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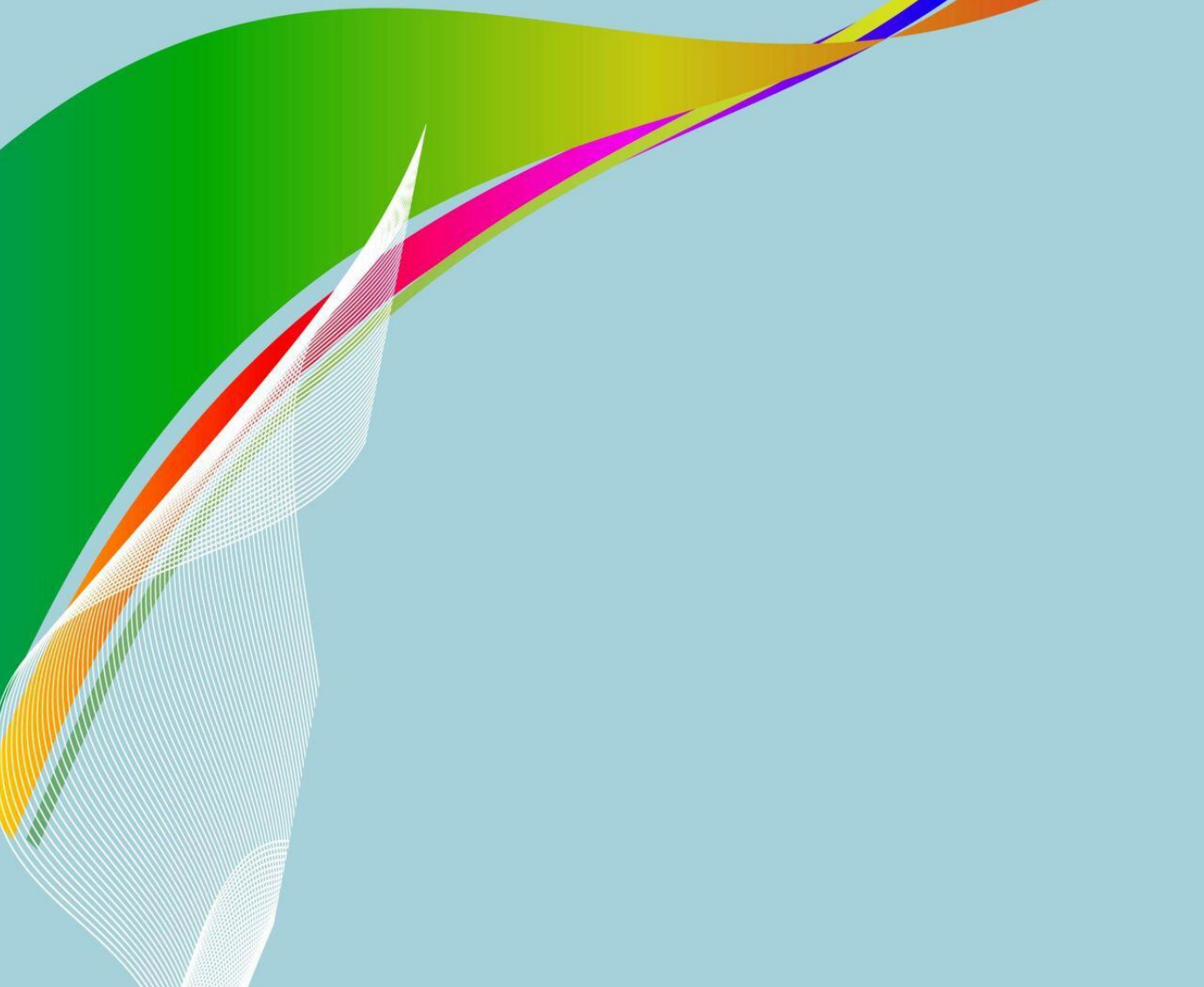
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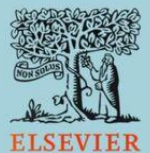
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Effects and Influential Factors on the Performance of State Elementary School Principals in North Sumatra

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EFFECTS AND INFLUENTIAL FACTORS ON THE PERFORMANCE OF STATE ELEMENTARY SCHOOL PRINCIPALS IN NORTH SUMATRA

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Abstract

Many factors are projected to affect the success of elementary school principals. The basis of this research is the impact and factors that influence the central performance of the State Elementary School Principals in North Sumatra Labuhan Batu Regency, especially the variables of organizational culture, interpersonal communication, innovative behavior, work motivation, and performance of the Elementary School Principal. This research is quantitative research with *ex post facto* research. The variables analyzed were not controlled and modified by the researcher, but the facts were revealed based on measuring the symptoms that have been owned or testing what will happen. The path analysis technique was used to investigate the pattern of relationships between variables to know the direct and indirect effects between endogenous and exogenous factors. Research results indicated that the exogenous component that had more substantial direct effect on the principal's work motivation was the innovative behavior of the principle, interpersonal communication abilities, and the relatively less influential variable was the school's organizational culture. Meanwhile, exogenous characteristics that had more substantial direct effect on the success of school principals are the school's organizational culture, the principal's work drive, innovative conduct and the lowest interpersonal communication abilities.

