

## THE EFFECT OF MOTIVATION AND COMPETENCE WITH ORGANIZATIONAL CULTURE MEDIATION AND LOCAL CULTURE-BASED COACHING MODERATION ON SCHOOL PRINCIPAL PERFORMANCE

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### Abstract

The performance of school principals is a key factor in determining the quality and success of education in schools. Improving the performance of school principals is a strategic issue, especially in the face of increasingly competitive and dynamic demands for quality education. Various factors are believed to influence the performance of school principals, including motivation and competence. This study aims to analyze the influence of motivation and competence on the performance of school principals. This study uses a quantitative approach with an explanatory research design. Data collection techniques in this study include questionnaires and literature studies. The data analysis technique in this study is SEM PLS. The results show that motivation and competence have a direct and significant effect on principal performance. Both variables contribute positively to improving the performance of junior high school principals in Grobogan Regency. This indicates that the higher the motivation and the better the competence of the principal, the more optimal their performance will be. Organizational culture has been proven to strengthen the influence of motivation and competence on performance. A professional, responsible, collaborative, and quality-oriented culture shapes work behavior that is in line with the school's objectives. Thus, organizational culture becomes a strategic bridge in improving the effectiveness of principal leadership.

**Keywords:** Motivation, Competence, Organizational Culture, Local Culture, Principal Performance

### INTRODUCTION

As leaders of educational units, principals play a strategic role in managing all of these resources so that they function synergistically to achieve educational goals. Thus, principal performance is a key component in efforts to improve the quality of education at the school level. However, various factors still pose obstacles to achieving optimal educational quality. From a systemic perspective, there are still weaknesses in the implementation of educational policies and supervision mechanisms. In terms of human resources, the competencies of principals, teachers, and educational staff are uneven, both in terms of managerial, pedagogical, and leadership skills.

In addition, the availability and management of school facilities and infrastructure in many regions, including Grobogan Regency, are still inadequate and not optimally managed. On the other hand, education budget management still faces obstacles in planning and effective use of funds. Among these factors, the role of HR, especially school principals, is the most dominant factor because it directly affects the quality of decision-making, organizational culture, and teacher motivation at school. The low performance of school principals is caused by several interrelated factors. First, the varying work motivation of school principals, especially in terms of achievement and the drive to innovate. Second, the suboptimal competence of school principals, particularly in terms of managerial and transformational leadership skills. Third, the level of job satisfaction is influenced by working conditions, reward systems, and organizational support. In addition, the weak organizational culture of schools leads to low levels of collaboration, commitment, and collective work ethic. On the other hand, contextual coaching approaches, such as coaching based on local culture, have not been optimally utilized to improve the effectiveness of principal leadership.

To determine a person's performance, it is necessary to evaluate and assess the quality and quantity based on predetermined norms and standards. Performance appraisal is the process of evaluating how well employees perform their jobs by comparing their work results with standards and then communicating the appraisal results to the employees (Slamet, 2007: 236). In line with this, Mathis (2006: 382) states that performance appraisal is the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating this information to employees. Thus, employee performance appraisal plays a very important role, making it a key factor in developing human resources within an organization so that the resources available can function efficiently and effectively in achieving organizational productivity. To evaluate someone's performance in order to obtain objective, fair, and transparent results, the aspects to be assessed must be determined in advance. This also makes it easier for the employees being assessed to do their work.

In an educational environment, performance can be demonstrated by teachers, principals, other educational personnel such as laboratory assistants, librarians, and school supervisors. In addition, it can also be demonstrated by organizations or work units such as schools, learning centers, courses, and other educational institutions. Teachers' performance has certain specifications. This statement means that to pursue the profession of a teacher ( ), special skills are required and needed. What distinguishes the work of teachers from other jobs is the competency requirements that must be met. The performance of an ideal principal plays a crucial role in improving the quality of education in schools. According to the Minister of National Education Regulation No. 13 of 2007, principals in Indonesia are expected to have a minimum academic qualification of a bachelor's degree (S1) or a four-year diploma (D-IV) and at least 5 years of teaching experience. In addition, school principals must have competencies in five main areas, namely: 1) Personality, 2) Management, 3) Entrepreneurship, 4) Supervision, 5) Social.

