The Effect Of Learning Organization And Leadership Style On Teacher Performance Mediated By Elementary School Teachers' Work Motivation In Kolaka District

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ABSTRACT

This study aims to analyze the influence of Learning Organization and Leadership Style on Teacher Performance, mediated by Work Motivation in Elementary Schools in Kolaka Regency. The research was conducted using a sample of 277 respondents and analyzed using Structural Equation Modeling (SEM). The objectives of this study include analyzing the influence of Learning Organization on Teacher Performance, analyzing the influence of Leadership Style on Teacher Performance, analyzing the influence of Work Motivation on Teacher Performance, analyzing the influence of Learning Organization on Work Motivation, analyzing the influence of Leadership Style on Work Motivation, as well as analyzing the role of Work Motivation as a mediator between Learning Organization and Teacher Performance, and between Leadership Style and Teacher Performance. The results of the study show that Learning Organization has a positive and significant influence on Work Motivation, which in turn enhances Teacher Performance. Leadership Style also proved to have a positive influence on both Work Motivation and Teacher Performance. Additionally, Work Motivation serves as a mediator that strengthens the influence of Learning Organization and Leadership Style on Teacher Performance. This study provides important contributions to human resource development in education, demonstrating that Learning Organization, Leadership Style, and Work Motivation together significantly improve teacher performance. The practical implication of this research is the importance of implementing supportive Learning Organizations and leadership styles to create high work motivation, which will ultimately enhance teacher performance in elementary schools.

Keywords: *Learning Organization, Leadership Style, Performance, Teacher Work Motivation*

1. INTRODUCTION

Changes in human life occur continuously, both at the individual, group, and organizational levels. In facing the challenges of globalization and increasingly tight competition, organizations, including educational institutions, are required to have quality human resources as the main capital in achieving their goals (Siagian, 2002; Minner, 1990). In the context of education, teachers play a very strategic role as the spearhead in producing quality future generations. However, the reality on the ground shows that educational achievements in several regions are still not optimal. Based on the 2023 Education Report data, Kolaka Regency still has several indicators that are relatively low, such as student numeracy skills, the level of teacher participation in training, and teacher participation in the teacher movement program. This condition indicates the need for an in-depth evaluation of various factors that influence the quality of basic education, including teacher performance.

The government through Permendikbudristek Number 09 of 2022 emphasizes that the results of education evaluations must be the basis for formulating policies to improve the quality, access, relevance, and governance of education. One important aspect in improving the quality of education is teacher performance, which is the main indicator of the success of the teaching and learning process. Objective and continuous teacher performance assessments as stipulated in Permennegpan & RB No. 16 of 2009 are an integral part of efforts to develop teacher professionalism. However, the 2021 Kemendikbudristek report shows that the achievement of the target for improving teacher performance and careers is still low, only reaching 25.43% of the national target of 28.40%. This achievement shows that efforts to improve teacher performance have not been fully successful and require a more comprehensive approach.

One of the important factors that influences performance is work motivation. According to Kasmir (2016) and McClelland (1961), motivation is a driving force that influences a person's enthusiasm, creativity, and work productivity. Teachers who are highly motivated tend to show better performance and are better prepared to face professional challenges (Candra et al., 2019; Mulyasa, 2003). In addition to motivation, the principal's leadership also plays a major role in creating a conducive work environment and supporting teacher professional development. The leadership style applied by the principal can form a positive organizational culture, increase teacher enthusiasm, and strengthen commitment to educational goals (Hasibuan, 2005; Hadi, 2015). Transformational leadership style, as developed by Burns and Bass (1985), is considered effective in inspiring and motivating teachers to achieve optimal performance through empowerment, emotional support, and a clear vision (Suwatno, 2022; Yukl, 2010). Therefore, efforts to improve teacher performance in elementary schools need to seriously consider internal factors such as work motivation, as well as external factors such as the principal's leadership style, in order to realize quality and competitive education.