Keywords: Impact; Factor; Influence; Performance; Headmaster.

A. Introduction

Elementary school is a formal educational institution that organizes education to function as a basis for instilling values, attitudes, and a sense of beauty and providing students essential knowledge, ability to read, write, and arithmetics.

The notion of education (UU SISDIKNAS No. 20 of 2003) "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself and the community, nation and state".

In this regard, educational institutions must have a sound education system (Fathurrohman, 2015). A good education system is when an institution has clear goals, careful planning, regular coordination, professional leaders, well-maintained cooperation and highly disciplined supervision and evaluation of work (Harmen et al., 2023). In its implementation, it is necessary to involve all the components. No matter how small the capacity, it still has a vital role in the success of achieving goals (Asrial et al., 2022; Harmen et al., 2023). Therefore, elementary schools carry out three missions: the educational process, the socialization process, and the transformation process. To achieve these educational goals, education needs to be organized and directed.

Performance is the result of the work of a person or group of people in an organization with their respective authorities and responsibilities to achieve organizational goals legally, not breaking the law, and by morals and ethics (Kemal & Setyanto, 2017). A person's performance affects how much they contribute to the organization for improving the performance of individuals and groups, being the centre of attention in efforts to improve organizational performance (Nawawi, 2006).

Performance is a series of work behaviors that contribute positively and negatively to achieving organizational goals (Colquitt & Wesson, 2009). According to Gibson et al. (1996), performance results from work related to organizational goals such as quality, efficiency and other criteria of effectiveness.



The Director General of GTK (2017) states that a person's performance is always related to the routine tasks he does and has specific specifications/ criteria in carrying them out so that this can be measured. The natural form of the principal's performance is to carry out management functions, namely planning (planning), organizing (organization), implementing (actuating), and supervision (controlling).

The principal as a leader must be able to (1) encourage the emergence of a strong will with enthusiasm and confidence in teachers, staff and students in carrying out their respective duties; (2) provide guidance and direct teachers, staff and students, as well as providing encouragement, spurring and standing in front for progress and providing inspiration in achieving goals. The main tasks of the school principal to develop the school are: (1) compiling and or perfecting the school's vision, mission and goals; (2) arranging the school organizational structure; (3) preparing a medium-term work plan and annual work plan; (4) compiling school regulations; and (5) developing a management information system (Nasional, 2011; Fatonah et al., 2022).

School is a moving organization in the field of education within the framework and goals of national education. As a school organization, it has a goal to be achieved, from curricular and institutional goals to national education goals that the government has determined. To achieve these national education goals, school personnel, from the principal to the school guard responsible for carrying out their daily duties, are needed. Performance is an essential factor in achieving organizational goals, so organizational behavior studies place performance as a measure of success in achieving goals or calculating final results (countable outcomes).

According to Gibson et al. (2006), performance is influenced by 3 (three) groups of variables, namely: (1) individual variables include abilities and skills, mental and physical in understanding the curriculum, background (family, social level, experience), and demographics (age, ethnicity, gender). (2) Organizational variables include leadership resources (in this case, providing supervision services), rewards, structure, and job design. (3) Psychological



variables include perceptions, attitudes, personality, learning, motivation, job satisfaction, and work climate. In this case, the principal as a leader must serve, help, encourage, foster and supervise all components and elements in the unit education to improve the quality of education. It also aims to determine the level of success of learning carried out by the teacher on students (Sriyanto, 2021; Sasmita et al., 2023).

Performance in the school organization is the answer to the success or failure of the goals set by the school. Performance is a result in which the people and resources in the organization jointly bring the final result based on the quality level and standards that have been set. Performance can be interpreted as a description of the level of achievement of the implementation of an activity program or policy in realizing the organization's goals, objectives, mission, and vision contained in its strategic plan (Fadillah & Istikomah, 2021).

In line with that, the organization is a rational coordination of the activities of several people to achieve some common goals through the division of work and functions as well as each other's responsibilities. Organizations have a goal to meet their needs (Supriyanto, 2023). Therefore, schools expect principals to excel and create conducive situations and conditions so that teachers will not experience burnout, boredom, and lazy work, which results in decreased performance.