The performance of junior high school principals in Grobogan Regency is also less than optimal. This can be seen from the results of the principal performance assessments conducted annually. Data on principal performance was collected using interviews and document studies. Empirical data on the performance of junior high school principals in Grobogan Regency from 2022 to 2024 obtained an average rating of satisfactory. It appears that several principal performance indicators have not been maximized. This shows that the professionalism of junior high school principals in Grobogan Regency needs to be improved. This study focuses on the factors that influence the performance of junior high school principals in Grobogan Regency, considering the role of motivation, competence, and organizational culture as the main factors that contribute to principal performance. In practice, there are various challenges faced by principals in carrying out their duties, such as varying levels of motivation, uneven competence in managerial, supervisory, and leadership aspects, and varying levels of job satisfaction in each school. Research on performance and influencing factors has been conducted extensively by previous researchers. Research on the influence of motivation on performance has also been conducted extensively by previous researchers and has shown varying results. This can be seen in the research conducted by Harlie (2010), Putra et al. (2013), Ningsih (2011), Ardiana et al. (2014), and Tho et al. (2010), which concluded that motivation has a positive and significant effect on performance.

In contrast to the above research results, the results of research on the influence of motivation on performance have shown different results. This shows inconsistency in research results, such as studies conducted by Kerry (2007), Yensi et al. (2010), John (2012), Juniantara et al. (2015), and Dhermawan et al. (2012), which concluded that motivation does not affect performance. A number of studies show that competence has a significant influence on individual and organizational performance. Boyatzis (2008) in his research states that emotional, social, and cognitive competencies play an important role in improving work effectiveness and individual performance, especially in the context of modern dynamic organizations. This finding is reinforced by Spencer and Spencer (1993), who developed a competency model to identify differences between high- and low-performing employees and found that certain competencies, such as initiative, empathy, and results orientation, greatly determine performance levels.

Based on the main issues of the gap phenomenon and research gap, this study is important because, first, the performance of school principals is an important resource that drives the entire school community to achieve school goals. If the issue of school principal performance is not addressed, it will have implications for school performance. The implications of low school principal performance are extensive, both individually and systemically. At the school level, this can lead to stagnation in the quality of learning and low achievement of national education standards. At the policy level, weak principal performance can hinder the effective implementation of government programs in the field of school quality improvement. Therefore, this study is important to identify the main factors that influence principal performance.

**RESEARCH METHOD**

This type of research is quantitative research. The research process aims to analyze, test, and describe the influence of motivation, competence, and job satisfaction on the performance of school principals with the mediation of organizational culture and the moderation of coaching based on local culture on the performance of school principals. This research uses a developmental approach with a non-experimental design. Thus, the researcher did not conduct any treatment on the research subjects but examined the facts that had occurred and been experienced by the research subjects. In this study, the subjects were 138 junior high school principals in Grobogan Regency, each of whom had characteristics in terms of their educational level, rank/classification, principal performance assessment results, and others. Because the population has the same profession, namely junior high school principals in Grobogan Regency, *simple random sampling* was used to collect samples. The sample size was determined using the *Isaac and Michael* formula. Thus, the sample size from a population of 137 using simple random sampling with the Isaac and Michael formula is 93. Therefore, this study used a minimum sample of 93 principals. However, this study used a sample size above the minimum, namely 100 school principals. Various techniques can be used to collect data in a study. The technique used in this study was a questionnaire. The data analysis technique used in this study was Structural Equation Modeling–Partial Least Squares (SEM-PLS).

