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The Influence of Principal Leadership, Organizational Culture, Teacher Competence, and Work Motivation on the Performance of Private Vocational School Teachers in Bekasi Regency

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Abstract: This research is motivated by the importance of teachers as key actors in determining the quality of education, particularly in private Vocational High Schools (SMK), which are characterized by competency-based learning and the need for direct connections to the industrial world. In Bekasi Regency, as one of the largest industrial areas in Indonesia, private vocational schools are expected to produce competent, adaptive, and work-ready graduates. However, various indicators indicate that the performance of private vocational school teachers in Bekasi Regency is still suboptimal. This condition is reflected in student learning outcomes, readiness for skills competency tests, and the gap in quality between private and public vocational schools. This low teacher performance cannot be separated from various interrelated managerial and individual factors, so a comprehensive empirical study is needed to identify the determining factors. Theoretically and empirically, teacher performance is influenced by a combination of leadership factors, the organizational environment, professional capacity, and individual psychological conditions. In the context of educational management, the principal's leadership plays a strategic role in directing, motivating, and empowering teachers to perform optimally in accordance with the school's vision and mission. Furthermore, a strong and positive school organizational culture is believed to foster a strong work ethic, loyalty, and commitment to the institution. Furthermore, teacher competencies, including pedagogical, professional, social, and personality competencies, are key prerequisites for an effective learning process. Work motivation also serves as an internal driver that determines the level of enthusiasm, dedication, and responsibility of teachers in carrying out their professional duties. An imbalance in any of these factors has the potential to reduce teacher performance and impact the quality of vocational school graduates. Based on these problems, this study aims to analyze and empirically test the influence of principal leadership, organizational culture, teacher competency, and work motivation on the performance of private vocational high school teachers in Bekasi Regency, both partially and simultaneously. This study also aims to develop a comprehensive and contextual conceptual model of teacher performance management in accordance with the characteristics of vocational education. Thus, the results of this study are expected to not only provide theoretical contributions to the development of educational

management science, but also provide practical recommendations for policymakers, principals, and educational foundation managers. This study uses a quantitative approach with an explanatory research type, which aims to explain the causal relationship between the research variables. The independent variables in this study include principal leadership, organizational culture, teacher competence, and work motivation, while the dependent variable is teacher performance. The study population was all private vocational high school teachers in Bekasi Regency, with the sample determined using a sampling technique adjusted to the population characteristics and the needs of statistical analysis. Data were collected through a closed questionnaire using a Likert scale that has been tested for validity and reliability. Data analysis was carried out using multiple linear regression or Structural Equation Modeling (SEM) based on Partial Least Square (PLS), to obtain an accurate picture of the strength and direction of influence between variables. The expected outcome of this study is empirical evidence that principal leadership significantly influences teacher performance, both directly and through the creation of a conducive work climate and organizational culture. Effective leadership, particularly transformational, instructional, and participatory leadership, is believed to be able to increase teacher work motivation, strengthen professional commitment, and encourage continuous competency improvement. A positive organizational culture is expected to play a role in building the values of cooperation, responsibility, and innovation, which ultimately lead to improved teacher performance. Teacher competency is expected to have a direct influence on learning effectiveness, while work motivation functions as an internal driver that strengthens the implementation of these competencies in daily teaching practice. Theoretically, this research is expected to enrich the body of knowledge in educational management, particularly in developing human resource management models in vocational schools. This research integrates the variables of leadership, organizational culture, competency, and work motivation into a coherent conceptual framework to explain teacher performance. The research findings are expected to serve as a reference for future research examining educator performance using a multidimensional, local context-based approach. Practically, the results of this study are expected to provide strategic implications for principals and managers of private vocational schools in designing policies to improve teacher performance. Principals can use the results of this study as a basis for developing a more participatory leadership style oriented toward teacher professional development. Foundations and education offices can utilize the findings of this study to formulate competency development programs, reward systems, and strengthen sustainable school organizational culture. Thus, improving teacher performance is not solely seen as an individual responsibility, but as the result of a synergy between managerial policies, the organizational environment, and personal motivation. Ultimately, this research is expected to make a tangible contribution to improving the quality of vocational education in Bekasi Regency. By improving the performance of private vocational school teachers, the quality of the learning process is expected to improve, become more relevant to the needs of the industrial world, and produce competent and highly competitive graduates. This aligns with the national education development goal of preparing superior, professional human resources ready to face global challenges.