Individual performance in an organization is greatly influenced by work motivation. Motivation is an internal drive that drives someone to work hard to achieve optimal results. Eros (2014) stated that differences in work motivation are the main factor in performance variations between individuals. In the context of education, teacher work motivation is not only determined by personal factors, but also by the conditions of the work environment and the leadership style of the principal. According to Amin (2011) and Rich (1979), leadership style and work environment have an important role in fostering teacher work enthusiasm.

The principal as a formal leader plays a strategic role in directing teachers towards achieving educational goals. In Presidential Regulation Number 62 of 2021 concerning the Revitalization of Vocational Education and Training, the principal is required to be a learning leader who is able to form an organizational culture that supports improving the quality of education. Transformational and transactional leadership styles are two approaches that are often studied in relation to teacher performance. Bass (1999) and Yukl (2013) state that transformational leadership style is able to raise teacher enthusiasm and commitment, while transactional style is effective in providing clarity of tasks and measurable rewards. Hargis (2001) also states that successful leaders are those who are able to adopt both styles flexibly according to the situation.

Along with the dynamic changes in the external environment, schools are also required to become adaptive and innovative learning organizations. Senge (1996) stated that learning organizations are organizations that continue to develop the capacity to create their own future through collective learning. In such organizations, teachers are encouraged to think systemically, innovate, and work together to create meaningful learning solutions. This is in line with the opinion of Csikszentmihalyi (1997) who emphasized the importance of a work atmosphere that supports creativity and freedom of thought.

However, the phenomena that occur in the field indicate serious challenges in school management, especially in Kolaka Regency. Many principals are appointed through a political process, not based on competence or leadership qualifications such as a Teacher Leader certificate or Principal Unique Number (NUKS/NRKS). As a result, there is a mismatch between the role they play and the leadership capacity they have. This has an impact on low teacher work motivation, lack of innovation in teaching, and weak responsibility for their duties and functions as educators.

Previous empirical findings also show mixed results regarding the influence of learning organizations, leadership styles, and work motivation on teacher performance. Some studies show a direct influence, while others emphasize the role of work motivation as a mediating variable (Luthfiana, 2023; Rumijati, 2020; Sumiarsih, 2017; Lazuardi et al., 2023; Prayudi, 2020; Martha et al., 2020). These differences in results indicate a research gap that needs to be explored further.

Based on this background, it is important to conduct research that comprehensively examines the influence of learning organizations and leadership styles on the performance of elementary school teachers, with work motivation as a mediating variable. This research is expected to contribute to the development of leadership strategies and strengthening organizational culture in improving the quality of education, especially in areas that still face leadership and managerial challenges at the elementary school level.

2. LITERATUR REVIEW

Teacher Performance

Performance is an activity carried out by a person in carrying out, completing tasks and responsibilities in accordance with the expectations and goals that have been set (Supardi, 2014). Jennifer & Jones (2002), stated that performance is an evaluation of the results of a person's actions. Cormick & Tiffin (1980), stated that performance is the quantity, quality, and time used in carrying out tasks. Quantity is a result that can be calculated to what extent a person can successfully achieve the goals that have been set. Quality is how a person carries out their duties, namely regarding the number of mistakes made, discipline and accuracy. Working hours are regarding the number of absences made, lateness, and length of service in the year that has been undertaken. Lawler and Porter (1967), stated that performance is a person's success in carrying out tasks. Prawirosentono (1999), stated that performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally, without violating the law, and in accordance with morals and ethics. In general, performance

is defined as a person's success in carrying out a job. According to Robbins (1996), explains performance as a form of work results produced by a person. Performance is used as a basis for assessment or evaluation and a system that is an important force to influence employee behavior. According to Houldsworth and Jirasinghe (2006), performance is related to the quality of behavior that is oriented towards tasks or work where attitudes and behaviors will affect the results achieved by individual performance, the results of a person's performance in the form of behavior, skills or the ability to complete an activity that can be in the form of work processes and work results. Supardi (2014) explains that teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by improving student learning achievement. Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school and describes the existence of an action displayed by the teacher in or during learning activities.

