



## Work Motivation and School Culture as Predictors of Teacher Performance: Unpacking Their Unique and Shared Contributions

Hendry Putra\*, Zamroni, Ishmatul Maula, Nur Muhabibudin, Nurfitriani, Dita Yovieta Dewi

Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia

Email : [pakhendryfastkhair@gmail.com](mailto:pakhendryfastkhair@gmail.com)

DOI: <https://doi.org/10.61987/jemr.v5i5.3203>

### ABSTRACT

#### Keywords:

Work Motivation;  
School Culture;  
Teacher Performance

#### \*Corresponding Author

Teacher performance is essential to educational quality, yet differences in professional performance indicate that formal qualifications and financial incentives may not fully explain teachers' effectiveness. Work motivation and school culture are important individual and organisational factors, but their relative and shared contributions to teacher performance require further examination. This study aimed to analyse the individual and joint relationships of work motivation and school culture with teacher performance. A quantitative approach with a cross-sectional correlational survey design was employed, involving 88 teachers selected through proportionate allocation and simple random sampling. Data were collected using questionnaires and analysed through simple and multiple linear regression. The findings revealed that work motivation was positively associated with teacher performance, explaining 35.05% of its variance, while school culture explained 28.30%. Jointly, the two predictors explained 37.95% of the variance, with a multiple correlation coefficient of .616. Work motivation was the stronger predictor in the joint model, while approximately two-thirds of the explained variance was shared between the predictors. These findings suggest that teacher motivation and school culture should be addressed through integrated management strategies. School leaders should strengthen professional motivation, collaborative practices, and supportive working environments to improve teacher performance.

#### Article History:

Received: July 2026; Revised: August 2026; Accepted: September 2026

#### Please cite this article in APA style as:

Putra, H., Zamroni, Maula, I., Muhabibudin, N., Nurfitriani, Dewi, D. Y. (2026). Work Motivation and School Culture as Predictors of Teacher Performance: Unpacking Their Unique and Shared Contributions. *Journal of Educational Management Research*, 5(5), 5837-5852.

## INTRODUCTION

The quality of teaching is one of the most consequential factors shaping students' educational experiences and future opportunities. Teachers influence

not only academic achievement but also student behaviour and long-term life outcomes, making teacher performance a concern for schools, families, and policymakers (Petek & Pope, 2023; Wu, 2024). However, the teaching profession faces persistent challenges, including declining professional prestige, reduced interest in entering the profession, and lower job satisfaction in the United States (Abdullah, 2025; Achmad et al., 2025; Kraft & Lyon, 2024). In Indonesia, teacher certification and professional allowances represent important policy measures intended to strengthen professionalism, with recent studies associating certification and financial rewards with teacher performance and satisfaction (Mohzana & Zuana, 2025; Hardianto et al., 2025). Nevertheless, formal qualifications and financial incentives alone do not guarantee consistent performance. Understanding the motivational and organisational conditions underlying teacher performance is therefore essential for improving educational quality and public confidence.

Two theoretical perspectives provide a foundation for understanding differences in teacher performance: self-determination theory and organisational culture theory. Self-determination theory explains how motivation influences behaviour, emphasising that autonomous motivation, grounded in personal value and meaningful engagement, supports sustained effort and effective performance (Thobroni, 2026; Yulis, 2025). In educational settings, motivated teachers are more likely to invest effort in instructional preparation, classroom management, and professional responsibilities. Organisational culture theory, meanwhile, conceptualises school culture as shared values, norms, and practices that guide members' behaviour and establish expectations for collective work (Harianto et al., 2026; Alzoraiki et al., 2024). A constructive school culture can encourage collaboration, accountability, and professional commitment. These perspectives suggest that teacher performance reflects both individual motivation and organisational conditions. However, their relative contributions remain insufficiently clarified when both variables are examined simultaneously within the same institutional context.

Despite policy efforts to improve teacher professionalism, unequal performance remains a practical concern, particularly in educational institutions expected to fulfil multiple academic and moral responsibilities. This challenge is especially relevant to state Madrasah Aliyah, where teachers must deliver the national curriculum while supporting students' religious and moral development. Families consequently expect these institutions to provide academic competence alongside meaningful character formation (Furqon et al., 2026; Zakariyah, 2024). Previous research indicates that teacher performance in Islamic educational institutions is associated with leadership, working environments, religiosity, and work ethic, suggesting that professional

effectiveness depends on conditions extending beyond certification and remuneration (Haekal et al., 2023; Siregar et al., 2023). When these conditions are inadequate, instructional quality and students' educational experiences may suffer. The central problem is therefore understanding why teachers operating under similar formal employment arrangements demonstrate different levels of performance and identifying organisational and motivational factors that may explain these differences.