Keywords: principal leadership, organizational culture, teacher competence, work motivation, teacher performance, private vocational schools.

INTRODUCTION

Teacher performance in private vocational high schools (SMK) in Bekasi Regency is a fundamental aspect in determining the quality of vocational education. Teachers play a key role in the learning process, shaping student character, and determining the successful

implementation of the vocational curriculum. However, in practice, many teachers still face various challenges in creating effective, innovative, and adaptive learning processes to meet the demands of the industrial world. This phenomenon creates a gap between graduate competencies and the needs of an increasingly competitive workforce (Mahanis & Hasan, 2022).

Various reports and observations indicate that the performance of some private vocational high school teachers in Bekasi Regency remains suboptimal. This indicator is evident in the low level of student preparedness for vocational competency tests and the low average scores on practical exams compared to public vocational schools. According to data from the West Java Provincial Education Office, the average Vocational Competency Test (UKK) score for private vocational high school students in Bekasi Regency is only 72.6, lower than the 79.4 score for public vocational high schools (Setiyadi & Rosalina, 2021). These data indicate the need to improve teacher performance as a strategic factor in improving the quality of vocational education.

Table 1. Average Vocational Competency Test (UKK) Scores for Vocational High Schools in Bekasi Regency 2024

Type of School
State Vocational School
Private Vocational School

Source: West Java Provincial Education Office, 2024

One factor believed to have a significant influence on teacher performance is the leadership of the principal. The principal is a central figure who determines the direction, culture, and productivity of an educational organization. An effective leadership style can build teacher motivation, improve discipline, and foster a sense of responsibility for their duties. Research by Setiyadi & Rosalina and Merdiana confirms that participatory and visionary leadership directly contributes to improved teacher performance by increasing motivation and work loyalty (Sodikin et al., 2022).

Principal leadership in private vocational high schools in Bekasi Regency faces unique challenges. Many principals still focus on administrative aspects rather than teacher professional development. However, effective leadership involves not only managing the organizational structure but also building a school culture that supports innovation and collaboration. According to Chervony & Mahmudah, principals who adapt to change can create an inspiring learning environment and increase teacher productivity (Amirudin & Abu Bakar, 2023).

Besides leadership, organizational culture is a crucial factor in determining teacher performance. A school's organizational culture reflects the values, norms, and work habits shared by the entire school community. Schools with a strong organizational culture tend to have teachers with high levels of loyalty and commitment. Sodikin, Amirudin & Bakar found that an organizational culture oriented toward cooperation and recognition can increase teacher satisfaction and motivation, thus positively impacting their performance (Ismaya et al., 2024).

A positive organizational culture can also reduce internal conflict, increase social cohesion among teachers, and create a conducive work environment. However, in a number of private vocational schools, a less cooperative work culture is still found, where communication between leaders and teachers is top-down and there is minimal room for participation. This condition can weaken teacher morale and reduce the quality of learning (E. A. Rachman et al., 2023). Therefore, it is important to examine the extent to which a school's organizational culture mediates the relationship between principal leadership and teacher performance.

Furthermore, teacher competence is an equally crucial dimension in determining their professional performance. Teacher competence, encompassing pedagogical, professional, social, and personality aspects, determines the extent to which teachers are able to manage the learning process effectively. According to Marjo & Sodiq, teachers with high competence are not only able to teach using a variety of methods but also able to guide students in facing real-world workplace challenges. This aligns with the mandate of Minister of National Education Regulation No. 16 of 2007 concerning Teacher Academic Qualification and Competency Standards.