Many factors affect the performance of school principals. The factors that influence performance empirically are known as the "Integrative Model of Organizational Behavior". These factors include (1) job satisfaction, (2) stress, (3) motivation, (4) trust, fairness, and ethics, and (5) learning and decision-making. The variables that affect performance are (1) organizational culture, (2) organizational structure, (3) leadership style and behaviour, (4) leadership power and influence, (5) team process, (6) team characteristics, (7) cultural values and personality, and (8) abilities (Colquitt & Wesson, 2009).

Based on data from the Provincial Education Office North Sumatra Labuhan Batu Regency in June 2019, the number of state elementary schools in Labuhan Batu Regency is 219. Among 219 State Elementary Schools, only 33 have accredited A. The research results have explained that the improvement

in the performance of State Elementary School heads was determined by the ability to foster collaboration with other parties. The results of this study confirm that school principals' ability to foster collaboration with other parties is in the low category. The success of the principal in building good cooperation will have a positive impact on the principal. One of the impacts is that if the principal faces a problem, the principal will receive support from other parties (Aghniya, 2017; Amaly et al., 2023).

The performance of elementary school principals in Labuhan Batu Regency, based on reports on the results of monitoring and evaluating the implementation of the main tasks and functions of elementary school principals, still needs to improve. However, based on each function as an Educator, Manager, Administrator, Supervisor, Leader/ Leader, Innovator, and Motivator can be seen in Table 1 below.

Table 1. Results of monitoring and evaluation of the duties and functions of school principals in the Regency Labuhan Batu school year 2019/2020

Implementation of Duties	Category (%)		
	Good	Currently	Less
<i>Educator</i>	12	39	61
<i>Manager</i>	15	38	57
<i>Administrator</i>	12	25	73
<i>Supervisor</i>	12	46	52
<i>Leader</i>	11	37	62
<i>Innovator</i>	14	47	49
<i>Motivator</i>	11	33	66

Source. Processed from reports on the results of monitoring and evaluation of school principals at the Labuhan Batu Regency education office.

The diversity of school principals' performance, as shown in Table 1 above, suggests that this can occur due to several diverse factors, including organizational culture, interpersonal communication, innovative behavior, and principals' work motivation. The problems that school principals often face are very natural because our current education system is decentralized. Education during decentralization was different from centralization. During the decentralization period, the task of the school principal became more difficult (Muzakar, 2014; Tabrani ZA et al., 2023).



In the implementation of education, the community is involved in educational efforts. This causes the principal's responsibilities to become more and more extensive. The school principal's assessment is excellent and capable if he can advance the school and accommodate interests related to the surrounding community (Idriss & Hamzah, 2021). The principal has the task of managing the school so that it can cooperate and have close relations with the community. The principal must inspire teachers and school staff to work well, build a vision, mission, welfare, and relationships with school staff and students, and help develop the curriculum (Ananda, 2021; Faisal et al., 2021).

Based on a preliminary study conducted in January 2019 of 69 State Elementary School heads in three districts in Labuhan Batu Regency, Province North Sumatra, namely: North Rantau District 19 school principals, West Bilah District 24 school principals, and Pangkatan District 26 school principals, problems were found in the performance of State Elementary School principals, namely.

Table 2. Performance of state elementary school principals in Labuhan Batu Regency

No.	Description	Number of Principals of State Elementary Schools	Percentage
1.	The school principal is not working hard.	37	54%
2.	Principals do not provide the best service to teachers and students.	29	42%
3.	The principal's work responsibilities are low.	39	56%
4.	The discipline level of the principal is low.	32	46%
5.	The principal's desire for achievement and self-development is low.	38	55%

From the data obtained, it can be shown that: (1) elementary school principals do not work seriously (54%), indicated by the amount of school principals' work that needs to be done optimally, such as monitoring teachers at work. (2) Elementary school principals do not provide the best



service to teachers and students (42%), shown by the lack of supervision and supervision by school principals for teachers, such as there are still many teachers who teach not by the contents of the Learning Program Plan (RPP), do not have a teaching guide book apart from the book distributed by the school. (3) The work responsibility of the elementary school principal is low (56%), indicated by the fact that many of the principal's tasks still need to be carried out as they should. (4) The discipline level of elementary school principals is low (46%), indicated by the low attendance rate of principals in the school environment. (5) The desire to achieve and develop oneself is still low (55%), indicated by the low desire of school principals to continue their education due to age, being busy with side jobs to support their economic life, lack of time, and long distances.

The negative impacts that arise as a result of the poor performance of the school principal are: (1) The principal does not work seriously, (2) The principal does not provide the best service, (3) The principal's work responsibilities are low, (4) The level of discipline the principal is low, and (5) the desire of the principal in achievement and self-development is still low. The positive impacts of school principals who have good performance are: (1) Work seriously, (2) Proud of their profession and position, (3) Proactively improve themselves by the vision, mission and goals of the school, (4) Always maintain the good name of the school, and (5) Always try to provide the best service to the institution.