Research on work motivation has produced substantial evidence of its relationship with teacher performance, although the findings are not entirely consistent across contexts. Among private school teachers in Pakistan, motivation significantly predicted job performance (Kumari & Kumar, 2023). In Indonesian vocational schools, motivation and professional development helped explain how managerial support and working conditions influenced teacher performance (Elnurianda et al., 2025; Kholifah et al., 2024). Similarly, motivation predicted performance and mediated the relationship between principal leadership and teacher performance in a state Islamic junior high school (Hasiana, 2024; Sarinah et al., 2024). Research involving state Madrasah Aliyah teachers in Banten also identified positive effects of work motivation, classroom management, and assessment competence on performance (Rudiana et al., 2026; Nugraha et al., 2026). However, Podsakoff et al. (2024) found that work discipline predicted performance among madrasah teachers in East Java, whereas work motivation did not. These findings indicate that motivational effects require further contextual examination.

Studies of school culture likewise demonstrate its relevance to teacher performance and related professional outcomes. Research in Yemeni public schools found that positive school culture predicted teaching performance and partially mediated the influence of transformational leadership (Alzoraiki et al., 2024). In Indonesia, organisational culture influenced contextual performance among elementary teachers (Widodo, 2024), while research among secondary teachers linked culture with job satisfaction and organisational commitment (Ali et al., 2026). Other studies indicate that these relationships may operate through individual psychological conditions. In Algeria, school culture influenced curriculum implementation commitment directly and indirectly through self-efficacy and job satisfaction (All Hasanah, 2026; Boudouaia et al., 2024). In rural West Java, its relationship with teachers' interest in teaching operated through life satisfaction (Umasugi et al., 2026; Dahlan R et al., 2025). Workplace spirituality predicted teacher motivation in Taiwan (Wu, 2024), while distributed leadership improved teaching practices indirectly by expanding teacher autonomy (Song & Hsieh, 2026). Nevertheless, the independent and shared contributions of motivation and culture remain insufficiently distinguished.

The principal research gap concerns how work motivation and school culture contribute independently and collectively to teacher performance. Existing studies frequently establish significant relationships between individual predictors and performance without adequately determining how much explanatory value each contributes after accounting for their overlap. This limitation matters because motivated teachers may work within supportive school cultures, making their effects difficult to separate. The present study addresses this issue by examining both predictors within a single analytical framework and comparing their individual and joint explanatory contributions. It also extends the geographical scope of research on state Madrasah Aliyah by focusing on Samarinda, East Kalimantan, whereas relevant previous studies have primarily examined settings in Java and Sulawesi. Its novelty lies in integrating two established explanatory perspectives, evaluating their relative contributions, and investigating their relevance to teacher performance in a religiously oriented public-school environment.

Accordingly, this study investigates three research questions: whether work motivation influences teacher performance, whether school culture influences teacher performance, and whether both variables jointly explain teacher performance among teachers of state Madrasah Aliyah in Samarinda. The underlying argument is that motivation and culture are complementary but potentially unequal predictors. Work motivation is expected to demonstrate a more immediate relationship with performance because teachers directly translate their motivation into professional effort, whereas school culture establishes shared expectations and conditions that may support or constrain that effort. Based on this reasoning, three hypotheses are proposed: H1, work motivation positively influences teacher performance; H2, school culture positively influences teacher performance; and H3, work motivation and school culture jointly influence teacher performance. Testing these hypotheses is expected to clarify the relative importance of individual and organisational factors for teacher performance and inform more targeted school improvement strategies.

## RESEARCH METHODS

This study employed a quantitative approach with a cross-sectional, correlational survey design to examine the relationships between work motivation, school culture, and teacher performance. This design was selected because the research aimed to determine the strength, direction, and relative contributions of naturally occurring variables without introducing experimental treatments. Cross-sectional surveys are appropriate for examining associations among measured variables, including in studies of teacher performance in state

Madrasah Aliyah (Nugraha et al., 2026). However, causal interpretations depend on the specific study design and its methodological limitations rather than the design label alone (Savitz & Wellenius, 2023). Accordingly, this study focused on statistical relationships, predictive effects, and explained variance rather than definitive causal conclusions. The analysis examined the individual and joint contributions of work motivation and school culture to teacher performance within the institutional context of public Islamic senior secondary education.