In Bekasi Regency, data from the Regional Human Resources Development and Personnel Agency (BKPSDM) shows that of the 2,136 private vocational school teachers, approximately 38% lack teacher certification, and 26% have not participated in competency development training in the past three years. This situation can impact teachers' effectiveness in implementing learning methods relevant to industry needs.

Table 2. Competency Data for Private Vocational High School Teachers in Bekasi Regency in 2024

Category
Certified teachers
Uncertified teachers
Teachers who have received training in the last 3 years
Teachers who have not received training

Source: BKPSDM Bekasi Regency, 2024.

The next factor is teacher work motivation, which serves as the primary driver in carrying out daily tasks. Teachers with high motivation will work responsibly, are committed to learning outcomes, and experience high job satisfaction. Ismaya's research shows a positive relationship between work motivation and teacher performance, with rewards, incentives, and the work environment playing a significant role in boosting work enthusiasm (Supadi, 2022).

However, an internal survey by the Bekasi Regency Private Vocational High School Principal Communication Forum revealed that 54% of teachers felt they did not receive adequate moral support and recognition from school leaders. This situation indicates that work motivation has not been optimally managed, potentially reducing teacher productivity within the school environment (Kartika & Ambara, 2021).

Teacher performance is inseparable from the synergy between leadership, organizational culture, competency, and work motivation. These four variables interact and influence the final outcome of the learning process. An imbalance in any one aspect can lead to declining teacher performance and ultimately impact the quality of vocational school graduates. Therefore, comprehensive research is needed to empirically understand the causal relationships between these variables in private vocational schools (D. H. Nugroho et al., 2024).

Theoretically, this research is expected to strengthen human resource management models in education, particularly in the context of vocational education. Practically, the results can serve as a reference for school principals, foundations, and education offices in designing strategies to improve teacher performance through leadership approaches, strengthening organizational culture, developing competencies, and enhancing work motivation.

METHODS

This study uses an explanatory quantitative approach with a causal associative nature, namely research that aims to explain the cause-and-effect relationship between variables that have been determined based on previous theories and empirical findings. The focus of the study is directed to test the extent of the influence of Principal Leadership (X_1), Organizational

Culture (X_2), Teacher Competence (X_3), and Work Motivation (X_4) on Teacher Performance (Y) in Private Vocational High Schools (SMK) in Bekasi Regency.

Research Population and Sample

The population of this study included all teachers teaching at private vocational high schools (SMK) in Bekasi Regency. The population size was determined based on data from the local Education Office. Sampling was conducted using proportional random sampling to ensure proportional representation from each school.

This research was conducted at a number of private vocational high schools (SMK) in Bekasi Regency, West Java Province. The selection of these locations was based on several rational and academic considerations. Bekasi Regency is one of the regions experiencing rapid growth in vocational education institutions and possesses unique socio-economic characteristics, particularly due to its strategic location as an industrial and urbanization area.

These conditions create interesting dynamics in teacher managerial and professionalism that warrant further study.

RESULTS AND DISCUSSION

Pre-Test Data Analysis

Validity Test

Table 3. Questionnaire Validity Test

No	Rcount			
	Leadership	Competence	Motivation	Performance
1	0.735	0.755	0,866	0,783
2	0.772	0.721	0.792	0,798
3	0.664	0.784	0.789	0,747
4	0.721	0.864	0.725	0,837
5	0.762	0.886	0.705	0,873
6	0.690	0.817	0.691	0,855
7	0.807	0.867	0.755	0,728
8	0.810	0.831	0.725	0,745
9	0.757	0.853	0.657	0,657

Table 4. Questionnaire Validity Test (Continued)

No	R Count			
	Leadership	Competence	Motivation	Performance
10	0.915	0.832	0.702	0.700
11	0.806	0.806	0.823	0.592
12	0.837	0.851	0.682	0.565
13	0.816	0.854	0.803	0.673
14	0.796	0.819	0.668	0.680
15	0.752	0.809	0.674	0.809

Description: The R value for α = 5% and a sample size of 101 is 0.3610.