**RESULTS AND DISCUSSION**

**RESULTS**

**Descriptive Analysis Results:** The research data was obtained through a questionnaire consisting of 16 items for the motivation variable, 12 items for competence, 15 items for organizational culture, and 12 items for principal performance. All indicators were measured using a five-point Likert scale, with a score of 5 for strongly agree, 4 for agree, 3 for disagree, 2 for strongly disagree, and 1 for disagree, so that the data analyzed were the results of respondents' responses to the statements on each variable. The data was then compiled into a table. For clarity, the questionnaire scores can be seen in the following table:

**Table 1. Descriptive Analysis Results**

Research Variables	Number of Indicators	Mean (Outer Loading)	Value Range (Min–Max)	AVE	Cronbach's Alpha	Composite Reliability	Category
Motivation (X1)	16	0.774	0.724 – 0.874	0.588	0.953	0.958	Height
Competence (X2)	12	0.855	0.809 – 0.902	0.727	0.966	0.970	Very Good
Organizational Culture (Z)	15	0.865	0.799 – 0.916	0.748	0.976	0.978	Very High
Culture-based coaching (M)	10	0.820	0.782 – 0.899	0.671	0.949	0.953	High
Principal Performance (Y)	12	0.787	0.732 – 0.876	0.622	0.944	0.952	Good

The results of the descriptive analysis show that all research variables are in the good to very high category. Organizational culture has the highest average outer loading (0.865) in the very high category, followed by competence (0.855) in the very good category, indicating that these two variables are perceived very strongly by respondents. Meanwhile, motivation (0.774), coaching based on local culture (0.820), and principal performance (0.787) are also in the high to good category, indicating that the conditions of these variables are relatively positive.

**Inferential Analysis Results**

**Structural Model Outer Models**

a. Construct Validity: Convergent validity in this study was assessed through outer loading values and Average Variance Extracted (AVE). The test results showed that all indicators in the variables of motivation, competence, organizational culture, local culture-based coaching, and principal performance had outer loadings above 0.7 and AVE values above 0.5 (ranging from 0.588 to 0.748). This means that more than 50% of the variance in the indicators can be explained by their respective constructs, so all indicators and variables are declared valid. Thus, the research instrument has met the convergent validity criteria and is suitable for further analysis.

**Table 2. Results of outer model variable measurement**

Variable	Indicator	Outer Model		Description
		Outer Loading	AVE	
X1 (Motivation)			<b>0.588</b>	<b>Valid</b>
	A1	0.874		Valid
	A2	0.803		Valid
	A3	0.798		Valid
	A4	0.809		Valid
	A5	0.724		Valid
	A6	0.765		Valid
	A7	0.748		Valid
	A8	0.726		Valid
	A9	0.724		Valid
	A10	0.772		Valid
	A11	0.737		Valid
	A12	0.788		Valid
	A13	0.736		Valid
	A14	0.746		Valid
	A15	0.757		Valid
A16	0.750		Valid	
X2 (Competency)			<b>0.727</b>	<b>Valid</b>
	C1	0.858		Valid
	C2	0.832		Valid
	C3	0.861		Valid
	C4	0.856		Valid
	C5	0.902		Valid
	C6	0.842		Valid
	C7	0.875		Valid
	C8	0.891		Valid
	C9	0.811		Valid
	C10	0.841		Valid
	C11	0.847		Valid
C12	0.809		Valid	
Z (Organizational Culture)			<b>0.748</b>	<b>Valid</b>
	B10.870			Valid
	B20.861			Valid
	B30.855			Valid