The research was conducted at MAN 1 Samarinda, located in Samarinda Ulu District, and MAN 2 Samarinda, located in Samarinda Ilir District, East Kalimantan, Indonesia. These institutions were selected because they operate under the same ministry and share broadly comparable staffing regulations and accreditation status, helping maintain a relatively consistent institutional context. Both schools have 18 learning groups, with approximately 820 students at MAN 1 and 970 at MAN 2. Nevertheless, their institutional profiles differ: MAN 1 emphasises vocational skills and research programmes, whereas MAN 2 offers the national religious programme (MAN PK) and boarding facilities. These characteristics provided a useful setting for examining teacher performance across two public madrasahs. The population comprised 112 teachers, including 52 at MAN 1 and 60 at MAN 2. Following Lakens (2022), sample size was justified before data collection using Slovin's formula at a 5% margin of error, yielding 88 respondents selected through proportionate allocation and simple random sampling: 41 from MAN 1 and 47 from MAN 2.

Data were collected primarily through self-administered questionnaires, supplemented by observation and documentation. Observation provided contextual information about daily school routines, while documentation supplied institutional profiles and teacher lists used as the sampling frame. Three closed-ended instruments employed four response categories: always, often, seldom, and never. Work motivation (X1) was measured through productivity, institutional loyalty, and discipline; school culture (X2) through obedience to the Creator, good conduct (*adab*), care for the working environment, and cooperation; and teacher performance (Y) through instructional planning, implementation, and evaluation. Three senior lecturers in Islamic education assessed content validity through expert judgement. Pilot testing involved teachers from the target population who were excluded from the main sample. Pearson item-total correlations were evaluated against a critical value of .30; all 24 motivation items and 25 performance items met the criterion, while one of 25 school culture items was removed. Cronbach's alpha was used to assess internal consistency, following Kalkbrenner (2023), with reliability results presented in Table 1.

Data analysis was conducted using SPSS in three stages. First, regression assumptions were assessed through the Kolmogorov–Smirnov test for residual normality, linearity tests, tolerance and variance inflation factors for multicollinearity, and homoscedasticity assessment. Second, simple linear regression tested H1 and H2, examining the individual relationships of work motivation and school culture with teacher performance at a significance level of .05, with 86 degrees of freedom. Third, multiple linear regression tested H3 using the F test at  $\alpha = .05$ , with 2 and 85 degrees of freedom, while the coefficient of determination ( $R^2$ ) measured the joint explanatory contribution. To distinguish the predictors' contributions, the joint  $R^2$  was compared with each single-predictor  $R^2$ . The incremental  $R^2$  represented each predictor's unique contribution, while the remaining explained variance represented their shared contribution. Because all variables were self-reported by the same respondents at one time, potential common method bias was considered when interpreting the coefficients (Podsakoff et al., 2024). Participation was voluntary, and responses were analysed anonymously.

## RESULTS AND DISCUSSION

### Results

#### Instrument Validity and Reliability

The validity and reliability of the research instruments were assessed before conducting the main statistical analyses. The item-validity assessment showed that all work motivation and teacher performance items met the specified validity criterion, whereas one school culture item was excluded. Cronbach's alpha was calculated to evaluate the internal consistency of each instrument.

**Table 1. Validity and Reliability of the Research Instruments**

| Variable                    | Items tried out | Items retained | Cronbach's $\alpha$ |
|-----------------------------|-----------------|----------------|---------------------|
| Work motivation ( $X_1$ )   | 24              | 24             | .952                |
| School culture ( $X_2$ )    | 25              | 24             | .951                |
| Teacher performance ( $Y$ ) | 25              | 25             | .908                |

Table 1 shows that the work motivation instrument retained all 24 items, the school culture instrument retained 24 of 25 items, and the teacher performance instrument retained all 25 items. Cronbach's alpha coefficients were .952, .951, and .908 for work motivation, school culture, and teacher performance, respectively. All coefficients exceeded the .70 criterion, indicating satisfactory internal consistency across the three instruments.

## Regression Assumption Tests

The assumptions underlying the regression analyses were examined before hypothesis testing. The assessments covered residual normality, linearity, multicollinearity, and homoscedasticity. The results are summarised in Table 2.