Work Motivation

Motivation comes from the word motive, often interpreted as a driving force that influences the readiness to start doing a series of activities in a behavior (Beck, 1990). In addition, motivation can also be assessed as a driving force that causes people to do something to achieve a goal. In this case, motivation refers to symptoms that involve the drive to act towards a particular goal. The drive is the movement of the soul and body to act. Thus, motive is a driving force that moves humans to behave, and in their actions there are certain goals (Koontz & Weihrich, 1997). Robbins (1989) states that motivation is the willingness to do something and is conditioned by this action ability to satisfy some needs for the individual. lvancevich (2007) motivation is defined as a collection of attitudes and values that precede certain actions of a person that lead to the achievement of goals. Motivation is a psychological process, if you want to improve staff work more successfully, you need to understand psychological processes. In Adair's research (2004), motivation is defined as an inner drive to move forward to achieve a goal, to make progress in a task. Kadarisman (2013) stated that work motivation can be defined as a driver or motivator within a person to want to behave and work diligently and well in accordance with the tasks and obligations that have been given to him. When associated with educators or teachers themselves, it can be concluded that teacher work motivation is a driver or motivator within a teacher to want to behave and work diligently and well in accordance with the tasks and obligations that have been given to him. Intrinsic rewards are more influential in motivating teachers than extrinsic rewards, more often used by teachers who teach students with higher learning achievement, extrinsic rewards are more often used by teachers who teach at schools with low-achieving students (Eric, 1980). Rewards that trigger extrinsic motivation include praise, high grades, or money obtained for doing certain actions (Shiraev and Levy, 2012). Rewards can motivate teachers, need to be triggered so that they are enthusiastic and the principal's function is to provide reinforcement so that achievements can be maintained, improved and deserved for teacher achievements related to the implementation of their duties. Various findings show that non-material rewards have a greater influence in motivating teachers, according to McClelland (1961) behavior directed at achieving achievement, good results or achievement behavior (Thoha, 1983), the desire to work well to achieve self-success (McClelland, 1961).

Leadership Style

A leader is a person who carries out or carries out leadership. While leadership reflects the position of a person or group of people in a certain hierarchy in a formal organization. The leader of the organization certainly has subordinates, who because of their position as leaders have formal power (authority) and responsibility (accountability) (Komba, 2013). Burns (1978), leadership is when someone mobilizes institutional, political, psychological and other resources to arouse, involve and fulfill the motivation of their followers. Bass (1997) states that leadership is a process of directing, influencing and controlling work-related activities such as influencing employee motivation to achieve specific organizational goals. According to Rivai (2008) the definition of leadership broadly includes the process of influencing in determining organizational goals, motivating subordinate behavior to achieve goals, influencing to improve groups and their cultures. In addition, it also influences the interpretation of events of its followers, organizing and activities to achieve goals, maintaining cooperative relationships and work groups, gaining support and cooperation from people outside the group or organization. Tampubolon (2007) leadership broadly includes the process of influencing organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. In addition, it also influences the interpretation of events of its followers, organizing and activities that achieve goals, maintaining cooperation and group or organizational work. According to Terry (2009), leadership is the activity of influencing people to try to achieve organizational goals voluntarily. A leader is someone who has a program and who behaves together with group members by using certain methods or styles, so that leadership has a role as a dynamic force that encourages, motivates and coordinates the company in achieving the goals that have been set (Umam, 2010).