Many factors are predicted to affect the performance of elementary school principals in Labuhan Batu Regency. Based on the description of the background of the problem, the basis of this research is how the impact and factors that influence the central performance of the Labuhan Batu Regency Elementary School Principals, especially the variables of organizational culture, interpersonal communication, innovative behaviour, work motivation, and the performance of the Elementary School Principals.

B. Method

The type used in this research is quantitative research with ex post facto research. Namely, the variables studied are not controlled and



manipulated by researchers, but facts are revealed based on measuring symptoms that have been owned or testing what will happen. Kerlinger (1986) provides a limitation that non-experimental researchers are systematic empirical studies in which scientists cannot directly control the independent variable because its manifestation has appeared or because of its natural fact that the variable masks the possibility of manipulation. Path analysis is used to analyze one variable with other variables.

Path analysis requires a significant form of linear regression relationship between variables. According to Riduan (2013), path analysis is used in analyzing patterns of relationships between variables to know the direct effect of a set of causative variables (exogenous variables) on a set of effect variables (endogenous variables).

Further, Sugiyono (2013) explained that path analysis models are divided into three types, namely: (1) correlated path models (correlation path models), (2) mediated path models, and (3) independent path models (free path model). The type of model in this study is the mediated path model. This study analyzes the effect of one variable on other variables, namely Organizational culture, Interpersonal communication, work motivation, and school principal performance.

This research was conducted by choosing a place based on the existing problems in the State Elementary School in Labuhan Batu Regency. The studies that will be examined in this regard are (1) The direct and positive influence of organizational culture on work motivation; (2) the direct and positive influence of interpersonal communication on work motivation; (3) The direct and positive influence of innovative behavior on work motivation; (4) The direct and positive influence of organizational culture on the performance of school principals; (5) The direct and positive influence of interpersonal communication on the performance of school principals; (6) The direct and positive influence of innovative behavior on the performance of school principals; (7) The direct and positive influence of work motivation on the performance of school principals.

The research sample is part of the population taken as a data source and can represent the entire population. About the research sample, Arikunto (2019) states that if there are fewer than 100 research subjects, it is better to take all of them, so the research is a population study. Furthermore, if the subject is large, it can be taken between 10%-15% or 20%-25% or more. Considering this opinion, because the total population is more than 100 people, the sampling in this study used a random sample (random sampling). While the sampling technique uses the formula from Slovin in Riduwan (2012) with the formula.

$$n = \frac{N}{1+(N \cdot d^2)} \quad n = \frac{N}{1+(N \cdot d^2)}$$

Information.

N = Sample size

N = Population

d = degree of error

Based on the Slovin formula, for a population of N= 219 and a degree of error d of 0.05, the number of samples is.

$$\begin{aligned} n &= \frac{219}{1+(219 \times 0,05^2)} \\ &= \frac{219}{1,5475} \\ &= 142 \end{aligned}$$

The populations in this study were the principals of State Elementary Schools in Labuhan Batu Regency, totaling 219 schools. Thus, the total reachable population in this study was 219 school principals consisting of nine (9) Regency Table 3 follows.

Table 3. Distribution of principals in each regency

No.	Regency name	Number of Principals
1.	Rantau Utara	25
2.	Bilah Hulu	35
3.	Panai Tengah	23



No.	Regency name	Number of Principals
4.	Panai Hilir	23
5.	Bilah Barat	24
6.	Bilah Hilir	24
7.	Rantau Selatan	19
8.	Pangkalan	24
9.	Panai Hulu	22
Amount		219

In this study, the technique used was in the form of a closed questionnaire. Research data on school principals' performance variables, organizational culture, interpersonal communication, and work motivation was used in closed questionnaires. This form is suitable when research generally emphasises group responses; the time needed to respond is relatively short. It forms subjects in interpreting the items proposed to reduce misinterpretation and make it easier to score results (Hardjana, 2001).

The path analysis technique is used to analyze the pattern of relationships between variables to know the direct and indirect effects between endogenous and exogenous variables. Path analysis can be used because of the assumptions (a) the relationship between variables is linear, (b) the system of causal directions is not reciprocal, (c) the minimal endogenous variables in the interval and ratio measurement scales, (d) use probability sampling, (e) the measurement instruments are valid and reliable, and (f) the analyzed model is correctly specified based on the relevant theories and concepts.

C. Result and Discussion

1. Result

- a. Organizational culture positively affects the Principal's Work Motivation at State Elementary School Labuhan Batu Regency.

Organizational culture has a positive direct effect on the work motivation of elementary school principals in Labuhan Batu Regency, meaning that if the organizational culture improves, it will increase the work motivation of the principals. This is based on testing the hypothesis with a path coefficient $\rho_{41} = 0.225$ and $t = 2.476$ with a significance level of 0.014 (the hypothesis is accepted if the significance level is $\text{count} < 0.050$) so that the

direct effect of organizational culture on the work motivation of school principals is 0.051.