Source: Data processed with SPSS 23 (2018).

The table above shows that each statement item in the leadership, competence, motivation, and performance variables has a calculated R value greater than 0.3610 (calculated R > table R). Therefore, all statement items are declared valid.

Reliability Test

Table 5. Questionnaire Reliability Test

Variables	Cronbach Alpha	Provision	Description
Leadership	0.951	> 0,6	Reliable
Work Motivation	0.972		Reliable
Compensation	0.951		Reliable
Performance	0.951		Reliable

Source: Data processed with SPSS 23 (2018).

The table above shows the reliability test using the Cronbach's Alpha formula. The reliability test results showed a Cronbach's Alpha value greater than 0.60 for each variable. Therefore, the questionnaire met the reliability criteria for each variable and could be used as a research instrument.

Post-Test Data Analysis
Respondent Description

Table 6. Respondent Characteristics

Characteristics	Total (n)	Percentage (%)
Age	12	11.9%
< 25 years	27	26.7%
25-30 years	34	33.7%
31-35 years	19	18.8%
36-40 years	9	8.9%
Total	101	100%

Table 7. Respondent Characteristics (Continued)

Characteristics	Total (n)	Percentage (%)
Gender	43	42.6%
Pia	58	57.4%
Female	101	100%
Position		
Teacher	101	100%
Total	101	100%
Salary		
< 1 million	22	21.8%
1-2 million	28	27.7%
2-3 million	34	33.7%
3-4 million	12	11.9%
> 4 million	5	5.0%
Total	101	100%

Source: Data processed using MS Excel (2018).

The data in the table describes the characteristics of the respondents who were the subjects of the study. The analysis showed that the majority of respondents were aged 31-35, representing 33.7%. However, the smallest number of respondents were over 40, representing only 8.9%. Furthermore, there were fewer male respondents than female respondents. Based on their position, this study only included staff employees. Furthermore, based on salary level,

33.7% received salaries between 2 and 3 million rupiah, 27.7% received salaries between 1 and 2 million rupiah, 21.8% received salaries below 1 million rupiah, 11.9% received salaries between 3 and 4 million rupiah, and only 5% received salaries above 4 million rupiah. Further details can be seen in the following chart.

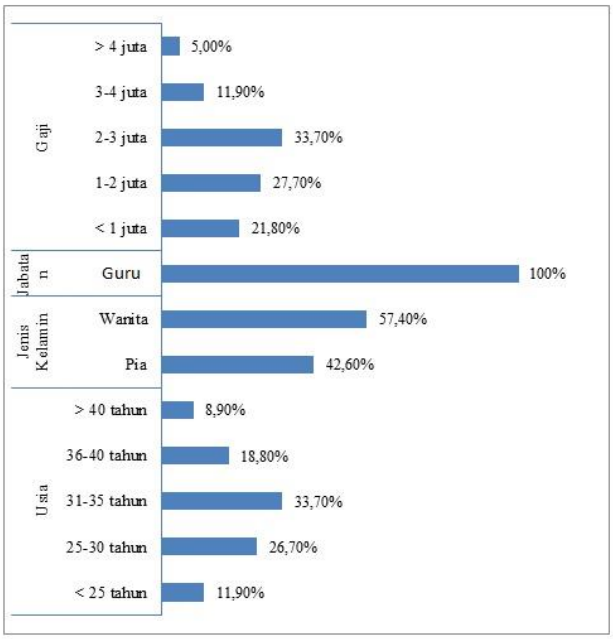


Figure 1. Chart Karakteristik Responden
Source: Data processed with MS. Excel (2018)

Classical Assumption Test
Normality Test

Table 8. Normality Test with One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Performance	Leadership	Competency	Motivation
N		101	101	101	101
Normal Parameters[a,b]	Mean	3,6132	3,4191	3,6099	3,6007
	Std. Deviation	,73986	,75308	,70939	,71133
Most Extreme Differences	Absolute	,107	,066	,081	,099
	Positive	,107	,066	,081	,099
	Negative	-,078	-,057	-,081	-,061
Test Statistic		,107	,066	,081	,099
Asymp. Sig. (2-tailed)		,006[c]	,200[c,d]	,095[c]	,016[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Data processed with SPSS 23 (2018).