Learning Organization

Senge (1990) Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns'of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. According to Senge (1990), the presence of this Learning Organization is very much needed because in this situation of rapid change only flexible, adaptive and productive individuals can survive. Therefore, organizations need to find how to utilize people's commitment and capacity to learn at all levels. Marquardt (1996) defines

a Learning organization as an organization whose members have high learning abilities and are carried out together to improve performance continuously. The continuous process is carried out from the process of collecting, managing, and applying knowledge for the advancement of the organization. Therefore, Learning organizations can be formed by empowering aspects of Learning, organization, humans, knowledge, and technology. Fiol and Lyles (1985), Learning organizations have the meaning of a process of improving actions through greater knowledge and understanding. This can be interpreted that each individual must always learn to gain knowledge and understanding that will later affect the actions taken in the organization. Huber (1991) added that a Learning organization is a learning entity that processes information so that it can change individual behavior for the better. From this understanding it shows that the results of learning can change individual behavior in an organization for the better. Simply put, a Learning organization is an organization that is skilled in creating, acquiring, and transferring knowledge, modifying its behavior to reflect new knowledge and insights. The individual learning process occurs when members of the organization experience a process of understanding new concepts (know why) which is continued with increasing ability and experience to realize the concept (know how), so that there is a change or improvement in the added value of the organization.
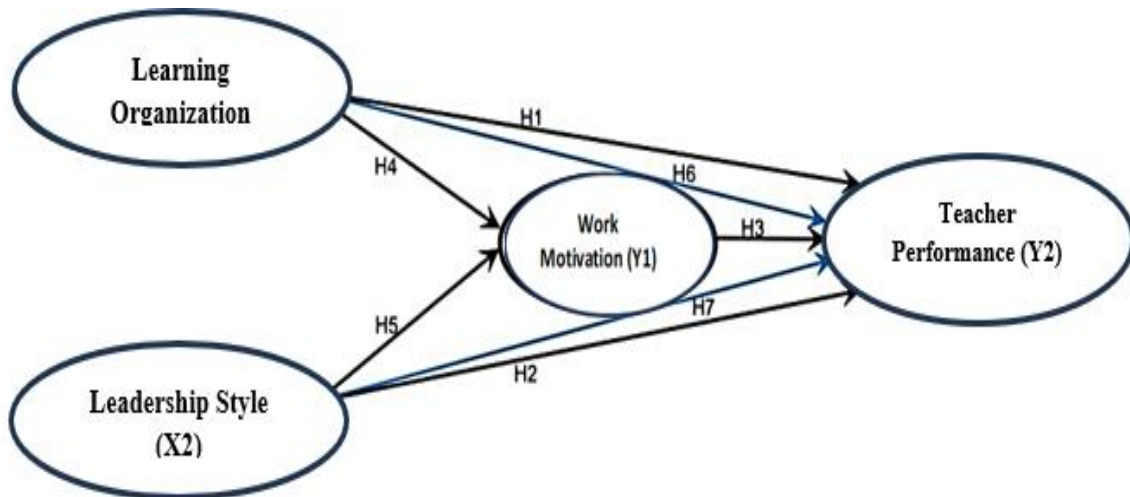

Figure 1 Conceptual Framework

Research Hypothesis

H1: Learning Organizations Have a Positive Influence on Teacher Performance

H2: Leadership Style Has a Positive Influence on Teacher Performance

H3: Motivation has a positive effect on teacher performance

H4: Learning Organization has a positive influence on Work Motivation

H5: Leadership Style Has a Positive Influence on Work Motivation

H6: Learning Organization has a positive influence on Teacher Performance through Work Motivation as a mediating variable

H7: Leadership Style has a positive influence on Teacher Performance through Work Motivation as a mediating variable

3. RESEARCH METHODS

This research was conducted in a State Elementary School located in Kolaka Regency, Southeast Sulawesi Province. Where the data on the number of elementary schools located in Kolaka Regency is 182 elementary schools from 10 sub-districts in Kolaka Regency, both from Elementary School and Madrasah Ibtidaiyah levels. The population in this study were all Elementary School Civil Servant Teachers registered in the Basic Education Data spread across 10 Sub-districts of Kolaka Regency with a total of 903 people, with the number of Group III teachers as many as 642 teachers, and the number of Group IV teachers as many as 261 teachers. The sampling method used in this study was proportionate stratified random sampling, from a population of 903 people and an error rate of 0.05% obtained a sample size of 277 people who would be used as respondents in this study and using the Structural Equation Modeling (SEM) method.