This coefficient value implies that an increase of 1 unit of the organizational culture variable will increase the work motivation variable by 0.051 units, assuming the other variables are considered constant. This shows that the influence of organizational culture on the work motivation of school principals is 5.1%. Based on the path coefficient values obtained in sub-structure 1, it can be concluded that the influence of organizational culture variables on work motivation is minor compared to other exogenous variables (interpersonal communication and innovative behavior).

This shows that the higher the organizational culture in State Elementary School Labuhan Batu Regency, the higher the work motivation of the principal. On the other hand, if the organizational culture is low, it will reduce the level of work motivation of school principals. So, the changes (low or high) in the work motivation of the principal of State Elementary School Labuhan Batu can be determined by the high or low values of the organizational culture at State Elementary School Labuhan Batu.

An excellent organizational culture is hoped to create an atmosphere of comfort at work, ultimately increasing the principal's motivation to improve the expected performance at State Elementary School Labuhan Batu.

b. Interpersonal Communication directly affects the Principal's Work Motivation at State Elementary School Labuhan Batu Regency.

Interpersonal communication of school principals has a positive direct effect on the work motivation of the principal of State Elementary School in Labuhan Batu Regency, meaning that if the interpersonal communication of the principal gets better, it will increase the work motivation of the principal. This is based on testing the hypothesis with a path coefficient $\rho_{42} = 0.227$ and $t = 2.863$ with a significance level of 0.005 (the hypothesis is accepted if the significance level is count < 0.050) so that the direct effect of interpersonal communication on the work motivation of principals at State Elementary School Labuhan Batu Regency is 0.052.



This shows that the higher the interpersonal communication of the principal at State Elementary School Labuhan Batu Regency, the higher his work motivation. If interpersonal communication is low, it will reduce the level of work motivation. So, the changes (high and low) of the principal's work motivation can be determined by the level of his interpersonal communication.

- c. Innovative behavior positively affects the work motivation of principals at State Elementary School Labuhan Batu Regency.

Innovative behavior has a positive direct effect on the work motivation of the principal at State Elementary School Labuhan Batu Regency, meaning that if the innovative behavior of the principal is improving, it will increase the work motivation of the principal. This is based on testing the hypothesis with a path coefficient $\rho_{43} = 0.263$ and $t = 2.636$ with a significance level of 0.009 (the hypothesis is accepted if the significance level is count < 0.050) so that the direct effect of innovative behavior on the work motivation of principals at State Elementary School Labuhan Batu Regency is 0.069.

This shows that the more innovative the behavior of State Elementary School principals in Labuhan Batu Regency is, the higher their work motivation. On the other hand, if innovative behavior is low, it will reduce the motivation to work. So, the changes (significant or low) in the work motivation of the State Elementary School principal in Labuhan Batu Regency can be determined by the high or low level of the innovative behavior of the State Elementary School principal.

Improving the innovative behavior of school principals can be done using: having opportunities to explore processes, involving behavior to seek support and building coalitions, implementing (thinking, evaluating and applying) creative ideas to things, paying attention to perfecting ideas, solutions, opinions, and reviewing and generating concepts for development purposes. By applying good innovative behavior to the work motivation of the principal, it is hoped that it will improve the organization's running

(school), ultimately leading to even better performance of the principal at State Elementary School in Labuhan Batu Regency.

- d. Working on motivation has a positive direct effect on the performance of principals in State Elementary School Labuhan Batu Regency.

Working on motivation has a positive direct effect on the performance of principals in State Elementary School Labuhan Batu Regency, meaning that if the principal's work motivation improves, it will improve the principal's performance. This is based on testing the hypothesis with a path coefficient $\rho_{54} = 0.242$ and $t = 3.261$ with a significance level of 0.001 (the hypothesis is accepted if the significance level is count < 0.050) so that the direct effect of work motivation on the performance of school principals in State Elementary School Labuhan Batu Regency is 0.059.

This shows that the higher the work motivation of State Elementary School principals in Labuhan Batu Regency, the higher their performance. If the motivation is low, it will reduce the level of performance. So, changes (low or high) in the performance of school principals in State Elementary School Labuhan Batu Regency can be determined by the level of work motivation of the State Elementary School principal.

The principal's work motivation makes the principal work to do something by achieving success, completing tasks that require effort and skill, and doing something meaningful to produce satisfying work. This situation shows that the principals performance is excellent. Work motivation causes the principal to continue to be enthusiastic and struggle to carry out his duties and responsibilities, influencing him to do the right things in the right way.

Someone can be motivated to do a better job because of encouragement from within (intrinsic) and outside (extrinsic). This encouragement becomes a synergy so that someone wants to work hard to carry out the task given to him. Improving performance through work motivation can be done by increasing trying to face risks, the desire to overcome problems, the desire to succeed in completing tasks, completing tasks well and trying to be



recognized for their work. Based on this description, work motivation is suspected to have a direct positive effect on the performance of school principals at State Elementary School Labuhan Batu Regency.