**Table 2. Results of the Regression Assumption Tests**

| Assumption             | Model / variable         | Result                        | Criterion     | Decision |
|------------------------|--------------------------|-------------------------------|---------------|----------|
| Normality of residuals | $X_1 \rightarrow Y$      | $p = .484$                    | $p > .05$     | Normal   |
|                        | $X_2 \rightarrow Y$      | $p = .844$                    | $p > .05$     | Normal   |
|                        | $X_1, X_2 \rightarrow Y$ | $p = .892$                    | $p > .05$     | Normal   |
| Linearity (deviation)  | $X_1 \rightarrow Y$      | $p = .400$                    | $p > .05$     | Linear   |
|                        | $X_2 \rightarrow Y$      | $p = .484$                    | $p > .05$     | Linear   |
| Multicollinearity      | $X_1, X_2$               | Tolerance = .529; VIF = 1.891 | $> .10; < 10$ | Absent   |
| Heteroscedasticity     | $X_1$                    | $p = .898$                    | $p > .05$     | Absent   |
|                        | $X_2$                    | $p = .776$                    | $p > .05$     | Absent   |

Table 2 indicates that all reported assumption tests met their respective criteria. The residual normality tests produced significance values of .484, .844, and .892 for the work motivation, school culture, and joint models, respectively. The linearity tests yielded  $p = .400$  for work motivation and  $p = .484$  for school culture. The joint model produced a tolerance value of .529 and a VIF of 1.891, both within the specified limits. The heteroscedasticity tests were non-significant for work motivation ( $p = .898$ ) and school culture ( $p = .776$ ). These results indicated no detected violations of the reported regression assumptions and supported proceeding with the planned analyses.

## Individual Relationships Between the Predictors and Teacher Performance

Simple linear regression was conducted to examine the relationship between each predictor and teacher performance separately. The regression coefficients, test statistics, correlations, and coefficients of determination are presented in Table 3.

**Table 3. Simple Linear Regression of Teacher Performance on Each Predictor**

| Predictor                 | Constant | B     | SE    | $\beta$ | t      | r    | R <sup>2</sup> (%) |
|---------------------------|----------|-------|-------|---------|--------|------|--------------------|
| Work motivation ( $X_1$ ) | 43.570   | 0.487 | 0.072 | .592    | 6.804* | .592 | 35.05              |
| School culture ( $X_2$ )  | 41.998   | 0.503 | 0.086 | .532    | 5.827* | .532 | 28.30              |

Note:  $p < .001$ ; critical  $t$  ( $\alpha = .05$ ,  $df = 86$ ) = 1.988. Dependent variable: teacher performance ( $Y$ );  $n = 88$ .

Table 3 shows that work motivation had a positive relationship with teacher performance, with  $r = .592$  and  $t = 6.804$ . Its regression equation was  $Y = 43.570 + 0.487X_1$ , and its coefficient of determination was 35.05%. School culture also had a positive relationship with teacher performance, with  $r = .532$  and  $t = 5.827$ . Its regression equation was  $Y = 41.998 + 0.503X_2$ , and its coefficient of determination was 28.30%. Both  $t$  values exceeded the critical value of 1.988, and both relationships were statistically significant at  $p < .001$ . Work motivation therefore accounted for 6.75 percentage points more variance in teacher performance than school culture when each predictor was examined separately. The results supported H1 and H2.

### Joint Relationship Between Work Motivation, School Culture, and Teacher Performance

Multiple linear regression was conducted to estimate the relationship between both predictors and teacher performance when they were included in the same model. The results are presented in Table 4.

**Table 4. Multiple Linear Regression of Teacher Performance on Work Motivation and School Culture**

| Term                      | B      | SE    | $\beta$ | t     | p      |
|---------------------------|--------|-------|---------|-------|--------|
| Constant                  | 36.180 | 6.728 | –       | 5.377 | < .001 |
| Work motivation ( $X_1$ ) | 0.352  | 0.097 | .428    | 3.644 | < .001 |
| School culture ( $X_2$ )  | 0.225  | 0.111 | .238    | 2.029 | .046   |

*Model statistics:  $R = .616$ ;  $R^2 = .380$ ; adjusted  $R^2 = .365$ ; standard error of the estimate = 4.788;  $F(2, 85) = 25.994$ ; critical  $F = 3.10$ . Dependent variable: teacher performance ( $Y$ );  $n = 88$ .*

Table 4 shows that the overall regression model was statistically significant, with  $F(2, 85) = 25.994$ , exceeding the critical value of 3.10. The multiple correlation coefficient was .616, and the model explained approximately 37.95% of the variance in teacher performance. The adjusted  $R^2$  was .365. The estimated regression equation was  $Y = 36.180 + 0.352X_1 + 0.225X_2$ . Both predictors had positive coefficients when entered simultaneously. Work motivation had a standardised coefficient of  $\beta = .428$  ( $p < .001$ ), while school culture had  $\beta = .238$  ( $p = .046$ ). Thus, both predictors retained statistically significant relationships with teacher performance, although the standardised coefficient for work motivation was larger. The overall model supported H3.