Operational Definition Of Variables

Learning Organization among school teachers can be interpreted as teachers' perceptions of activities or activities that involve them in sharing knowledge, skills, and experiences to improve the quality of teaching and learning in schools.

Leadership style is a teacher's view or assessment of the attitudes, actions, and decisions taken by the principal in leading and managing the school.

Work motivation is a condition that encourages or causes teachers to carry out an action or activity that takes place consciously.

Teacher performance is the work achievement or final result of an activity that has been carried out by a teacher to achieve a goal.

Structural Model Testing

This model also includes goodness-of-fit testing to assess whether the proposed model fits the collected data. Fit indicators such as Chi-Square, RMSEA, GFI, and CFI are used to test the extent to which the model can describe the existing relationship well.

Table 1 Evaluation of Goodness of Fit Indices Criteria

Goodness of Fit Index	Cut-of *Value*	Model Results	Information
Chi-Square	Diharapkan kecil	83,774	Good
Probability	≥ 0,05	0,023	Pretty good
RMSEA	≤ 0,08	0,038	Good
GFI	≥ 0,90	0,957	Good
AGFI	≥ 0,90	0,935	Good
CMIN / DF	≤ 2,00	1,396	Good
TLI	≥ 0,95	0,968	Good
CFI	≥ 0,95	0,975	Good

Source: Processed primary data, 2025

This model shows very good results in terms of fit to the data based on the evaluation of Goodness of Fit Indices. The expected small Chi-Square value (83.774) indicates that the model has a good fit, while Probability (0.023) is still within fairly good limits, although smaller than 0.05. The RMSEA with a value of 0.038 also shows a good fit, with a desired value of ≤ 0.08. The GFI and AGFI indices reached 0.957 and 0.935, respectively, both of which are greater than 0.90, indicating a very good fit. CMIN/DF (1.396) also meets the criteria with a value smaller than 2.00, while TLI (0.968) and CFI (0.975) are each above 0.95, indicating that this model fits the data as a whole. Thus, the results of this evaluation indicate that the model has a good fit.

Hypothesis Testing

The analysis of the direct effect between constructs of the model can be compared to evaluate the influence of each construct on the direct effect which is none other than the coefficient of all coefficient lines with one-ended arrows, the test results of which are presented as follows:

Table 2 Direct Hypothesis Testing

Exogenous Variables	Endogenous Variables	Estimate	S.E.	C.R.	P	Information
Learning Organization	Teacher Performance	0,355	0,09	4,02	0,000	Significant
Leadership Style	Teacher Performance	0,379	0,12	4,00	0,000	Significant
Work Motivation	Teacher Performance	0,387	0,11	3,92	0,000	Significant
Learning Organization	Work Motivation	0,477	0,09	5,00	0,000	Significant
Leadership Style	Work Motivation	0,224	0,11	2,30	0,021	Significant

Source: Processed primary data, 2025

For the mediation or indirect effect, the Sobel computing test was carried out using the Sobel Test of Mediation for Baron

and Kenny (1986) online (online Sobel results attachment) with the following calculation results:

Table 3 Indirect Hypothesis Testing

Influence Between Variables	T-Statistic	Signification (p)	Criteria
Learning Organization > Work Motivation > Teacher Performance	2.58	0,009	Partial Mediation
Leadership Style> Work Motivation> Teacher Performance	2.300	0,021	Partial Mediation

Source: Processed primary data, 2025

Based on tables 2 and 3 above, the following interpretation can be given of the hypothesis proposed in this study:

Hypothesis	Influence between variables	Estimate	p-value	Findings
H_1	Learning Organization → Teacher Performance	0,355	0,000	Significant
H_2	Leadership Style → Teacher Performance	0,379	0,000	Significant
H_3	Work Motivation → Teacher Performance	0,387	0,000	Significant
H_4	Learning Organization → Work Motivation	0,477	0,000	Significant
H_5	Leadership Style → Work Motivation	0,224	0,021	Significant
H_6	Learning Organization → Work Motivation → Teacher Performance	2.58	0,009	Significant (Partial Mediation)
H_7	Leadership Style → Work Motivation → Teacher Performance	2.300	0,021	Significant (Partial Mediation)

