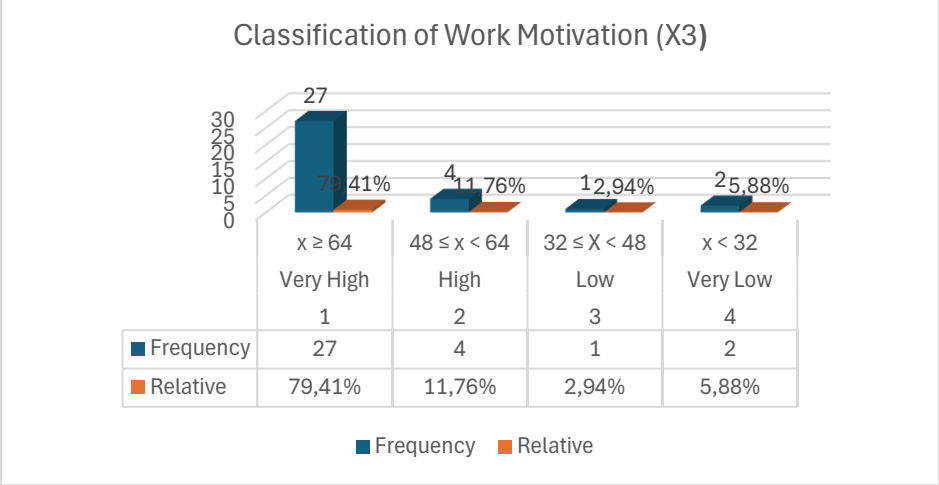

Figure 3. Classification of Work Motivation (X3)

Based on bar graph 3, it can be seen that the total N value of Work motivation is 34, with an average of 56.41 and a standard deviation of 11.776. The work motivation results obtained were the highest, 65, and the lowest, 14. The following bar graph 4 summarizes the classification of the work climate based on the collected scores.

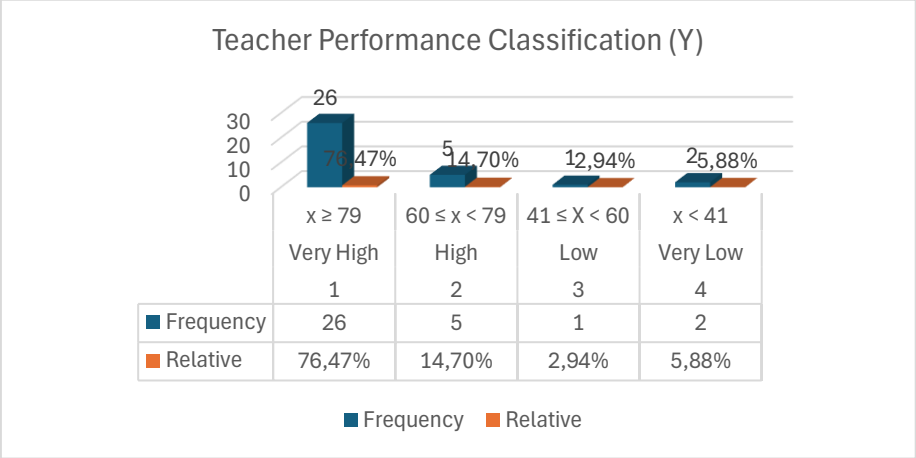

Figure 4. Teacher Performance Classification (Y)

Analysis Prerequisite Test: Data Normality Test

Based on the calculation results, it can be seen that the residual significant asyimp value of the data obtained on the principal's leadership is 0.328>0.05, the residual significant asyimp value of the data obtained on the work climate is 0.444>0.05, the residual significant asyimp value of the data obtained on work motivation of 0.272>0.05 and the residual significant asyimp value of the data obtained on the significant residual asyimp value of the data obtained on the performance of educational staff is 0.301>0.05. The results of the normality test indicate that the four variables are said to be normal (Rizky et al., 2023).

Data Linearity Test

The results of the linearity test show that the principal leadership variable on teacher performance is 0.719, the work climate variable on teacher performance is 0.331, and the work motivation variable on the performance of educational staff is 0.323. It can be seen that each variable has a significance value greater than 0.05 (sig>0.05), which shows that all research variables are linear.

