



Accepted	: August 6, 2026
Revised	: September 18, 2026
Approved	: September 23, 2026
Published	: September 25, 2026

The Influence of School Culture, Work Motivation, and Teacher Welfare on Teacher Performance at Maitreyawira and Universal Family in Batam

Sherla Felicia ^{1*}, Widi Dewi Ruspitasari ², Rifki Hanif ³

^{1,2,3} Master's Program in Management, Institut Teknologi dan Bisnis ASIA Malang, Candi Mendut IV Street, Malang 65141, Indonesia

* Corresponding Author. E-mail: Sherlashe8@gmail.com

Abstract: Teacher performance is central to the quality of early childhood education because kindergarten teachers are responsible not only for instruction but also for children's character, emotional, social, and developmental support. This study examines the partial and simultaneous effects of school culture, work motivation, and teacher welfare on teacher performance at two kindergartens managed by Yayasan Pancaran Maitri in Batam. A quantitative survey design was employed with saturated sampling involving all 38 teachers. Data were collected through a five-point Likert-scale questionnaire and analyzed using IBM SPSS version 26. The analysis included descriptive statistics, validity and reliability tests, classical assumption tests, multiple linear regression, t-tests, an F-test, and the coefficient of determination. School culture and work motivation were perceived as very good, with mean scores of 4.44 and 4.42, respectively; teacher welfare was rated good at 3.87, while teacher performance was very good at 4.24. Partially, school culture did not significantly affect teacher performance ($t = 0.090$; $p = 0.929$), and work motivation also had no significant effect ($t = 1.583$; $p = 0.123$). Teacher welfare had a positive and significant effect ($t = 4.023$; $p < 0.001$). Simultaneously, the three predictors significantly affected teacher performance ($F = 11.822$; $p < 0.001$), explaining 51.1% of its variance. The findings indicate that welfare is the most influential direct factor, while school culture and motivation remain important supporting conditions for integrated teacher-performance management.

Keywords: Early Childhood Education; Teacher Performance; Teacher Welfare; School Culture; Work Motivation.

INTRODUCTION

Early childhood education represents a strategic foundation for human development because experiences during the early years influence children's subsequent learning, social-emotional development, well-being, and participation in education. In the current social and educational context, the quality of early childhood education has become increasingly important as education systems are expected not only to prepare children academically but also to support their emotional resilience, social competence, creativity, communication skills, and holistic development. UNESCO and UNICEF emphasize that early childhood care and education (ECCE) constitutes a fundamental part of the right to education and requires an integrated ecosystem involving children, families, educators, institutions, and public policy.

Within this broader agenda, the quality and sustainability of the early childhood education workforce have become major educational concerns. The effectiveness of ECCE depends substantially on the availability of competent, supported, and professionally developed educators because teacher-child interactions are among the central determinants of educational quality. UNESCO has highlighted a projected global shortage of approximately six million pre-primary teachers by 2030, indicating that attracting, developing, supporting, and retaining qualified early childhood educators has become an important policy challenge. Recent OECD work similarly emphasizes that a strong early childhood education workforce depends not only on initial qualifications but also on continuing professional development, supportive leadership, manageable job demands, and appropriate working conditions that promote staff retention and well-being. These developments make teacher performance, motivation, organizational culture, and welfare increasingly relevant issues not only at the institutional level but also within the broader discussion of educational quality and workforce sustainability.

Early childhood education is particularly important because learning at this stage is not limited to the development of early academic abilities. It also contributes to character formation, independence, social-emotional competence, language development, physical-motor development, and creativity. Teachers therefore play a central role because they interact directly with children through learning activities, play, habituation, caregiving, and developmental assessment. Indonesian Law No. 14 of 2005 concerning Teachers and Lecturers recognizes teachers as professionals responsible for educating, teaching, guiding, directing, training, assessing, and evaluating learners. At the kindergarten level, these responsibilities require patience, emotional sensitivity, creativity, positive role modelling, and strong pedagogical and social competence. Consequently, teacher performance constitutes

one of the most direct institutional factors determining the quality of early childhood education services.

Teacher performance can be understood as the work outcomes achieved in carrying out professional responsibilities, including the planning, implementation, and evaluation of learning. Mangkunegara (2017) associates performance with the quality and quantity of work achieved according to assigned responsibilities, while Supardi (2014) emphasizes that teacher performance is reflected in the professional execution of instructional functions. In this study, teacher performance is represented by four dimensions of competence: pedagogical, personal, social, and professional competence. These dimensions include the ability to design learning according to children's needs, use diverse instructional methods, demonstrate discipline, regulate emotions, communicate effectively with school members and parents, master teaching content, and participate in professional training.