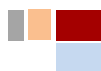
- e. Interpersonal Communication directly affects the performance of Principals in State Elementary School Labuhan Batu Regency.

Interpersonal communication has a positive direct effect on the performance of state elementary school principals in Labuhan Batu Regency, meaning that if the principal's interpersonal communication improves, it will improve the principal's performance. This is based on testing the hypothesis with a path coefficient $\rho_{52} = 0.161$ and $t = 2.261$ with a significance level of 0.025 (the hypothesis is accepted if the significance level is count < 0.050) so that the direct effect of interpersonal communication on the performance of school principals in State Elementary School Labuhan Batu Regency is 0.026.

This shows that the higher the interpersonal communication ability of the principal at State Elementary School Labuhan Batu Regency, the higher his performance will be. On the other hand, if the interpersonal communication skills are low, the level of performance will be lower. So, the changes (high and low) in the principal's performance can be determined by the level of interpersonal communication.

- f. Innovative behavior has a positive direct effect on the performance of principals at State Elementary School Labuhan Batu Regency.

Innovative behavior has a positive direct effect on the performance of school principals in State Elementary School Labuhan Batu Regency, meaning that if the innovative behavior of the principal is improving, it will improve the principal's performance. This is based on testing the hypothesis with a path coefficient $\rho_{53} = 0.203$ and $t = 2.272$ with a significance level of 0.025 (the hypothesis is accepted if the significance level is count < 0.050) so that the direct effect of innovative behavior on the performance of school principals in State Elementary School Labuhan Batu Regency is 0.041.



This shows that the more innovative the behavior of state elementary school principals in Labuhan Batu Regency is, the higher their performance. On the other hand, if the innovative behavior is low, it will reduce the level of performance. So changes (low or high) in the performance of school principals at State Elementary School Labuhan Batu Regency can be determined by the level of innovative behavior of the State Elementary School principal.

- g. Working on motivation has a positive direct effect on the performance of principals in State Elementary School Labuhan Batu Regency.

Working on motivation has a positive direct effect on the performance of principals in State Elementary School Labuhan Batu Regency, meaning that if the principal's work motivation improves, it will improve the principal's performance. This is based on testing the hypothesis with a path coefficient $\rho_{54} = 0.242$ and $t = 3.261$ with a significance level of 0.001 (the hypothesis is accepted if the significance level is count < 0.050) so that the direct effect of work motivation on the performance of school principals in State Elementary School Labuhan Batu Regency is 0.059.

This shows that the higher the work motivation of State Elementary School principals in Labuhan Batu Regency, the higher their performance. On the other hand, if motivation is low, it will reduce the level of performance. So, changes (low or high) in the performance of school principals in State Elementary School Labuhan Batu Regency can be determined by the level of work motivation of the State Elementary School principal.

2. Discussion

First, this study supports the theory used as the basis for model submission theoretical research variables, namely Colquitt et al. (2014) and the model Path-Goal Theory from Luthans (2012), which explains that organizational culture influences a person's motivation (Muhammad, 2016). This study's findings align with the results of Koesmono's research (2005) that organizational culture influences employee motivation (Li, 2008).



Organizational culture is every employee's beliefs, attitudes and daily behavior in implementing his job inside an organization according to regulations. Every employee has different characteristics and interests. This difference can sometimes hurt the organization if not managed properly. Therefore, an organization must have shared values without prioritizing individual interests or character. These espoused values can be reflected in daily behaviour in the organization. With these shared values (provisions), the organization's interests are above individual interests.

Even so, shared values must be able to facilitate individual interests. So that everyone involved in the organization will be motivated to do their best in their place of work and activities. In addition, efforts can be made to increase the motivation of school principals (in this case, work motivation), one of which is by increasing all dimensions of organizational culture, namely a sense of kinship, mutual respect, concern for others, and increased discipline within the organization.

Second, this research is supported by the theory of the Organizational Behavior Integrative Model by Colquitt et al. (2014), which revealed that ability influences motivation. One-of-a-kind ability is interpersonal communication skills. In this theory, interpersonal communication skills can affect work motivation. Gibson et al. (2012: 446) explained that interpersonal communication is a primary part of managerial communication tools; on any given day, over three-quarters of managers' communications were face-to-face. Interpersonal communication is direct and face-to-face communication using oral language in verbal and nonverbal dialogue and interactive communication. Good communication is communication that is successful in equating perceptions of the meaning of the message conveyed (Soleh, 2023).

Successful communication conveys information, feelings and touches given and received by the people who communicate. Interactive interpersonal communication occurs when social differences, such as education level, economic status, gender, age and other factors, can be bridged. Interpersonal communication will be more effective if it uses good verbal and non-verbal language.