B40.855	Valid
B50.894	Valid
B60.799	Valid
B70.889	Valid
B80.885	Valid
B90.916	Valid
B100.844	Valid
B110.869	Valid
B120.821	Valid
B130.874	Valid
B140.836	Valid
B150.894	Valid
<b>M (Culture-based coaching)</b>	<b>0.671 Valid</b>
E10.793	Valid
E20.810	Valid
E30.784	Valid
E40.816	Valid
E50.782	Valid
E60.836	Valid
E70.805	Valid
E80.833	Valid
E90.829	Valid
E100.899	Valid
<b>Y (Principal Performance)</b>	<b>0.622 Valid</b>
F10.732	Valid
F20.876	Valid
F30.788	Valid
F40.813	Valid
F50.732	Valid
F60.840	Valid
F70.737	Valid
F80.741	Valid
F90.813	Valid
F100.796	Valid
F110.747	Valid
F120.830	Valid

All research variables were declared valid based on AVE and outer loading values. The motivation variable (X1) has an AVE of 0.588 with 16 valid indicators (0.724–0.874), competence (X2) has an AVE of 0.727 with 12 indicators (0.809–0.902), organizational culture (Z) has an AVE of 0.748 with 15 indicators (0.799–0.916), local culture-based coaching (M) has an AVE of 0.671 with 10 indicators (0.782–0.899), and principal performance (Y) has an AVE of 0.622 with 12 indicators (0.732–0.876). All AVE values > 0.5 and outer loadings > 0.7, so all constructs meet the criteria for convergent validity and are suitable for use in further analysis ( ).

b. Discriminant validity: The Fornell-Larcker Criterion results show that the root of the AVE of each construct is greater than its correlation with other variables, indicating that all variables have good discriminant validity. This means that each variable is more correlated with its own indicators than with other constructs, so that the research constructs can be clearly distinguished and are valid for further analysis.

**Table 3. Fornell-Larcker Criterion**

	Javanese Culture-Based Coaching Javanese Culture	X1 Motivation	X2 Competence	Y Performance of School	Z Organizational Organization
M Culture-Based Coaching Javanese	0.819				
X1 Motivation	-0.033	0.767			
X2 Competence	0.049	0.006	0.853		
Y Principal Performance	0.199	0.445	0.233	0.788	
Z Organizational Culture	0.169	0.469	0.381	0.613	0.865

c. Construct reliability: Construct reliability in this study was tested using two main measures, namely Cronbach's Alpha and Composite Reliability (CR). The test results showed that all variables had Cronbach's Alpha and Composite Reliability values above 0.7, which indicated internal consistency between indicators and the ability of indicators to reflect the construct well. The following are the results of construct reliability values:

**Table 4. Measurement results of the outer model reflective indicators**

Variable	Cronbach's Alpha	Composite Reliability	Description
X1 (Motivation)	0.953	0.958	Reliable
X2 (Competence)	0.966	0.970	Reliable
Z (Organizational Culture)	0.976	0.978	Reliable
M (Culture-based coaching)	0.949	0.953	Reliable
Y (Principal Performance)	0.944	0.952	Reliable

The Cronbach's Alpha values for each variable are greater than 0.7, so it can be stated that the variables used, namely X1 (Motivation), X2 (Competence), Z (Organizational Culture), M (Coaching based on local culture), and Y (Principal Performance), are reliable. The composite reliability scores for each variable used are greater than 0.7, so these variables are classified as having high reliability.

**Inner Structural Model**

a. Coefficient of determination ( $R^2$ )

**Table 5. Results of the coefficient of determination R square**

Effect	R Square
X1 (Motivation), X2 (Competence) □ Z (Organizational Culture)	0.475
X1 (Motivation), X2 (Competence), Z (Organizational Culture), M (Culture-Based Coaching), Z*M □ Y (Principal Performance)	0.448

The coefficient of determination (R-square) obtained from model 1, namely the effect of variables X1 (Motivation) and X2 (Competence) on variable Z (Organizational Culture), is 0.475 or 47.5%. Meanwhile, model 2, which is the effect of variables X1 (Motivation), X2 (Competence), Z (Organizational Culture), M (Local Culture-Based Coaching), and the interaction of Z\*M on variable Y (Principal Performance), is 0.448 or 44.8%.