Hypothesis Test

After the prerequisite test or classic assumption test has been carried out and everything has met the requirements, the linear regression test data analysis is carried out. Simple linear regression analysis is used to determine the influence or linear relationship between one independent variable and one dependent variable. This test is carried out to answer the hypothesis. In this test, there are 2 hypotheses, namely H0 (null hypothesis), meaning there is no influence, and Ha (alternative hypothesis), meaning there is an influence.

The results of the data processing above show that the correlation coefficient (R) in the table above is also a coefficient of determination (R-squared) of 0.754, which means that the leadership of the school principal is able to influence the performance of high school education staff in Malinau Regency by 75.4%.

The results of the empirical test support that the hypothesis is accepted; in other words, there is an influence of school principal leadership on the performance of high school education staff in Malinau Regency. The results of the data processing above show that the correlation coefficient (R) between. In the table above, there is also a coefficient of determination (R-squared) of 0.840, which means that school culture is able to influence the performance of high school education staff in Malinau Regency by 84%. The results of the empirical test support that the hypothesis is accepted; in other words, there is an influence of work climate on the performance of high school education staff in Malinau Regency. The results of the data processing above show that the correlation coefficient (R) in the table above is also a coefficient of determination (R-squared) of 0.812, which means that school culture is able to influence teacher performance by 81.2%.

The results of the empirical test support the hypothesis; in other words, there is an influence of work motivation on the performance of high school education staff in Malinau Regency. The results of the data processing above show that the correlation coefficient (R) between X1. Malinau Regency. In the table above, there is also a coefficient of determination. (R-squared) of 0.857, which means that school culture is able to influence teacher performance by 85.7%. The results of the empirical test X1. With that, it can be concluded that the hypothesis is accepted; in other words, there is a simultaneous influence of school principal leadership, work climate, and work motivation on the performance of high school education staff in Malinau Regency.

The Influence of The Principal's Leadership on The Performance of High School Education Staff in Malinau Regency

Testing the first hypothesis in this research proved that there was a positive and significant influence of the principal's leadership on the performance of high school education staff in Malinau Regency. This result is proven by the beta coefficient value of 0.868 with tcount = 12.937; with probability of error (p) <0.05; and strengthened by the partial correlation coefficient (r1y-2) 0.044; where all of them have a chance of error of less than 0.05.

The results of (Purwoko, 2018) research show that the leadership of school principals has a positive and significant effect on the performance of Sleman Regency Vocational School teachers. The results of this research are in accordance with the opinion of (Lubis & Sari, 2018) that one of the factors that influences teacher performance is management, including, in this case, the leadership of the school principal. The results of this research are in line with the findings of Munfangati & Widodo in (Bela & Jabar, 2025), who stated that teacher performance in terms of competency scores carried out by the Principal showed an achievement of 80.25%, which means good. Thus, it can be seen that the better the leadership of the school principal, the better the performance of the educational staff. Conversely, the poorer the principal's leadership in school management, the poorer the performance of high school education staff in Malinau Regency.

So, it can be concluded that a teacher's performance can be influenced by the leadership of a school principal, such as a more subordinate-oriented behavioral approach. This is in accordance with (Wahyudin, 2023) opinion that a leader must be in the midst of his followers, so that they are more comfortable doing their work, and are always present for followers who face problems. (Yakub et al., 2025) explains the subordinate-oriented leadership behavior approach that an effective leader is more attentive and helpful to their subordinates and tries to understand the problems that occur to their subordinates.

Meanwhile, for teacher performance, referring to (Jannaty & Islam, 2024), the quality of performance can be measured by several indicators, including performance, mastery of material, and professional development mastery of teaching and education, mastery of ways of adapting, and personality to carry out their duties well. In general, this research is similar to the results of research by Annisa Syafrianti in (Bela & Jabar, 2025), which indicates that there is a significant relationship between the leadership of madrasah heads and teacher performance. This is shown by the correlation calculation obtained (rcount 0.435 > rtable 0.297). So it can be concluded that the better the leadership, the better the increase in teacher performance. Vice versa, the worse the principal's leadership, the lower the teacher's performance, not the higher it will be. Based on the results of data analysis obtained by the author, it is reinforced by theories from experts and relevant research that there is an influence of school principal leadership on the performance of high school education staff in Malinau Regency, with a contribution of 75.4%.