### Decomposition of Explained Variance

To distinguish the unique and shared contributions of the two predictors, the  $R^2$  values from the separate regression models were compared with the  $R^2$  of the joint model. The results are presented in Table 5.

**Table 5. Decomposition of the Variance in Teacher Performance Explained by the Joint Model**

| Source of explained variance | Share of variance in Y (%) | Share of explained variance (%) |
|------------------------------|----------------------------|---------------------------------|
| Unique to work motivation    | 9.65                       | 25.4                            |
| Unique to school culture     | 2.90                       | 7.6                             |
| Shared by both predictors    | 25.40                      | 66.9                            |
| Total explained ( $R^2$ )    | 37.95                      | 100.0                           |

*Note: Unique contributions represent the increase in  $R^2$  when each predictor is added to a model containing the other predictor. The shared contribution is calculated as  $35.05\% + 28.30\% - 37.95\%$ .*

Table 5 shows that work motivation contributed 9.65 percentage points of unique explained variance, equivalent to 25.4% of the variance explained by the joint model. School culture contributed 2.90 percentage points uniquely, equivalent to 7.6% of the explained variance. Their shared contribution was 25.40 percentage points, representing 66.9% of the total explained variance. Together, these components accounted for 37.95% of the variance in teacher performance. The remaining 62.05% was not explained by the two predictors included in the model.

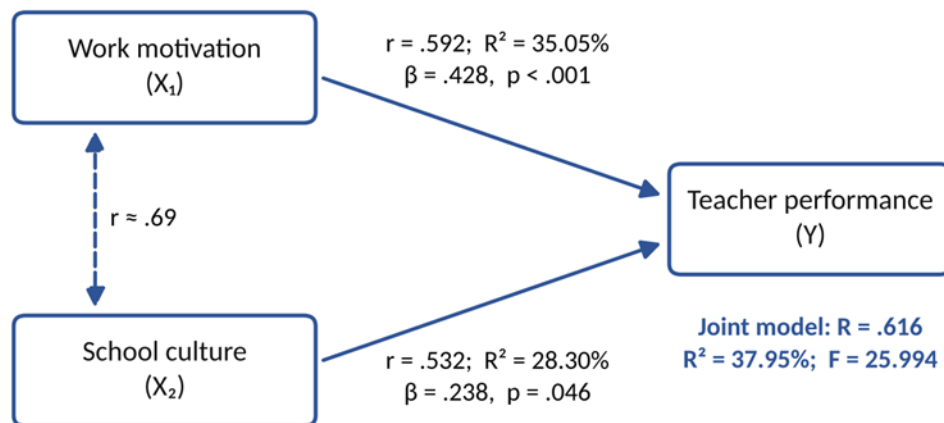


**Figure 1. Work Motivation and School Culture as Predictors of Teacher Performance**

Figure 1 presents the relationships between work motivation, school culture, and teacher performance, including the individual correlations, standardised coefficients in the joint model, and overall model statistics. Work motivation was associated with teacher performance at  $r = .592$ , with  $R^2 = 35.05\%$  in the separate model, and had a standardised coefficient of  $\beta = .428$  ( $p < .001$ ) in the joint model. School culture was associated with teacher performance at  $r = .532$ , with  $R^2 = 28.30\%$  in the separate model, and had a standardised coefficient

of  $\beta = .238$  ( $p = .046$ ) in the joint model. The correlation between the two predictors was approximately .69. The joint model yielded  $R = .616$ ,  $R^2 = 37.95\%$ , and  $F = 25.994$ .

## Discussion

The finding that work motivation was positively associated with teacher performance and independently explained 35.05% of its variance is consistent with self-determination theory, which emphasises the importance of autonomous motivation for sustained effort and effective performance. It also aligns with evidence from Pakistan and Indonesia showing that motivation significantly predicts teacher performance (Kumari & Kumar, 2023; Kholifah et al., 2024). The result closely resembles findings from state Madrasah Aliyah in Banten (Nugraha et al., 2026), although it differs from Lazarides et al. (2025), who reported no significant relationship. Differences in sample size and institutional context may contribute to the contrasting findings, but this explanation requires further testing. Theoretically, the present result reinforces work motivation as an important individual-level predictor of teacher performance, even where formal employment conditions are relatively similar.