Source: Processed primary data, 2025

4. DISCUSSION

The Influence Of Learning Organizations On Teacher Performance

This study shows that Learning Organizations have a positive and significant influence on teacher performance. Organizations that provide training, access to new knowledge, and support the continuous development of teacher skills are able to improve teacher effectiveness in carrying out teaching tasks. Teachers who feel supported by their organization show an increase in the quality of teaching, from planning, implementation, to more objective learning evaluation. This finding is in line with the Learning Organization theory proposed by Senge (1990), which states that organizations that continuously learn will create the capacity to develop, innovate, and improve individual performance in the organization. Respondents in this study showed a positive attitude towards collaboration and self-development as part of the culture of a learning organization. They recognize the importance of having a shared vision, teamwork, and skill improvement to support the achievement of educational goals. An environment that supports collective learning creates opportunities for teachers to share knowledge and learn from each other, which ultimately improves their professionalism in teaching. In the context of human resource management, this is in line with the view of Siagian (2002), who emphasized that individual performance is not only influenced by technical skills, but also by training, work environment, and organizational culture that supports competency development. This finding is also reinforced by previous research. Lutfiana (2023) found that Learning Organization has a significant effect on employee performance, both directly and through work motivation and knowledge sharing. Siallagan (2020) added that the influence of learning organizations on employee productivity occurs through training and competency improvement. On the other hand, Rumijati (2020) revealed that although Learning Organization has a significant effect on performance, work motivation is not always a significant mediating variable, indicating that other factors also play a role. Overall, these results emphasize the importance of the organization's role in creating a learning environment that supports continuous development for teachers, in order to improve their overall performance.

The Influence Of Leadership Style On Teacher Performance

This study shows that leadership style has a positive and significant influence on teacher work motivation. An open,

supportive, and inspiring leadership style can create a conducive work environment, thereby increasing teacher enthusiasm and motivation in carrying out their duties (Siagian, 2002). Transformational leadership style is considered the most effective because it is able to provide clear direction, a strong vision, and inspiration to achieve common goals. Transformational leaders encourage teacher self-development and focus on long-term achievements (Bass, 1985). On the other hand, a transactional leadership style that is oriented towards structure, rewards, and supervision also contributes positively to maintaining teacher work motivation, although with a more limited approach. This finding is in line with the expectancy theory put forward by Vroom (1964), which states that individuals will be motivated if they believe that their efforts will produce the desired results. In this context, a leadership style that provides real rewards and support can increase teacher motivation. Previous research also supports these results. Astamega (2020) found that leadership style influences work motivation, although not directly on performance, which is mediated by organizational culture. On the other hand, Ansyary (2021) and Imron & Suhardi (2019) stated that leadership style has a significant direct influence on teacher and employee performance. The difference in these results shows that leadership style can influence both directly and indirectly, depending on the organizational context and the mediating factors involved. Overall, both transformational and transactional leadership styles have an important role in increasing teacher work motivation. Leaders who are able to provide clear direction, inspiration, and appreciation will encourage teachers to work more enthusiastically and productively. This finding strengthens theories of leadership and human resource management, which emphasize the importance of the role of leaders in creating optimal motivation and performance in educational organizational environments (Siagian, 2002; Bass, 1985; Vroom, 1964).