Hasil uji normalitas dengan *one-sample Kolmogorov-Smirnov test* menghasilkan nilai Asymp. Sig. (2-tailed) yaitu 0,136. Nilai probabilitas signifikansi yang dihasilkan > 5% (0,136 > 0,05), sehingga dapat dinyatakan bahwa data berdistribusi normal. Hal ini juga didukung dengan grafik normal probability plot yang juga mengindikasikan data yang berdistribusi

normal. Sebaran data hanya disekitar garis diagonal dan mengikuti arah garis diagonal tersebut. lebih jelasnya dapat dilihat pada grafik normal probability plot berikut.

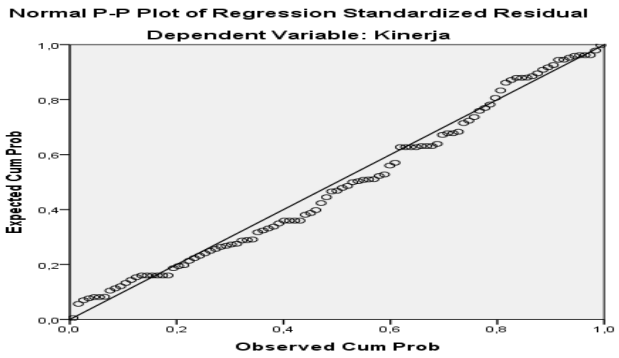


Figure 2. Normal Probability Plot
Source: Data processed with SPSS 23 (2018)

Multicollinearity Test

Table 9. Multicollinearity Test with Tolerance and Variance Inflation Factor

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Leadership	0,369	2,711
	Competence	0,166	6,023
	Motivation	0,164	6,081

Source: Data processed with SPSS 23 (2018).

The data above shows the tolerance and VIF values for each variable, with each variable having a tolerance value >0.1 and a VIF <10. This finding indicates that there is no strong correlation between the independent variables, indicating that multicollinearity is absent. Therefore, the regression model meets the multicollinearity assumption, allowing for further data analysis.

Heteroscedasticity Test

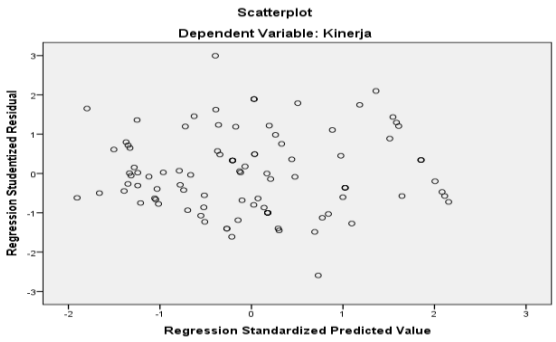


Figure 3. Scatter Plot
Source: Data processed with SPSS 23 (2018).

The scatter plot above shows that the data is spread out in all directions and does not show any pattern, indicating that the data is free from heteroscedasticity. Therefore, data analysis can continue.

Multiple Linear Regression Test

Table 10. Multiple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-0,070	0,110	
	Leadership	0,409	0,045	0,416
	Competence	0,178	0,072	0,171
	Motivation	0,456	0,072	0,438

a. Dependent Variable: Performance

Source: Data processed with SPSS 23 (2018).