Improving the interpersonal communication of school principals can be done through having good information clarity, being open to all matters related to the organization, having the same perception with teachers, establishing familiarity with various parties and being able to get optimal feedback about the influence of messages on oneself communication with their subordinates. Good interpersonal communication will trigger a smooth communication process, which will then provide comfort in working and increase the work motivation of the principal at State Elementary School Labuhan Batu Regency.

Third, Leadership: Styles and Behavior affect motivation. One form of behaviour is the innovative behaviour of the school principal. In this theory, the innovative behavior of school principals can affect work motivation (J. Colquitt, Lepine, & Wesson, 2014). Kleysen & Street (2001: 43) defines innovative behavior as a whole of individual actions that lead to emergence, introduction and profit throughout the organization. Something new includes the development of new product ideas or technologies, changes in administrative procedures aimed at improving work relations, or applying new ideas or technologies to work processes that significantly increase their efficiency and effectiveness (Kleysen & Street, 2001). Furthermore, McGuirk, Lenihan, and Hart (2015: 84) define innovative work behavior as creating business models, management techniques, strategies and organizational structures beyond existing ones.

Inside work motivation is a critical item in improving individual performance. In the absence of motivation at work, individuals will complete work as they please, resulting in poor performance slowing down the attainment of targets within the organization. In motivation, there are three essential elements, namely intensity, direction and persistence. Intensity relates to how hard a person tries; direction refers to the targeted effort, and persistence points to how long a person can maintain his business. With the minimum of these three things, the possibility of achieving the expected performance is also minimal.



Fourth, in line with the theory of Robbins, Stephen P. and Timothy A. Judge (2016), there is a direct influence between organizational culture (organizational culture) with performance (performance) and job satisfaction (satisfaction) (Prasetyo, 2018). This research also aligns with the Model Path-Goal Theory from Luthans (2012), which says there is an indirect influence between the environments (organizational culture) and performance through perceptions of motivation. The cultural issue is essential for an organization because it will always be related to life. Organizational culture is a philosophy, ideology, values, assumptions, beliefs, hopes, attitudes, habits and norms that are shared and binding in a particular community.

Organizational culture refers to a system of shared understanding held by members of an organization that distinguishes the organization from other organizations. Organizational culture is critical because the habits that occur in the organizational hierarchy represent the behavioral norms followed by members of the organization. A productive culture is a culture that can make the organization more robust, and organizational goals can be accommodated.

Principals who understand the organization's overall values will make these values an organizational personality. These values and beliefs will manifest into daily work behaviour so that it will become individual performance. Supported by existing human resources, systems and technology, company strategy and logistics, each good individual performance will also lead to good organizational performance.

Fifth, supported by the theory of the MARS model, according to McShane and Glinow (2000), ability (the principal's interpersonal communication skills) has a direct effect on behaviour (attitudes) and results (results/ performance). The theory of behavior and performance also supports this. According to Gibson et al. (1996), abilities and skills (ability to communicate interpersonal principles) directly affect performance. In theory, Colquitt et al. (2014) say that ability (the principal's interpersonal communication skills) indirectly affects performance through work motivation.



Interpersonal communication is direct and face-to-face communication using oral language in verbal and nonverbal dialogue and interactive communication. Good communication is communication that is successful in equating the perception of the meaning of the message conveyed. Successful communication conveys information, feelings and touches given and received by the people who communicate. Kreitner and Cassidy (2012) said that the success of communication is determined by the effectiveness of conveying messages and the effectiveness of listening or receiving messages; the communication strategy primarily determines this success.

There are three requirements must be possessed by communicators in conducting interpersonal communication to convey information effectively, namely (1) the ability to make the message to be conveyed easy to understand, (2) credibility in the eyes of the recipient and (3) the ability to get optimal feedback about the effect of the message on communication. Interpersonal communication can work as expected with the communicator's fulfilment of the three conditions mentioned above. This is expected to improve individual performance within an organization.

Improving the interpersonal communication of school principals can be done through having good information clarity, being open to all matters related to the organization, having the same perception with teachers, establishing familiarity with various parties and being able to get optimal feedback about the influence of messages on oneself communication with their subordinates. Good interpersonal communication will trigger a smooth communication process, which will then smooth out the performance of the principal at State Elementary School Labuhan Batu Regency.

This supports the Individual, Team and Organizational Performance Model, according to Wirawan (2013), revealing that creativity/ innovation will improve individual, team and organizational performance. According to Gibson et al. (2006), the theory of behaviour and performance also states that attitude (innovative behaviour) directly influences performance. Furthermore, according to Mathis (2006), the Individual Performance Component Theory states that innovating will directly affect performance.