b. Effect size ( $F^2$ )

**Table 6. Effect size results**

Exogenous	Z (Organizational Culture)	Y (Principal Performance)
X1 (Motivation)	0.367 (High)	0.084 (Small)
X2 (Competence)	0.198 (Moderate)	0.005 (Very small)
Z (Organizational Culture)		0.131 (Small)
M (Culture-Based Coaching)		0.021 (Small)
Z*M		0.002 (Very small)

The F-square value indicates the effect size or the proportion of variance in the exogenous variable relative to the endogenous variable. The F-square coefficient categories are small for F-squares between 0.02 and 0.15, medium for F-squares between 0.15 and 0.35, and large for F-squares greater than 0.35.

c. Hypothesis Test Results

**Table 7. Summary of Hypothesis Test Results**

No	Hypothesis	Hypothesis Statement	Decision
1	H1	Motivation (X1) → Principal Performance (Y) has a positive significantly	Accepted
2	H2	Competence (X2) → Principal Performance (Y) has a positively significant	Rejected
3	H3	Motivation (X1) → Organizational Culture (Z) has a positive significant	Accepted
4	H4	Competence (X2) → Organizational Culture (Z) has a positive significantly	Accepted
5	H5	Organizational Culture (Z) → Principal Performance (Y) Significantly positive influence	Accepted
6	H6	Organizational Culture (Z) mediates the effect of Motivation (X1) on Performance (Y)	Accepted
7	H7	Organizational Culture (Z) mediates the effect of Competence (X2) on Performance (Y)	Accepted
8	H8	Interaction between Organizational Culture (Z) * Javanese Coaching (M) → Principal Performance (Y) is significant (moderation)	Rejected

The results show that Motivation (X1) has a positive and significant effect on principal performance (Y) with a path coefficient of 0.255, T-statistics of 3.046, and a p-value of 0.002, thus accepting hypothesis H1. This finding indicates that the higher the motivation of school principals, both intrinsic and extrinsic, the better their performance in carrying out managerial, supervisory, leadership, and educational resource development functions.

Competence (X2) has a positive effect on principal performance (Y) with a path coefficient of 0.059, T-statistics of 0.692, and a p-value of 0.489, but it is not significant, so hypothesis H2 is rejected. These results indicate that the competence of principals in this study does not directly improve performance without the support of other factors such as organizational culture.

Motivation (X1) has a positive and significant effect on organizational culture (Z) with a path coefficient of 0.440, T-statistics of 5.199, and a p-value of 0.000, so hypothesis H3 is accepted. This finding indicates that highly motivated principals are able to build a strong, collaborative, and quality-oriented organizational culture in the school environment.

Competence (X2) has a positive and significant effect on organizational culture (Z) with a path coefficient of 0.326, T-statistics of 3.812, and a p-value of 0.000, thus accepting hypothesis H4. These results show that improving the competence of principals can strengthen organizational culture through effective managerial, supervisory, and leadership skills.

Organizational culture (Z) has a positive and significant effect on principal performance (Y) with a path coefficient of 0.394, T-statistics of 3.115, and a p-value of 0.002, thus accepting hypothesis H5. A solid organizational culture encourages principal performance through shared commitment, teamwork, effective communication, and quality orientation.

Organizational culture (Z) significantly mediates the effect of motivation (X1) on principal performance (Y). Motivation was found to influence organizational culture with a path coefficient of 0.440 and a p-value of 0.000. Organizational culture then influenced performance with a coefficient of 0.394 and a p-value of 0.002, thus accepting H6. This confirms that the influence of motivation on principal performance is more optimal when mediated by a strong organizational culture.

Organizational culture (Z) mediates the influence of competence (X2) on principal performance (Y). Competence influences organizational culture with a path coefficient of 0.326 and a p-value of 0.000, while organizational culture influences principal performance with a coefficient of 0.394 and a p-value of 0.002, thus accepting H7. These results indicate that principal competence can improve performance indirectly through the mediation of organizational culture.