The regression equation above has the following meaning:

1. The constant value (a) = -0.070 explains the baseline value of the performance variable without any intervention from the leadership, competency, and motivation variables.
2. The regression coefficient value (b1) = 0.416 explains that a one-point increase in the leadership variable will increase the performance variable by 0.416 points.
3. The regression coefficient value (b2) = 0.171 explains that a one-point increase in the competency variable will increase the performance variable by 0.171 points.
4. The regression coefficient value (b3) = 0.438 explains that a one-point increase in the motivation variable will increase the performance variable by 0.438 points.
5. The error value (e) can be calculated using the formula e = 1- R Square = 1 – 0.924 = 0.076, where this value explains the contribution of other variables not examined in the model.

Hypothesis Testing

t-Test

Table 11. t-Test Statistics

Model		t	Sig.
1	(Constant)	-0,635	0,527
	Leadership	9,042	0,000
	Competence	2,494	0,014
	Motivation	6,352	0,000

a. Dependent Variable: Performance

Source: Data processed with SPSS 23 (2018).

The results of the t-test hypothesis test indicate that the leadership variable partially has a significant effect on employee performance, as evidenced by the resulting significance value of <5% (0.000 <0.05). The Competence variable also partially has a significant effect on employee performance with a sig. 0.014 <0.05. Furthermore, the Motivation variable also partially has a significant effect on employee performance with a sig. 0.000 <0.05.

F Test

Table 12. F Statistic Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11381,771	3	3793,924	393,902	0,000[b]
	Residual	934,269	97	9,632		
	Total	12316,040	100			

a. Dependent Variable: Performance
b. Predictors: (Constant), Leadership, Competence, Motivation

Source: Data processed with SPSS 23 (2018).

The results of the hypothesis test using the F-test show a calculated F-value of 393.902 with a significance probability of 0.000. This indicates that the variables of discipline, work motivation, and compensation simultaneously have a significant effect on employee performance, as they have a significance value of <5% (0.000 <0.05).

Coefficient of Determination Test

Table 13. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,961[a]	0,924	0,922	3,10349

a. Predictors: (Constant), Leadership, Competence, Motivation
b. Dependent Variable: Performance

Source: Data processed with SPSS 23 (2018).

The coefficient of determination test yielded an R-squared (R2) value of 0.924. This R-squared value indicates the significant contribution of the leadership, competence, and motivation variables to employee performance, amounting to 92.4%, with the remainder explained by other variables outside the model, e = 7.6%.

Discussion of Research Findings

Table 14. Summary of Research Findings

Hipotesis	A	B	T_{hitung}	Sig.	F_{hitung}	R^2
Leadership → Performance	-0,070	0,416	9,042	0,000	393,902	0,924
Competence → Performance		0,171	2,494	0,014		
Motivation → Performance		0,438	6,352	0,000		

Source: Data processed with SPSS 23 (2018)

Testing the First Hypothesis

The first hypothesis examines the effect of discipline on the performance of private vocational school teachers in Bekasi Regency. Statistically, it is formulated as follows:
H0: Leadership does not significantly influence the performance of private vocational school teachers in Bekasi Regency.
H1: Leadership significantly influences the performance of private vocational school teachers in Bekasi Regency.

The t-test analysis yielded a calculated t-value of 9.042 with a significance probability of 0.000. The significance level was set at 5%. Therefore, if the significance probability value is

<0.05, H1 is accepted. Conversely, if the significance probability value is >0.05, H1 is rejected. The analysis results show that a significant value of <0.05 indicates H1 is accepted, indicating that discipline has a significant effect on performance. This is also supported by the comparison of the calculated t-value with the t-table value.