The Influence of Work Climate on The Performance of High School Education Staff in Malinau Regency

The research conducted by researchers was to determine the influence of work climate variables on the performance variables of high school education staff in Malinau Regency. The results of the tests carried out obtained a significance value of 0.000. The test condition is that if the significance value is <0.05, then H0 is rejected and H1 is accepted in the sense that there is a significant influence. Meanwhile, if the significance value is > 0.05 error level, then H0 is accepted and H1 is rejected in the sense that there is no significant influence. Looking at the results of the calculations carried out and obtaining a significance value of 0.000 <0.05, H0 is rejected and H1 is accepted, so there is an influence between work climate and the performance of high school education staff in Malinau Regency.

Work climate is an important factor that influences the performance of educational staff. A good work climate includes physical and psychological aspects that support a comfortable working atmosphere, harmonious interpersonal relationships, and support from leaders and co-workers. According to Robbins and Judge in (Tewal et al., 2017), "A positive work climate can increase work morale, which in turn increases individual productivity and performance." A positive work climate is characterized by good interpersonal relationships among the education staff. When educational staff feel appreciated and supported by colleagues and leaders, they tend to be more motivated and enthusiastic in carrying out their duties.

A supportive work climate can increase the work motivation of educational staff. High motivation is directly proportional to increased performance. When educational staff feel motivated, they tend to try harder and show high commitment to their work. (Ryan & Deci, 2020) stated, "Intrinsic motivation driven by a positive work environment plays an important role in encouraging individuals to achieve better performance."

This research is in line with that conducted by (Siregar & Thomas, 2015) with the title The Influence of Work Discipline and Work Climate on the Performance of Economics/Accounting Teachers in Public High Schools throughout Wonosobo Regency. The results of the research show that there is a partial influence between Work Discipline on teacher performance of 20.34%, there is a partial influence between Work Climate on teacher performance of 28.31%, and there is a simultaneous influence. The influence of work discipline and work climate on teacher performance is 28.31%. 48.3 %. This research is also supported by (Diyanti et al., 2017), showing that work motivation and climate have a real influence on the performance of staff.

Work climate is the working atmosphere in the place where they work, which is characterized by the actions, traditions, and work implementation of these personnel, which are based on a sense of responsibility and job satisfaction. The work climate at school can be positive, neutral, or negative. This form of negative work climate is usually seen in counter-productive attitudes from the expected system, such as: laziness, envy, indifference, individualism, and selfishness. A positive work climate is a school work climate that shows close relationships with one another, cooperation, responsibility, job satisfaction, achievement, high motivation, punctuality, deliberation and consensus, comfort, without feeling pressured, and so on. A work climate can be achieved through effective leadership and support from educational facilities and infrastructure. According to Creemers and Scheerens (Etxeberria et al., 2017), work climate is the atmosphere that exists within a school.

The work climate in a school describes the state of the school community in a cheerful and friendly state, characterized by caring for each other. A friendly relationship in the work climate at school occurs because there is a good relationship between the principal and teachers, and between teachers and students. Based on the results of data analysis obtained by the author, it is reinforced by theories from experts and relevant research that there is an influence of school culture on the performance of SD Inpres teachers in the Suator District, with a contribution of 84%.

The Influence of Work Motivation on The Performance of High School Education Staff in Malinau Regency

Testing the third hypothesis in this research proved that there is a positive and significant influence of work motivation on the performance of high school education staff in Malinau Regency. This result is proven by the beta coefficient value of 0.916 with tcount = 12.937; with probability of error (p) <0.05; and

strengthened by the partial correlation coefficient (r1y-2) 0.044; where all of them have a chance of error of less than 0.05. The research results show that the majority of education staff have a high level of work motivation. This high work motivation is shown by their enthusiasm in completing tasks, enthusiasm in participating in training, and initiative in developing more effective knowledge.

Regression analysis shows that work motivation has a positive and significant influence on the performance of educational staff. This means that the higher the work motivation, the better the performance of the educational staff. These results are consistent with the findings of (Tewal et al., 2017), who stated that high motivation encourages individuals to work more actively and efficiently. The research results also identified that motivator factors (such as achievement, recognition, and responsibility) have a stronger influence on improving performance compared to hygiene factors (such as working conditions and salary). These findings support the two-factor theory from Herzberg (Sigit Purnomo et al., 2025), which emphasizes the importance of motivator factors in improving performance.