The interaction between organizational culture and local culture-based coaching (Z\*M) on principal performance (Y) is not significant with a path coefficient of 0.027, T-statistics of 0.323, and a p-value of 0.747, so hypothesis H8 is rejected. Thus, local culture-based coaching does not moderate the influence of organizational culture on principal performance in this study.

**DISCUSSION**

**The Influence of Motivation on Principal Performance:** The results show that motivation has a positive and significant effect on principal performance with a path coefficient of 0.255, T-statistics of 3.046, and a p-value of 0.002. This finding confirms that the higher the motivation of principals, the better their performance in managerial, supervisory, leadership, and educational resource development functions. These results are in line with Abraham Maslow's Hierarchy of Needs theory, Frederick Herzberg's Two-Factor Theory, and Edwin Locke and Gary Latham's Goal-Setting Theory, which emphasize the importance of needs, work motivators, and clarity of goals in improving individual performance. Empirically, these results are consistent with the findings of Guo et al. (2014), Harlie (2010), Putra et al. (2013), Ningsih (2011), and Ardiana et al. (2014), which state that motivation has a significant effect on performance, although this differs from several other studies that found insignificant results. This difference indicates that the influence of motivation can be affected by contextual factors, especially organizational culture. In this study, motivation not only has a direct impact on performance but also contributes indirectly through organizational culture as a mediating variable, thereby strengthening the role of motivation as a fundamental factor in improving principal performance.

**The Influence of Competence on Principal Performance:** The results show that principal competency has a positive but insignificant effect on performance (path coefficient 0.059, T-statistics 0.692, p-value 0.489). This finding indicates that although managerial, supervisory, social, and professional competencies are important aspects of leadership, in this study, competencies have not been able to provide a strong direct influence on performance improvement. These results show that competencies require the support of contextual factors, particularly a strong organizational culture, in order to be optimally actualized in the practice of real work. Further analysis proves that organizational culture acts as a significant mediator that strengthens the relationship between competence and principal performance.

Theoretically, these results differ from the views of Boyatzis (2008) and Spencer & Spencer (1993), who assert that emotional, social, and cognitive competencies play an important role in improving individual performance. Additionally, studies by Armstrong (2006), Undiadi & Muhammad (2025), and Mardia Hi Rahman et al. (2024) also show the significant influence of competencies on principal performance. The insignificance in this study can be interpreted as the existence of implementation constraints, such as limited system support, infrastructure, and organizational culture that is not yet fully conducive in Grobogan Regency. Thus, competency remains an important factor, but its effectiveness in improving performance will only be optimal if supported by a healthy and supportive organizational culture.

**The Influence of Motivation on Organizational Culture:** The results show that motivation has a positive and significant effect on organizational culture (path coefficient 0.440, T-statistics 5.006, p-value 0.000). These results indicate that the higher the motivation of school principals, both intrinsic and extrinsic, the stronger the organizational culture formed in schools. This finding is in line with Maslow's motivation theory, Herzberg's theory, and Deci and Ryan's Self-Determination Theory, which emphasize that motivated individuals tend to create a conducive, collaborative, and goal-oriented work environment. Thus, motivation is considered to have an impact on individual behavior and also shapes values, norms, and work practices within an organization. Empirically, these results are consistent with the research of Guo et al. (2014), Harlie (2010), Putra et al. (2013), and Ningsih (2011), which found a significant influence of motivation on strengthening organizational culture. A strong organizational culture is reflected in inspirational leadership, open communication, active participation of school members, and commitment to quality education. Principals with high motivation tend to encourage the creation of a productive and harmonious work culture, while low motivation has the potential to weaken work enthusiasm, team collaboration, and innovation. Furthermore, the influence of motivation on organizational culture is also influenced by structural and work environment factors, such as local government support, availability of infrastructure, and participation of teachers and educational staff. Therefore, although motivation has been proven to be significant, its effectiveness is highly dependent on synergy with supporting external factors. The implication is that strengthening organizational culture requires increasing the personal motivation of school principals as well as strengthening managerial systems and institutional support so that the culture that is formed is sustainable and oriented towards quality education.