School culture independently explained 28.30% of the variance in teacher performance, supporting the proposition that shared norms, institutional values, and established practices are associated with professional behaviour (Widodo, 2024; Alzoraiki et al., 2024). This finding is consistent with research linking organisational culture to contextual performance among Indonesian elementary teachers. In state Madrasah Aliyah, school culture also has a religious and moral dimension, reflected in institutional expectations concerning conduct, cooperation, and religious commitment. Previous research has linked religiosity and work ethic with teacher performance in state Madrasah Aliyah (Haekal et al., 2023), while workplace spirituality has been identified as an important predictor of teacher motivation in Taiwan (Wu, 2024). The present findings extend this literature by demonstrating the relevance of school culture to teacher performance in public Islamic secondary education. They also complement evidence connecting organisational culture with job satisfaction and organisational commitment (Ali et al., 2026; Podsakoff et al., 2024).

The principal contribution emerges from the joint model, which explained 37.95% of teacher performance variance, only 2.90 percentage points more than work motivation alone. Approximately 66.9% of the explained variance was shared by the two predictors. This overlap suggests that motivation and school culture do not provide entirely independent statistical explanations of performance. The pattern is consistent with research indicating that school culture relates to teachers' commitment through self-efficacy and job satisfaction

(Boudouaia et al., 2024), and to teaching interest through life satisfaction (Dahlan R et al., 2025). Likewise, distributed leadership has been associated with improved teaching practices through greater teacher autonomy. These findings support the theoretical proposition that individual motivation and organisational conditions are interconnected. However, the present cross-sectional design cannot establish the direction of this relationship or demonstrate mediation (Savitz & Wellenius, 2023; Song & Hsieh, 2026).

The relative contributions of the predictors provide further insight into their relationship with teacher performance. When both variables were included in the model, work motivation remained the stronger predictor ( $\beta = .428$ ,  $p < .001$ ), compared with school culture ( $\beta = .238$ ,  $p = .046$ ). Its unique contribution was 9.65 percentage points, compared with 2.90 percentage points for school culture. This distinction advances previous research that has often reported individual and joint associations without separating unique and shared explained variance. It also responds to the need for more research on the processes connecting teacher motivation with professional behaviour and school conditions (Lazarides et al., 2025; Savitz & Wellenius, 2023). Theoretically, the findings are consistent with the proposition that motivation is more proximal to performance, while school culture provides a broader organisational context. Nevertheless, the variance decomposition is statistical evidence of overlap, not proof that culture affects performance through motivation.

Practically, the findings suggest that school improvement strategies should integrate teacher motivation with the everyday experience of school culture rather than treat them as separate management priorities. Principals could strengthen both through collaborative lesson planning, transparent task allocation, supportive working environments, and recognition based on professional contribution rather than seniority (Siregar et al., 2023; Hardianto et al., 2025). In religious schools, institutional values may be more meaningful when reflected consistently in leadership practices, collegial relationships, and instructional responsibilities. Supervisors and the Ministry of Religious Affairs could also interpret teacher performance assessments alongside indicators of motivation and organisational conditions, avoiding explanations that attribute poor performance solely to individual shortcomings. Teacher development should combine technical training with opportunities to strengthen autonomy, competence, and professional relatedness (Haekal et al., 2023; Kholifah et al., 2024). These approaches offer a practical basis for more integrated professional development and school management.

Several limitations should guide interpretation and future research. The sample comprised 88 teachers from two state madrasahs in one city, limiting generalisation to private madrasahs and other regions. Furthermore, all three

variables were self-reported by the same respondents at one point in time, potentially inflating correlations and shared variance. The model also left 62.05% of teacher performance variance unexplained. In the wider dataset, adding principal leadership increased the explained variance to 40.58%, suggesting that classroom management, assessment competence, workload, supervision, and student characteristics merit further investigation (Nugraha et al., 2026; Podsakoff et al., 2024). Future research should use larger multisite samples, combine teacher reports with supervisor assessments and classroom observations, and employ longitudinal or multilevel designs. Formal mediation analyses could examine whether motivation mediates the relationship between school culture and performance. Such approaches would help distinguish overlapping associations from the mechanisms underlying teacher effectiveness.

## CONCLUSION

This study demonstrates that work motivation and school culture are positively associated with teacher performance in state Madrasah Aliyah, with work motivation explaining 35.05% of the variance, school culture explaining 28.30%, and both variables jointly explaining 37.95% ( $R = .616$ ). The most important lesson is that individual motivation and organisational culture should not be treated as entirely separate determinants, as approximately two-thirds of the explained variance was shared between them. The study contributes to educational management scholarship by distinguishing the unique and shared explanatory contributions of these predictors, thereby providing a more nuanced understanding of teacher performance in Islamic educational institutions. However, the findings are limited by the relatively small sample of 88 teachers from two madrasahs in one city, the reliance on self-reported data, and the cross-sectional design, which prevents definitive causal conclusions. Future research should involve larger, geographically diverse samples, incorporate independent performance assessments, and test the potential mediating role of work motivation. Practically, school principals, supervisors, and policymakers should integrate motivation-building initiatives with a supportive, collaborative, and values-oriented school culture while complementing financial incentives with professional development, fair management practices, and improvements to teachers' working environments.