McGruirk et al. (2015) define innovative work behavior as creating business models, management techniques, strategies and organizational structures beyond existing ones. Aspects of innovative behavior according to Amir (2015: 149), consist of 5 aspects, namely Opportunity Exploration (learning or knowing more about opportunities to innovate), Generativity (appearance of concepts for development purposes), Formative Investigation (paying attention to perfecting ideas, solutions, opinions and reviewing these ideas), Championing (there are business practices to realize ideas) and Application (trying to develop, test and commercialize innovative ideas). When applied correctly, these things can influence the value of innovative behavior, which will later improve an individual's performance (Nurhayati et al., 2019).

The success of an educational institution is very dependent on the managerial ability of the principal because he is a leader in his institution; he must be able to bring his institution towards achieving the goals set, he must be able to see changes and be able to see a better future in global life and can create innovations in the school environment. Innovative behavior of physical and cognitive work activities carried out by school principals in the context of work, both alone and in groups, to achieve a series of tasks needed for developing innovation.

Improving the innovative behavior of school principals can be done using: having opportunities to explore processes, involving behavior to seek support and building coalitions, implementing (thinking, evaluating and applying) creative ideas to things, paying attention to perfecting ideas, solutions, opinions, and reviewing and generating concepts for development purposes. By implementing good innovative behavior, the performance of school principals at State Elementary School Labuhan Batu Regency will be even better. Based on this description, it is suspected that innovative behavior has a direct positive effect on the performance of school principals in State Elementary School Labuhan Batu Regency.

Seventh, in line with the theory of the Integrative Model of Organizational Behavior by Colquitt et al. (2014), which revealed a direct influence between motivation and performance. The Path-Goal Theory model

by Luthan also reveals that perceived motivation directly affects performance. The Overview of Expectancy theory by Armstrong and Baron (1998) also reveals a direct influence between motivation and job performance.

Practising practical work is one form of employee performance in carrying out tasks. This will be realized if employees have high motivation. The emergence of motivation is because of the urge to achieve or realize specific goals that have been set. Motivation is process-oriented and relates to actors, directions, goals and responses received for performance. Employees, as motivated people, if they care about their work, will find better ways to do it and get satisfaction and strength in doing it well. The rewards obtained from this motivation can come from the work itself (Rahmatullah & Azhar, 2020; Fidiastuti et al., 2021).

Someone who has motivation means that he already has the power to gain success in life. Employees who have high motivation will have strong discipline towards the rules that have been made. Obedience to the rules that have been made can be seen in carrying out tasks wholeheartedly, being present on time, caring for the workplace, having high work loyalty and being responsible for work.

The principal's work motivation makes the principal work to do something by achieving success, completing tasks that require effort and skill, and doing something meaningful to produce satisfying work. This situation shows that the principal's performance is excellent. Work motivation causes the principal to continue to be enthusiastic and struggle to carry out his duties and responsibilities, influencing him to do the right things in the right way.

Someone can be motivated to do a better job because of encouragement from within (intrinsic) and outside (extrinsic). This encouragement becomes a synergy so that someone wants to work hard to carry out the task given to him. Improving performance through work motivation can be done by increasing trying to face risks, the desire to overcome problems, the desire to succeed in completing tasks, completing tasks well and trying to be recognized for their work. Based on this



description, work motivation is suspected to have a direct positive effect on the performance of school principals at State Elementary School Labuhan Batu Regency.

D. Conclusion

Someone who has motivation means that he already has the power to gain success in life. Employees who have high motivation will have strong discipline towards the rules that have been made. Obedience to the rules that have been made can be seen in carrying out tasks wholeheartedly, being present on time, caring for the workplace, having high work loyalty and being responsible for work.

Based on the findings in this study, it can be concluded that the exogenous variable that has a more significant direct effect on the principal's work motivation is the principal's innovative behavior (6.9%), followed by the principal's interpersonal communication skills (5.2%) and variables that are relatively more minor influence is the organizational culture of the school (5.1%). While the exogenous variable that has a more significant direct effect on the performance of school principals is school organizational culture (8.9%), followed by the principal's work motivation (5.9%), innovative behavior of school principals (4.1%), and the lowest is the interpersonal communication ability of the principal (4.2%).

In addition, the research findings show that the total direct and indirect effect of school organizational culture on school principal performance is 12.1%. The total direct and indirect influence of the principal's interpersonal communication skills on the principal's performance is 4.1%. The total direct and indirect influence of the principal's innovative behavior on the principal's performance is 6.6%. Furthermore, the total direct influence of the principal's work motivation on the principal's performance is 5.9%. Thus, the total direct and indirect influence between organizational culture, interpersonal communication, innovative behavior and work motivation on the performance of school

principals is 28.7%. The overall total effect is 48.8%, and the rest outside variable organizational culture, interpersonal communication, innovative behavior, and work motivation are 51.2% or other factors.

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