The Influence Of Work Motivation On Teacher Performance

This study shows that work motivation has a positive and significant influence on teacher performance. Teachers who are highly motivated tend to be more enthusiastic, creative, and committed in carrying out their duties, which has a direct impact on the quality of teaching and student learning outcomes. The three indicators of motivation, the need for achievement, affiliation, and power, contribute to improving performance. Teachers who are motivated to achieve show responsibility and a strong desire to produce optimal performance, while the need for affiliation encourages teamwork, and the need for power supports the ability to lead and manage situations (Siagian, 2002). This finding is reinforced by Herzberg's (1959) two-factor theory, which states that motivators such as achievement and recognition for achievement encourage increased work motivation. In addition, Vroom's (1964) expectancy theory explains that individuals will be more motivated if they believe that their efforts will produce the desired results—in line with teachers' enthusiasm for improving the quality of education. Previous studies also support this finding, as expressed by Maryanto (2019), Ansyary (2021), and Nasrip et al. (2023), which states that work motivation has a direct influence on the performance of teachers and employees, and is even able to mediate the negative impacts of burnout and leadership style. Overall, these results indicate that work motivation plays an important role in improving teacher performance, in line with theories of HR management and motivation in the context of education.

The Influence Of Learning Organizations On Teacher Work Motivation

The results of the study indicate that the Learning Organization has a positive and significant effect on teacher work motivation in Elementary Schools in Kolaka Regency. The better the organization's function in supporting continuous learning, skills development, and knowledge enhancement, the higher the teacher's work motivation. Teachers feel more empowered and motivated to carry out their duties with high enthusiasm when working in a collaborative environment that supports professional growth. Work motivation indicators such as the need for achievement, affiliation, and power show a significant contribution to increasing teacher work enthusiasm. This finding is in line with Siagian's (2002) Human Resource Management theory which emphasizes the importance of motivation in improving employee performance, as well as Herzberg's (1959) two-factor theory and Vroom's (1964) expectancy theory which shows that motivator factors and beliefs about work results can drive motivation. These results are also supported by Handayani's (2021) research, which found that learning organizations increase teacher work motivation, commitment, and performance. Yusnita and Muryati's (2018) research also shows a positive influence of learning organizations on teacher work motivation. This finding is reinforced by the report of the Ministry of Education, Culture, Research and Technology (2021) which emphasizes the importance of creating learning organizations to support teacher career development as part of improving the quality of national education.

The Influence Of Leadership Style On Teacher Work Motivation

The results of the study indicate that Leadership Style has a positive and significant influence on teacher work motivation in Elementary Schools in Kolaka Regency. Leaders who apply a supportive, open, and inspiring leadership style are able to create a conducive work environment and increase teacher work enthusiasm. Transformational leadership style, which emphasizes inspiration, vision, and empowerment, has been shown to contribute the most to motivating teachers to innovate and commit to organizational goals. Meanwhile, transactional leadership style also has a positive influence, especially in terms of providing clear direction and rewards for performance. This finding is in line with the Human Resource Management theory according to Siagian (2002) which states that good leadership creates a positive work climate and increases employee motivation. Bass (1985) also emphasized that transformational leaders can inspire and bring about positive change in the organization. In addition, Vroom's (1964) expectancy theory explains that individuals will be more

motivated if they believe that their efforts will produce the desired results, and a supportive leadership style can strengthen this belief. Handayani's (2021) research supports this finding by showing that transformational leadership style increases teacher work motivation and performance. Similarly, Klein's (2023) research revealed that transformational leadership style is related to intrapreneurial behavior, indicating that visionary leadership can encourage creativity and innovation among teachers. This finding underscores the importance of effective leadership style in improving teacher motivation and performance in education.

The Influence Of Learning Organization On Teacher Performance Through Work Motivation As A Mediating Variable