## REFERENCES

- Abdullah, A. (2025). Determinants of teachers' digital literacy: The role of capacity building, career inclusion, and digital platform engagement. *Business and Applied Management Journal*, 3(1), 128–140.
- Achmad, F., Riau, D. P., & Akadira, T. (2025). Evaluating public service quality: Why employee performance outshines service standards and work culture in shaping user satisfaction. *Business and Applied Management Journal*, 3(2), 349–362.
- Ali, M., Wijaya, C., Dalimunthe, M., & Majid, I. A. (2026). The impact of school culture, work attitude, stress management, and job satisfaction on organizational commitment among secondary school teachers. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(3), 763–777. <https://doi.org/10.33650/al-tanzim.v10i3.13576>
- All Hasanah, V. (2026). Implementing differentiated experiential learning to foster entrepreneurial mindset among vocational students: Toward the development of Garuda CEOs. *Nusantara EduLearn Journal*, 1(1), 50–62.
- Alzoraiki, M., Ahmad, A. R., Ateeq, A., & Milhem, M. (2024). The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools. *Frontiers in Education*, 9, Article 1413607. <https://doi.org/10.3389/feduc.2024.1413607>
- Boudouaia, A., AL-Qadri, A. H., Houichi, A., & Diafi, S. (2024). A study on the effect of school culture on teachers' commitment to curriculum implementation: The mediating role of self-efficacy and job satisfaction. *Heliyon*, 10(8), Article e29183. <https://doi.org/10.1016/j.heliyon.2024.e29183>
- Dahlan R, M., Samsuri, Malihatun, E., Morisson, B., Abdurrohman, A., Basyit, A., & Madali. (2025). Teachers' motivation in developing quality learning in rural schools in Indonesia. *Frontiers in Education*, 10, Article 1597989. <https://doi.org/10.3389/feduc.2025.1597989>
- Elnurianda, F., Fauzan, U., Zurqoni, Z., Kamilah, S., Sriayu, R., bin Abdul Rahman, A. R., & Retnawati, H. (2025). CIPP evaluation of Quranic program for students with disabilities in inclusive Islamic education. *JUMPA: Jurnal Manajemen Pendidikan*, 6(1).
- Furqon, M., Farwati, W. W., Lateh, M., Afandi, M. A., & Zawawi, A. A. (2026). Family support and learning environment as key determinants of early childhood learning motivation. *IC-ESTE: International Conference on Education, Social Studies, Technology and Health*, 1(1), 42–48.
- Haekal, T. M., Wahidmurni, W., & Zuhriyah, I. A. (2023). The influence of Islamic leadership, religiosity, and work discipline with work ethic on teacher performance in madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1221–1236. <https://doi.org/10.33650/al-tanzim.v7i4.6747>

- Hardianto, H., Hidayat, H., & Setiawan, M. N. A. (2025). Reward and commitment toward transformational leadership and teachers' job satisfaction. *Jurnal Cakrawala Pendidikan*, 44(3), 673–684. <https://doi.org/10.21831/cp.v44i3.83084>
- Hariato, J., Asih, S., & Hartati, S. (2026). The influence of social media use on the formation of Islamic values in early childhood: An ex post facto study. *Early Childhood Development Gazette*, 3(1), 34–44.
- Hasiana, I. (2024). Prevention of sexual violence at an early age: The effectiveness of educational videos for kindergarten children. *Early Childhood Development Gazette*, 1(1), 12–20.
- Kalkbrenner, M. T. (2023). Alpha, omega, and H internal consistency reliability estimates: Reviewing these options and when to use them. *Counseling Outcome Research and Evaluation*, 14(1), 77–88. <https://doi.org/10.1080/21501378.2021.1940118>
- Kholifah, N., Nurtanto, M., Mutohhari, F., Subakti, H., Ramadhan, M. A., & Majid, N. W. A. (2024). The mediating role of motivation and professional development in determining teacher performance in vocational schools. *Cogent Education*, 11(1), Article 2421094. <https://doi.org/10.1080/2331186X.2024.2421094>
- Kraft, M. A., & Lyon, M. A. (2024). The rise and fall of the teaching profession: Prestige, interest, preparation, and satisfaction over the last half century. *American Educational Research Journal*, 61(6), 1192–1236. <https://doi.org/10.3102/00028312241276856>
- Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities and Social Sciences Communications*, 10, Article 158. <https://doi.org/10.1057/s41599-023-01662-6>
- Lakens, D. (2022). Sample size justification. *Collabra: Psychology*, 8(1), Article 33267. <https://doi.org/10.1525/collabra.33267>
- Lazarides, R., Schiefele, U., Daumiller, M., & Dresel, M. (2025). From teacher motivation to teaching behaviour: A systematic review and theoretical framework of the mediating processes. *Educational Research Review*, 48, Article 100703. <https://doi.org/10.1016/j.edurev.2025.100703>
- Mohzana, & Zuana, M. M. M. (2025). Comprehensive analysis of the impact of certification on teacher performance and student learning achievement. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(2), 251–266. <https://doi.org/10.31538/munaddhomah.v6i2.1757>
- Nugraha, E., Syarifudin, E., Fauzi, M., Patimah, S., Ansori, A., & Hidayat, A. (2026). Teacher performance in state Madrasah Aliyah: Classroom management, work motivation, and assessment competence. *Jurnal Ilmiah Peuradeun*, 14(2), 867–890. <https://doi.org/10.26811/peuradeun.v14i2.2617>

