

The Influence of Green Leadership, Teacher Work Culture and Work Motivation on the Performance of Elementary School Teachers

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Abstract: This study aims to describe green leadership, teacher work culture, work motivation, and teacher performance, as well as analyze the direct and indirect effects of these variables on the performance of public elementary school teachers in Salam Babaris District, Tapin Regency. The study employed a quantitative approach with a descriptive method. The population consisted of 97 teachers, all of whom were selected as research samples. Data were collected using questionnaires that met the validity and reliability criteria. Data analysis was conducted using descriptive statistics and path analysis. The findings reveal that green leadership, teacher work culture, and work motivation fall into the good category. Statistically, green leadership, teacher work culture, and work motivation have direct effects on teacher performance. Additionally, work motivation functions as a mediating variable that strengthens the indirect effects of green leadership and teacher work culture on teacher performance. These results indicate that visionary and inspirational school leadership, a positive and supportive work culture, and high work motivation contribute to improving teacher performance. The study recommends that school principals enhance environmentally oriented leadership, provide clearer explanations of task responsibilities, and promote open and fair communication to create a supportive working environment for sustainable improvement in teacher performance.

Keywords: Green Leadership; Teacher Work Culture; Work Motivation; Teacher Performance

Improving the quality of education in basic education units cannot be separated from the quality of teacher performance as the main actor in the learning process. Teachers not only play the role of delivering material, but also as educators who shape character, develop students' social-emotional potential, and carry out administrative and professional responsibilities in an ongoing manner (Magdalena et al., 2020). Teacher performance is also an important indicator in assessing the effectiveness of school management and the success of educational leadership in achieving learning goals (Tanjung et al., 2021). Therefore, efforts to improve teacher performance require serious attention to individual and organizational factors that develop in the school environment.

The development of modern education demands a paradigm shift in school leadership that is not only oriented towards academic results, but also on environmental sustainability and organizational ethical values. One relevant approach is green leadership, which is a leadership style that emphasizes

environmental concern, social responsibility, and moral exemplary in organizational management (Arici & Uysal, 2022). Green leadership is seen as able to form a healthy and sustainable work climate through ethical and visionary decision-making (Riva et al., 2021). In an organizational context, environmentally-oriented leadership has also been shown to encourage innovation, positive work behaviors, and performance improvement through psychological mechanisms and shared values (Hameed et al., 2023).

A number of empirical studies show that green leadership has a significant effect on the performance of organizational members. Purwanto et al. (2021) found that green leadership contributes to improving performance through strengthening commitment and positive work attitudes. Other research shows that green leadership is able to create an organization's competitive advantage through strengthening ethical values and environmental awareness (Panjaitan et al., 2024). In the context of education, environmentally-oriented leadership has been proven to be able to increase ecological awareness and participation of school residents in creating a sustainable learning environment (Sari et al., 2025; Herliana & Suriansyah, 2025).

In addition to leadership, teachers' work culture is an organizational factor that has a strategic role in shaping performance. Work culture reflects the values, norms, and habits that direct teachers' behavior in carrying out their professional duties (Sopiah & Herman, 2018). A positive work culture encourages discipline, cooperation, and a sense of responsibility towards the school organization (Selvia et al., 2024). Various studies show that a conducive work culture affects teacher motivation, commitment, and performance in a sustainable manner (Saragih & Suhendro, 2020; Sanusi et al., 2024; Sampo et al., 2021).

Another internal factor that plays an important role in improving teacher performance is work motivation. Work motivation is a psychological drive that determines the intensity and perseverance of individuals in completing professional tasks (Tasrim & Elihami, 2020). Teachers who have high work motivation tend to show more optimal performance, both in the learning process and in the implementation of additional tasks at school (Jati et al., 2022). In addition, communication and support from school principals have also been proven to play a role in strengthening teachers' work motivation and having an impact on improving performance (Amin, 2022). A number of studies confirm that work motivation has a direct effect on teacher performance and functions as a mediating variable between leadership and work culture on performance (Wijayanto et al., 2021; Nisa et al., 2020).

Although much research has been done on green leadership, work culture, and work motivation, most studies still examine the influence of each variable separately. Research that integrates these three variables in one empirical model, especially by placing work motivation as a mediating variable in the context of public elementary schools, is still relatively limited. In addition, the study of green leadership in elementary schools in non-urban areas has not been widely developed, so it requires strengthening empirical evidence.