This study shows that Learning Organization has a positive and significant effect on Teacher Performance, with Work Motivation as a mediating variable. Learning Organization among teachers reflects a culture of sharing knowledge, skills, and experiences that support personal development and collaboration in the educational environment. The average value of 3.81 on this variable indicates that teachers have a positive perception of continuous learning, which ultimately has an impact on increasing their motivation and performance. Teacher work motivation is proven to have a significant effect on performance, where motivated teachers show enthusiasm, creativity, and commitment in carrying out their duties. The Need for Achievement indicator obtained the highest score, describing the strong drive of teachers to achieve optimal results, followed by the need for affiliation and power which also contribute positively to performance. This finding is in line with the Human Resource Management theory of Siagian (2002) which states that motivation derived from appreciation, self-development, and the work environment supports individual performance. Herzberg (1959) also emphasized the importance of intrinsic motivators such as achievement and self-development in improving performance. Meanwhile, Vroom (1964) in Expectancy Theory asserts that individuals will be more motivated if they believe that their efforts will bring the desired results, which is relevant in the context of teachers who feel appreciated for their efforts in teaching. Lutfiana's (2023) research also supports this result by showing that learning organizations affect employee performance by increasing work motivation. Thus, it can be concluded that the formation of a work environment that supports learning and internal motivation is very important in encouraging optimal teacher performance.

The Influence Of Leadership Style On Teacher Performance Through Work Motivation As A Mediating Variable

This study shows that Leadership Style has a positive and significant effect on Teacher Performance, with Work Motivation as a strong mediating variable. Transformational and transactional leadership styles applied by school leaders are able to increase teacher work motivation, which in turn encourages their performance improvement. The average value of 3.87 on the leadership style variable indicates a positive tendency towards an effective leadership style, with the transformational style being the most dominant, characterized by providing inspiration and clear direction towards organizational goals. Meanwhile, the transactional style remains relevant by providing structure and performance-based rewards. Teacher Work Motivation also shows a high level, with an average value of 3.99 and the Need for Achievement indicator obtaining the highest score of 4.06, indicating that teachers are highly motivated to provide optimal performance. This finding is in line with the Human Resource Management theory of Siagian (2002), which emphasizes that supportive and communicative leadership can increase employee work motivation. Vroom (1964) through Expectancy Theory also emphasized that individuals will be more motivated if they believe that their efforts will pay off, while Bass (1985) through Transformational Leadership Theory stated that inspiring leaders can drive positive change in organizations. Support for these results was also found in the research of Siregar, Tanjung, and Sabrina (2024) which showed that work motivation mediates the relationship between leadership style and employee performance, as well as the research of Fahlefi et al. (2023) which showed that transformational leadership style affects performance both directly and through motivation and job satisfaction. Although different from the findings of Lazuardi, Arafah, and Suharjo (2023) who found no significant mediation in the context of lecturers, this study confirms that in teachers, work motivation plays an important role as an intermediary in the relationship between leadership style and performance.

5. CONCLUSION

After analyzing the research results and explaining the discussion, the conclusions in this study are as follows: Learning Organizations have a positive and significant effect on Teacher Performance. Organizations that support continuous learning and provide access to needed resources have a positive effect on Teacher Performance. Leadership Style has a positive and significant effect on Teacher Performance. Leaders who have a clear, supportive, and communicative leadership style have a direct effect on teacher performance. Work Motivation has a positive and significant effect on Teacher Performance. Work Motivation has a direct effect on Teacher Performance. Learning Organizations have a positive and significant effect on Work Motivation. This means that the better the organization as a learning organization, the higher the work motivation of teachers. Leadership Style has a positive and significant effect on Work Motivation. A positive and supportive leadership style, such as open and communicative leadership, has a direct effect on teacher work motivation. Work Motivation acts as a mediator between Learning Organizations and Teacher Performance. This means that although learning organizations can directly influence teacher performance, this influence becomes stronger through increased work motivation. Work Motivation also mediates the relationship between Leadership Style and Teacher Performance. Although good leadership

style has a direct influence on teacher performance, the influence is strengthened through higher motivation. Supportive and communicative leadership style increases teachers' work motivation, which then contributes to improving their performance. For the development of further research models, the addition of Job Satisfaction variables is very relevant to understand the factors that influence Teacher Performance in Elementary Schools in Kolaka Regency. Teacher job satisfaction, which includes aspects such as principal support, relationships with colleagues, adequate facilities, and a conducive school environment, plays an important role in improving their motivation and performance.

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