- Petek, N., & Pope, N. G. (2023). The multidimensional impact of teachers on students. *Journal of Political Economy*, 131(4), 1057–1107. <https://doi.org/10.1086/722227>
- Podsakoff, P. M., Podsakoff, N. P., Williams, L. J., Huang, C., & Yang, J. (2024). Common method bias: It's bad, it's complex, it's widespread, and it's not easy to fix. *Annual Review of Organizational Psychology and Organizational Behavior*, 11, 17–61. <https://doi.org/10.1146/annurev-orgpsych-110721-040030>
- Rudiana, D., Muhyi, H. A., & Sukoco, I. (2026). The effect of e-procurement implementation on the quality of selection of goods and services providers through the tender method at the procurement service office. *Business and Applied Management Journal*, 4(1), 163–177.
- Sarinah, S., Taufan, A., Mardalena, M., Saukani, S., Aryanti, P. T., & Sasmita, R. (2024). Transformational leadership on teacher performance through the mediating role of motivation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(1), 133–149. <https://doi.org/10.31538/ndh.v9i1.4568>
- Savitz, D. A., & Wellenius, G. A. (2023). Can cross-sectional studies contribute to causal inference? It depends. *American Journal of Epidemiology*, 192(4), 514–516. <https://doi.org/10.1093/aje/kwac037>
- Siregar, Z. A. B., Akmal, S., Mohzana, M., Rahman, K., & Putra, F. T. (2023). Islamic boarding school leadership and work environment on teacher performance. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), 420–435. <https://doi.org/10.31538/nzh.v6i3.4065>
- Song, Y., & Hsieh, C.-C. (2026). Distributed leadership, teacher autonomy, and well-being: A multilevel analysis of novice teachers' teaching practice quality in Taiwan using TALIS 2018 data. *Educational Management Administration & Leadership*. Advance online publication. <https://doi.org/10.1177/17411432251410038>
- Thobroni, I. (2026). Between procreation and poverty alleviation: Re-evaluating Shafi'i jurisprudence on state-mandated vasectomy. *Al-Fiqh: Journal of Contemporary Islamic Law*, 2(1), 59–73.
- Umasugi, N., Syaifuddin, S., Wontami, R., Wajo, A. R., & Mubin, M. U. (2026). Sharia-oriented performance of local government-owned Islamic rural banks in Indonesia: A disclosure-based descriptive assessment using the Islamicity Performance Index. *Business and Applied Management Journal*, 4(2), 360–376.

- Widodo, W. (2024). Developing teacher contextual performance through school organizational culture and cultural intelligence. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(1), 59–72. <https://doi.org/10.33650/al-tanzim.v8i1.5811>
- Wu, S.-M. (2024). The impact of workplace spirituality and psychological capital on elementary school teachers' motivation. *Behavioral Sciences*, 14(10), Article 881. <https://doi.org/10.3390/bs14100881>
- Yulis, R. (2025). Early marriage from the perspective of jurisprudence and adolescent psychology. *Al-Fiqh: Journal of Contemporary Islamic Law*, 1(1), 31–39.
- Zakariyah, Z. (2024). Improving madrasah competitiveness through excellent Islamic education development strategies. *Nazhruna: Jurnal Pendidikan Islam*, 7(1), 140–155. <https://doi.org/10.31538/nzh.v7i1.4541>