Based on the research gap, the scientific novelty of this research lies in testing the influence of green leadership and teacher work culture on teacher performance simultaneously by involving work motivation as a mediating variable. This research was conducted in the context of State Elementary Schools in Salam Babaris District, Tapin Regency, which has not been widely studied in previous research, so it is expected to make a new empirical contribution to the development of school-based education management.

Based on this description, this research problem was formulated to find out the extent to which green leadership and teacher work culture have a direct and indirect effect on teacher performance through work motivation. Therefore, the purpose of this study is to describe the conditions of green leadership, teachers' work culture, work motivation, and teacher performance and analyze the direct and indirect influence of these three on the performance of public elementary school teachers in Salam Babaris District, Tapin Regency.

METHODS

This study uses a quantitative research design with a descriptive-verifiable approach that aims to explain the causal relationship between green leadership, teacher work culture, work motivation, and teacher performance. This approach was chosen because the study not only describes the conditions of the variables, but also tests the hypothesis regarding the direct and indirect influences between variables empirically. The research subjects consisted of 97 teachers of State Elementary Schools in Salam Babaris District, Tapin Regency, which at the same time became a total sample through census techniques, considering the relatively small population and allowing all of them to be included without probability sampling techniques.

The instrument used was in the form of a Likert scale questionnaire developed based on theoretical variable indicators, namely teacher performance indicators according to Mitchell, green leadership indicators according to Robertson and Barling, work culture indicators according to Robbins, and work motivation indicators based on Herzberg theory. Before being used in data collection, the instrument has undergone validity and reliability tests and is declared suitable for use because it meets the criteria of the required correlation coefficient and Cronbach Alpha value.

The data collection procedure was carried out by distributing questionnaires directly to all respondents through coordination with the respective school principals. The data collected is then summarized, coded, and verified to ensure completeness and consistency of answers. Data analysis was carried out in two stages, namely descriptive analysis to describe the profile of each research variable, and inferential analysis using path analysis techniques to test the direct or indirect influence of green leadership and work culture on teacher performance with work motivation as a mediating variable. The analysis technique is calculated using the help of statistical software so that the test results can be presented objectively and accurately.

RESULTS AND DISCUSSION

RESULTS

Hypothesis Test Results (Path Analysis)

Hypothesis testing in the study was carried out using path analysis to determine the direct and indirect influence of green leadership (X_1) and work culture (X_2) variables on teacher performance (Y) with work motivation (Z) as a mediating variable. The results of the summary of the regression test of the pathway

analysis are presented in Table 4.31 below:

Table 4. Results of Direct and Indirect Influence Analysis

Variable Influence	Influence		Remarks
	Live	Indirect	
Green leadership (X1) to staff performance (Y)	0,218		Signifikan
Green leadership (X1) versus work motivation (Z)	0,645		Signifikan
Teacher's work culture (X2) on teacher performance (Y)	0,273		Signifikan
Teachers' work culture (X ₂) towards work motivation (Z)	0,571		Signifikan
Work motivation (Z) to teacher performance (Y)	0,721		Signifikan
Green leadership (X1) on teacher performance (Y) through work motivation (Z)		0,465	Signifikan
Work culture (X2) towards performance (Y) through work motivation (Z)		0,412	Signifikan

Source: Data processing results in 2025

The results of the pathway analysis showed that green leadership had a direct and significant influence on teacher performance with a coefficient of 0.218. These findings indicate that the more effective the principal's leadership in implementing environmental values, providing direction, and displaying professional examples, the better the teacher's performance in carrying out learning tasks and classroom management. In addition, green leadership has also been proven to have a significant effect on teachers' work motivation with a coefficient of 0.645. This shows that a school principal who is responsive, communicative, and able to create a positive work environment can increase the inner drive of teachers to get better work.

Teachers' work culture also has a direct influence on performance with a coefficient of 0.273, which means that a disciplined, harmonious, and supported work environment by strong organizational norms and values can encourage teachers to work more productively. A positive work culture has also been proven to increase teachers' work motivation with a coefficient of 0.571. Thus, the better the school organizational culture, the greater the commitment and enthusiasm of teachers in carrying out daily tasks.