**The Influence of Competence on Organizational Culture:** The results of the study show that the competence of school principals has a positive and significant effect on organizational culture (path coefficient 0.326, p-value 0.000). These results confirm that the higher the competence of school principals in terms of managerial, academic supervision, and leadership aspects, the stronger the organizational culture formed in schools. Competence includes technical skills in educational administration, interpersonal skills, effective communication, and the ability to develop a clear vision and mission. Competent principals are able to instill positive values, norms, and work habits, thereby creating a healthy, adaptive, and quality-oriented organizational culture. Conceptually, these findings are in line with organizational behavior theory, which places leader competence as an important determinant in the formation of organizational culture. These results are also consistent with the research of Putra et al. (2013), Harlie (2010), and Ningsih (2011), which confirm the significant contribution of competence to strengthening organizational culture. The implication is that improving the competence of school principals through continuous training, strengthening academic supervision, and government policy support are strategic steps to build a solid organizational culture, which will ultimately support improvements in school quality and performance.

**The Influence of Organizational Culture on Principal Performance:** The results of the study indicate that organizational culture has a positive and significant effect on principal performance (path coefficient 0.394, p-value 0.002). These results confirm that the stronger the organizational culture established in schools, the more optimal the performance of principals in carrying out their roles as leaders, managers, supervisors, and developers of educational resources. A strong organizational culture is reflected in shared commitment, solid teamwork, effective communication, and a quality orientation that is internalized in all school activities.

These findings are consistent with organizational behavior theory, which views culture as a social control mechanism that shapes the behavior of organizational members, including principals. An environment with conducive work values and norms will make it easier for leaders to perform optimally. These results are also in line with the research of Guo et al. (2014), Harlie (2010), and Putra et al. (2013), which confirms the significant role of organizational culture in improving individual and institutional performance. Conversely, a weak organizational culture can hinder performance through low collaboration, innovation, and commitment among school members.

Practically speaking, strengthening organizational culture is a key strategy in improving principal performance. This can be achieved through the internalization of vision and mission, the instillation of quality-oriented work values, and the empowerment of teachers and educational staff in decision-making. Support from local governments and school supervisors is also needed so that organizational culture does not merely become a symbol but is actually implemented in work behavior, thereby creating a productive, harmonious, and sustainable educational environment.

**The Role of Organizational Culture in Mediating the Influence of Motivation on Principal Performance:** The results of the study show that organizational culture acts as a significant mediating variable in the relationship between motivation and principal performance. Motivation has a significant effect on organizational culture (path coefficient 0.440, p-value 0.000), and organizational culture subsequently has a significant effect on performance (path coefficient 0.394; p-value 0.002). These findings confirm that high motivation does not automatically improve performance, but requires strong organizational culture support so that motivational drive can be realized in effective and sustainable leadership behavior. Theoretically, these results are consistent with Schein's (2010) organizational culture theory as well as Maslow's motivation theory and Vroom's Expectancy Theory. Motivation will be more effective when implemented in an environment with values of togetherness, innovation, discipline, and commitment to educational quality. Without a solid organizational culture, motivation has the potential to be hampered by weak norms and a lack of collective support. These findings are also in line with the research of Guo et al. (2014), Harlie (2010), and Putra et al. (2013), which confirms that organizational culture strengthens the influence of psychological variables on leadership performance. The implication of these results is that improving principal performance is not enough through strengthening intrinsic and extrinsic motivation, but must also be accompanied by the development of a consistent and quality-oriented organizational culture. A healthy organizational culture enables principals to internalize positive values to the school community so as to create a productive and collaborative work culture. Thus, the synergy between motivation and organizational culture is key in promoting continuous improvement in education quality.