By looking at the t table at a significance level of 0.05 (5%) for a two-way test and degree of freedom (df) = number of samples – number of variables = 101-4 = 97, the t table value is obtained = 1.98472. Thus, it can be seen that the comparison of the calculated t value > t table, for more details it can be described as follows.Source: Data processed with SPSS 23 (2018)

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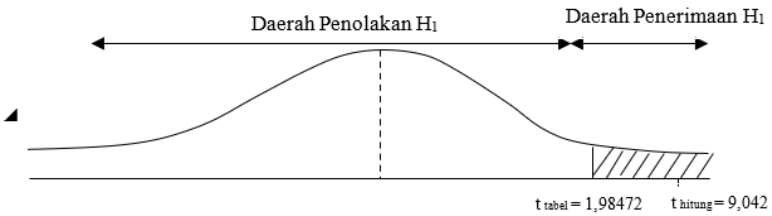


Figure 3. One-Tail Test for a Positive Hypothesis
Source: Data processed by researchers (2018)

The figure above shows that the calculated t-value is greater than the table t-value, indicating that H1 is accepted. Meanwhile, the regression coefficient (b1) of 0.416 indicates a positive influence of the leadership variable on performance. A one-point increase in the leadership variable results in a 0.416-point increase in the performance variable.

Testing the Second Hypothesis

The second hypothesis examines the influence of motivation on the performance of private vocational school teachers in Bekasi Regency. It is statistically formulated as follows:

H0: Competence does not significantly influence the performance of vocational school teachers in Bekasi Regency.

H2: Competence significantly influences the performance of private vocational school teachers in Bekasi Regency.

The t-test analysis yielded a calculated t-value of 2.494 with a significance probability of 0.014. The significance level set is 5%. Therefore, if the significance probability value is <0.05, H2 is accepted. Conversely, if the significance probability value is >0.05, H2 is rejected. The analysis results show that a sig. value <0.05 means H2 is accepted, indicating that competence significantly influences performance. This is also supported by the comparison of the calculated t-value with the t-table value.

By examining the t-table at a significance level of 0.05 (5%) for a two-tailed test and degrees of freedom (df) = number of samples - number of variables = 101-4 = 97, the t-table value is 1.98472. This shows that the comparison of the calculated t-value > t-table value is illustrated below.

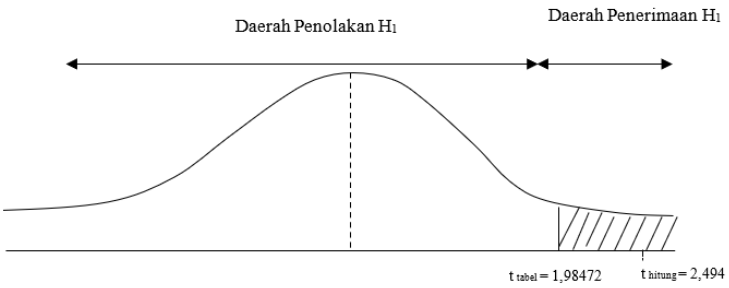


Figure 4. One-Tail Test for a Positive Hypothesis
Source: Data processed by researchers (2018)

The figure above shows that the calculated t value is greater than the t table, indicating that H1 is accepted. Meanwhile, the regression coefficient (b2) value of 0.171 indicates a positive influence between the competency variable and performance. A one-point increase in the leadership variable will increase the performance variable by 0.171 points.

Third Hypothesis Testing

The third hypothesis examines the influence of motivation on the performance of private vocational school teachers in Bekasi Regency. It is statistically formulated as follows:

H0: Motivation does not significantly influence the performance of private vocational school teachers in Bekasi Regency.

H3: Motivation significantly influences the performance of private vocational school teachers in Bekasi Regency.

The t-test analysis yielded a calculated t value of 6.352 with a significance probability of 0.000. The significance level set is 5%. Therefore, if the significance probability value is <0.05, H3 is accepted. Conversely, if the significance probability value is >0.05, H3 is rejected. The analysis results show that a sig. value <0.05 means H3 is accepted, indicating that motivation significantly influences performance. This is also supported by the comparison of the calculated t-value with the t-table value.

By examining the t-table at a significance level of 0.05 (5%) for a two-tailed test and degrees of freedom (df) = number of samples - number of variables = 101-4 = 97, the t-table value is 1.98472. This shows that the comparison of the calculated t-value > t-table value is illustrated below.