Work motivation is the most dominant variable in influencing teacher performance with a coefficient of 0.721, which shows that motivation is the main psychological factor that encourages teachers to optimize their potential in learning and other professional activities. In addition to direct influences, there are also indirect influences through work motivation. Green leadership has an indirect effect on performance of 0.465, while work culture has an indirect effect of 0.412. These findings prove that work motivation plays a role as a mediating variable that strengthens the influence of leadership and organizational culture on

teacher performance, so that performance improvement does not only depend on organizational policies, but also on the internal drive that teachers have to work well.

DISCUSSION

Kehista et al. (2024) emphasized that environmentally oriented leadership and organizational commitment play a strategic role in driving performance in service-based public institutions. Your research findings in Table 4 show that green leadership ($\beta = 0.218$) and teacher work culture ($\beta = 0.273$) have a significant direct influence on teacher performance. This pattern reinforces previous findings that green transformational leadership is able to improve environmental performance and subordinate work behavior when organizations support green innovation and collective creativity (Arici & Uysal, 2022; Riva et al., 2021). The indirect influence of green leadership ($\beta = 0.465$) and work culture ($\beta = 0.412$) through work motivation also confirms that motivation plays a role as a psychological mechanism to strengthen leadership relationships and organizational culture on professional performance, as consistently reported in strategic leadership and green HRM studies (Wibowo & Indriasih, 2024; Hameed et al., 2023; Wiratri et al., 2025).

A strong, collaborative, and value-based work culture of professionalism has been proven to be the foundation of teachers' work behavior in educational organizations (Sopiah & Herman, 2018; Salam et al., 2017). These findings are also in line with organizational culture theory which states that the shared value system shapes patterns of interaction and task completion of organizational members, which in the context of schools has implications for increased sense of belonging, professional responsibility, and work discipline (Robbins, 2002; Badaruddin, 2023; Miharja & Aryanto, 2023). Your research expands this evidence in the context of primary education, as consistently found in research on work culture as a driver of teacher performance in primary schools and madrasas (Dauhan, 2020; Komar, 2020; Suciningrum et al., 2021).

Teachers' work motivation appears as the strongest predictor in your research's structural model ($\beta = 0.721$). These findings confirm the motivation theory that places the intrinsic motivation factor as a driver of effort intensity, perseverance, and professional dedication when individuals believe that their efforts result in performance that is valuable to the organization as well as themselves (Vroom, 1964; Amin, 2022; Annaufal, 2024). Motivation as a mediating variable in your model also strengthens the findings of similar studies that state that green motivation and teacher work motivation function as a causal link between leadership factors and organizational culture to professional performance in the era of educational transformation (Lituhayu et al., 2024; Stuart O'Neill, 2025; Fahira, 2019; Agustina et al., 2020; Nurfadilah & Farihah, 2021).

Thus, this study does not reject relevant theories, but consistently strengthens green leadership theory, organizational culture, and work motivation as a combination of causal factors that reinforce each other in shaping the professional performance of teachers in basic education, while expanding its empirical validity in the context of a unique new area.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

The results of the study show that green leadership, work culture, and work motivation have a significant influence on the performance of State Elementary School teachers in Salam Babaris District, Tapin Regency. Green leadership and work culture have been proven to have a direct effect on teacher performance, as well as an indirect effect through work motivation as a mediating variable. These findings confirm that the leadership of school principals who are visionary, communicative, and able to set an example, supported by a conducive school work culture and based on the value of professionalism, are able to foster teachers' work motivation which ultimately improves their performance. Work motivation is also the most dominant variable in explaining teacher performance achievements, so performance improvement is not only determined by the organizational structure, but also by the teacher's internal drive to excel and develop competence. Thus, this study successfully answers the goals and hypotheses of the research that the variables of green leadership, work culture, and work motivation play a role in producing optimal teacher performance in the elementary school environment

SUGGESTIONS

This research still has room for further development. Researchers are then expected to expand the scope of the research area so that the findings have a stronger generalization in the broader educational context. In addition, future research may consider additional variables such as job satisfaction, organizational commitment, principals' communication styles, workload, or the quality of the school climate that have the potential to affect teacher performance but have not been analyzed in this study. More diverse research methods, such as mix-method approaches or longitudinal research, can also be used to provide a deeper understanding of the dynamics of changing teacher performance behavior over time. Thus, further research can enrich the education management literature and provide more comprehensive policy recommendations for the development of school quality.

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