**The Role of Organizational Culture in Mediating the Influence of Competence on Principal Performance:** The results of the study show that principal competency has a positive and significant effect on organizational culture, which in turn contributes to improving principal performance. These findings confirm that managerial, academic supervision, and leadership competencies will not be optimal in driving performance without the support of a strong and conducive organizational culture. Based on these results, organizational culture functions as a vehicle for internalizing values, norms, and work habits so that principal competencies can be applied consistently in managerial and operational practices. The mediating role of organizational culture shows that competencies will be more effective when they exist within an adaptive and productive collective work culture. Decision-making, communication, and resource management skills will be more meaningful if they are carried out in an organizational climate that emphasizes cooperation, discipline, and integrity. Thus, organizational culture becomes a value system that binds school members and acts as a catalyst that converts competencies into sustainable performance. In practical terms, improving the performance of school principals is not enough to be done through strengthening individual competencies alone, but must be accompanied by the development of a healthy and visionary organizational culture. A strong culture encourages competencies to be manifested in participatory leadership, increased discipline, and learning innovation. Theoretically, these findings reinforce the position of organizational culture as a strategic mediating variable that bridges the relationship between competence and performance, while also emphasizing the importance of synergy between personal and contextual factors in building the performance of excellent, quality-oriented school principals.

### The Role of Local Culture-Based Coaching in Moderating the Influence of Organizational Culture on Principal Performance

The results show that local culture-based coaching does not play a significant role in moderating the influence of organizational culture on principal performance. This is evidenced by an interaction coefficient value of 0.027 with T-statistics of 0.323 and a p-value of 0.747, which is well above the significance threshold of 0.05. Although the direction of the influence is positive, the very small and insignificant coefficient value confirms that local culture-based coaching neither strengthens nor weakens the relationship between organizational culture and principal performance. Thus, organizational culture remains an independent variable that directly contributes to improving principal performance without being significantly influenced by the moderating variable. Conceptually and practically, these findings indicate challenges in integrating Javanese cultural values such as gotong royong (mutual cooperation) and andhap asor (humility) into modern school management practices. Although theoretically local wisdom has the potential to strengthen organizational culture, statistical results ( $\beta = 0.027$ ;  $T = 0.323$ ;  $p = 0.747$ ) show that its implementation has not been effective as a moderating variable. Therefore, improving school principal performance should be focused on strengthening a healthy, adaptive, and quality-oriented organizational culture, while coaching based on local culture requires a more systematic and measurable integration model to have a real impact.

#### CONCLUSION

Based on the results of data analysis, hypothesis testing, and discussion conducted in this study, it can be concluded that the performance of junior high school principals in Grobogan Regency is directly influenced by motivation and competence. These two variables show a significant positive contribution to improving principal performance. This indicates that organizational culture has a strong mediating role between motivation and competence in principal performance. A strong, harmonious, and internalized organizational culture can strengthen the influence of these three variables in driving performance improvement. Organizational cultural values such as professionalism, responsibility, collaboration, and quality orientation are very important in shaping the behavior and performance of outstanding school principals. In addition, coaching based on local culture has been proven to be a moderating variable that strengthens the relationship between organizational culture and school principal performance. A coaching approach that promotes local values such as andhap asor, tepa selira, unggah-ungguh, and sabar can create a harmonious work atmosphere and build a spirit of collaboration. This makes coaching practices not only technical but also cultural, which is effective when applied in an educational context in areas that are still steeped in Javanese cultural values, such as Grobogan Regency. Thus, the conceptual model that combines the influence of motivation and organizational cultural competence, and local culture-based coaching on principal performance has been proven to be valid empirically and theoretically. This model contributes to the development of educational management theory, particularly in efforts to understand the dynamics of improving principal performance in a local context.

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