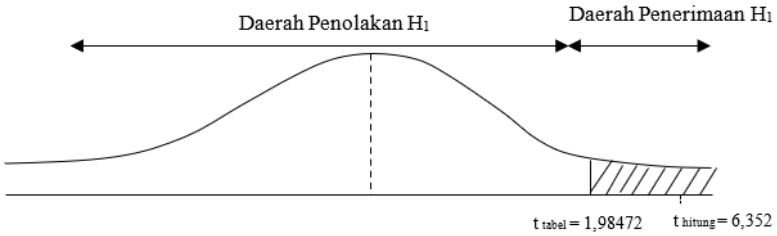


Figure 5. One-Tail Test for a Positive Hypothesis
Source: Data processed by researchers (2018)

The figure above shows that the calculated t value is greater than the table t value, indicating that H1 is accepted. Meanwhile, the regression coefficient (b1) value of 0.438 indicates a positive influence of the motivation variable on performance. A one-point increase in the discipline variable will increase the performance variable by 0.438 points.

Fourth Hypothesis Testing

The fourth hypothesis examines the influence of leadership, competence, and motivation on private vocational school teachers in Bekasi Regency. Statistically, it is formulated as follows:

H0: Leadership, competence, and motivation collectively do not significantly influence the performance of private vocational school teachers in Bekasi Regency.

H4: Leadership, competence, and motivation collectively significantly influence the performance of private vocational school teachers in Bekasi Regency.

The F-test analysis yielded a calculated t value of 393.902 with a significance probability of 0.000. The significance level set is 5%. Therefore, if the significance probability value is <0.05, H4 is accepted. Conversely, if the significance probability value is >0.05, H4 is rejected. The analysis results show that a sig. value <0.05 means H4 is accepted, indicating that the variables of leadership, competence, and motivation simultaneously have a significant effect on performance. This is also supported by the comparison of the calculated F value with the F table value.

By examining the F table at a significance level of 0.05 (5%), for the numerator df (number of independent variables) = 3 and the denominator df = 97, the t-table value is 2.70. This shows that the comparison of the calculated F value > F table value is illustrated in more detail below**.**

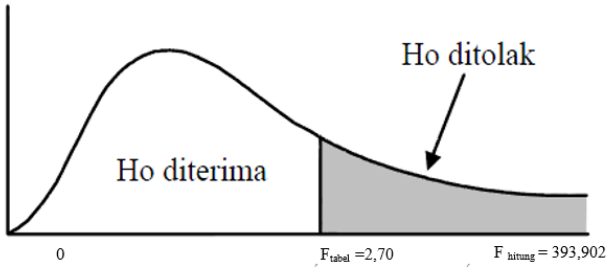


Figure 6. Hypothesis Acceptance Curve in the F Distribution

The figure above shows that the calculated F value is greater than the F table, indicating that H4 is accepted. Meanwhile, the coefficient of determination (R2) of 0.924 indicates the significant contribution of the leadership, competence, and motivation variables to employee performance, accounting for 92.4%, with the remainder explained by other variables outside the model, e = 7.6%.

CONCLUSION

Based on the results of the hypothesis testing described in the previous section, it can be concluded that:

1. Leadership partially has a positive and significant effect on the performance of private vocational school teachers in Bekasi Regency, with a coefficient (b1) of 0.416 and a calculated t-value of 9.042, with a significance level of <0.05.
2. Work competence partially has a positive and significant effect on the performance of private vocational school teachers in Bekasi Regency, with a coefficient (b2) of 0.171 and a calculated t-value of 2.494, with a significance level of <0.05.
3. Motivation partially has a positive and significant effect on the performance of private vocational school teachers in Bekasi Regency, with a coefficient (b3) of 0.438 and a calculated t-value of 6.352, with a significance level of <0.05.
4. Leadership, Competence and Motivation simultaneously have a significant impact on the performance of Private Vocational School Teachers in Bekasi Regency with Fcount = 393.902 and sig < 0.05.

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