Education staff who feel they have autonomy in their work and feel competent in carrying out their duties show better performance. This finding is in line with the self-motivation theory of (Ryan & Deci, 2020), which emphasizes the importance of autonomy and competence in motivating individuals. Education staff who have clear work goals and feel challenged in their work tend to show higher performance. This supports the view of (Locke, 2013) that clear and challenging goals can increase motivation and performance.

The research results are also in accordance with the opinion of Vroom (2019), which shows that educational staff who have expectations that their efforts will produce good performance and desired results show high work motivation and better performance. Based on the results of data analysis obtained by the author, it is reinforced by theories from experts and relevant research that there is an influence of work climate on the performance of SD Inpres teachers in the Suator District, with a contribution of 81.2%.

The Influence of School Principal Leadership, Work Climate, and Work Motivation Together on The Performance of High School Education Staff in Malinau Regency

Testing the fourth hypothesis in this research proved that there was a positive and significant influence on the principal's leadership, work climate, and work motivation together on the performance of high school education staff in Malinau Regency. This result is proven by the beta coefficient value of 16.841 with t = 1.052; with probability of error (p) <0.05; and strengthened by the partial correlation coefficient (r1y-2) 0.044; where all of them have a chance of error of less than 0.05. The research results show that there is a significant influence of school principal leadership, work climate, and work motivation together on the performance of high school education staff in Malinau Regency. This can be seen from the results of the multiple regression statistical analysis of principal leadership, work climate, and

work motivation, which together can influence the performance of high school education staff in Malinau Regency, which shows t =1.052, which is greater than the t table = 2.034. This condition shows that the high and low levels of the three variables, namely school principal leadership, work climate, and work motivation, are also followed by the high and low performance of the education staff.

This is in line with research by (Northouse, 2013), which states that transformational leadership can increase the motivation and performance of education staff. The research results show that the principal's leadership has a positive and significant influence on the performance of educational staff. School principals who apply a transformational leadership style, such as providing inspiration, support, and a clear vision, can improve the performance of educational staff.

According to (Pronsurivong et al., 2023), a positive work climate can increase organizational effectiveness and individual performance. A conducive work climate was also found to have a positive influence on the performance of educational staff. A supportive, collaborative, and comfortable work environment can increase job satisfaction and productivity. Apart from that, research (Tewal et al., 2017) also confirms that work motivation is a key Factor in improving performance. High motivation encourages educational staff to work more actively, creatively, and productively.

Multiple regression analysis shows that the principal's leadership, work climate, and work motivation together have a significant and positive influence on the performance of educational staff. This means that improving these three variables simultaneously can have a greater impact on improving performance than if only one of the variables is improved. From the results of this research, it can be concluded that the principal's leadership, work climate, and work motivation together have a significant influence on the performance of education staff in high schools in Malinau Regency. Therefore, to improve the performance of educational staff, there needs to be balanced attention to leadership development, creating a conducive work climate, and increasing work motivation. Based on the results of data analysis obtained by the author, it is reinforced by theories from experts and relevant research that there is an influence of school principal leadership, work climate, and work motivation together on the performance of high school education staff in Malinau Regency, with a contribution of 85.7%.

4. Conclusion

The main findings of this study indicate that principal leadership, work climate, and work motivation collectively and individually have a significant impact on the performance of high school staff in Malinau Regency. The analysis revealed that these three variables together explain 85.7% of the variance in staff performance, with work climate contributing the most at 84%. Motivation followed at 81.2%, and leadership at 75.4%. These results underscore the importance of effective leadership, fostering a positive work environment, and enhancing staff motivation

as key strategies to improve performance. Nonetheless, the study has limitations, mainly due to reliance on questionnaire data, which may be influenced by respondent subjectivity and potential inaccuracies. Additionally, the absence of direct observation limits the depth of understanding regarding the work climate. Future research should incorporate observational methods and in-depth interviews to provide a more comprehensive view of these variables. Practically, the findings suggest that educational stakeholders, including school principals and policymakers, should prioritize developing leadership skills, creating supportive and motivating work environments, and providing targeted incentives and training for staff. Improving these factors is expected to lead to sustained enhancements in staff performance and, ultimately, better educational quality at the secondary school level. By focusing on these areas, schools can foster a more productive and motivated workforce, which is essential for achieving educational goals and improving student outcomes. Overall, this research highlights the interconnectedness of leadership, work climate, and motivation as critical determinants of educational personnel performance, offering practical guidance for ongoing school development efforts.

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