TK Maitreyawira Batam is an early childhood education institution managed by Yayasan Pancaran Maitri. The school promotes holistic education through values of compassion, positive habits, family-oriented relationships, and an educational approach that balances intellectual, emotional, social, and spiritual development. These values are reflected in practices such as smiling, greeting, and acknowledging others (*senyum, sapa, salam* or 3S), collective prayer, collaboration among teachers, personal attention to children, and the development of a "one family" atmosphere. However, despite the presence of a positive school culture and teacher development programs, internal data from August 2025 to April 2026 showed that teacher lateness occurred more frequently than authorized absence. The 2025 performance evaluation also revealed variations in attendance, institutional commitment, participation in professional development, instructional innovation, and consistency in implementing school programs. These conditions suggest that a positive organizational environment does not necessarily produce uniform performance among individual teachers.

One organizational factor that may influence teacher performance is school culture. Schein (2010) describes organizational culture as a pattern of shared basic assumptions developed by a group in addressing problems of external adaptation and internal integration. In educational institutions, school culture includes values, norms, routines, rituals, collegial relationships, and leadership support. A positive culture can provide behavioral direction, strengthen organizational belonging, facilitate coordination, and create a supportive working environment. Hoy and Miskel (2013) similarly position culture as an important element of educational organizational behavior because shared values influence how school members understand their responsibilities and relationships. In the present study, school culture is operationalized through norms and values, positive habits, collegial relationships, and leadership support.

Several previous studies support the relationship between school culture and teacher performance. Dewi et al. (2025) found that school culture had a positive and significant effect on elementary school teacher performance. Similar findings were reported by Miyarti et al. (2022), Emniswati et al. (2023), and Sudarto and Niron (2025). In the early childhood education context, Sari et al. (2024) also found that school culture and work motivation contributed to teacher performance. However, most of these studies were conducted in elementary or secondary schools, involved larger samples, or incorporated different organizational variables. Furthermore, schools operating under the same foundation may have relatively homogeneous organizational cultures, thereby reducing the variation required to explain individual differences in performance. Therefore, further examination within the context of private kindergarten institutions in Batam remains necessary.

The second factor is work motivation, which refers to internal and external forces that influence the intensity, direction, and persistence of work-related behavior. Deci and Ryan (2000) explain that intrinsic motivation develops when individuals experience autonomy, competence, relatedness, and meaningful engagement in their activities. Herzberg (1959) distinguishes factors that promote achievement and satisfaction from hygiene factors that prevent dissatisfaction. For kindergarten teachers, intrinsic motivation may arise from the meaningfulness of the profession, the desire for personal development, and a sense of dedication to children and education. Extrinsic motivation may originate from recognition, school policies, leadership support, professional development opportunities, and working conditions. The combination of these factors is expected to encourage teachers to design creative learning experiences, fulfil professional responsibilities, and continuously improve their competence.

However, previous findings regarding motivation are not entirely consistent. Maharani et al. (2025) reported that work motivation positively influenced teacher performance, while Sari et al. (2024) found a significant effect of motivation on early childhood teacher performance. In contrast, Samu (2023) found that work motivation did not significantly influence the teaching performance of nonformal early childhood educators. These inconsistent findings indicate that the relationship between motivation and performance may be context-dependent. High but relatively homogeneous motivation may not sufficiently differentiate individual performance. Moreover, motivation may require supporting conditions such as adequate welfare, clear work systems, opportunities for professional growth, and appropriate recognition before it can be translated into measurable performance.

The third factor is teacher welfare. In this study, welfare is conceptualized multidimensionally rather than being limited to salary and allowances. It includes psychological well-being, social relationships, recognition, dedication, and spiritual meaning. Ryff (1989) conceptualizes psychological well-being through self-acceptance, positive relationships, purpose in life, environmental mastery, personal growth, and autonomy. Seligman (2011) similarly identifies positive emotion, engagement, relationships, meaning, and accomplishment as important components of human flourishing. In the teaching context, welfare can provide psychological security and emotional resources that allow teachers to remain focused, emotionally stable, creative, and consistent in fulfilling their professional responsibilities.

The importance of teacher welfare is increasingly relevant because contemporary discussions of educational quality are closely connected to educators' working conditions, professional development, stress, and workforce

retention. Current international evidence emphasizes that sustainable early childhood education systems require not only qualified educators but also conditions that enable them to remain in the profession and perform effectively. OECD identifies improved working conditions, balanced job demands and resources, professional development, and staff well-being as important components of building and retaining a strong ECEC workforce. Therefore, teacher welfare should be regarded not merely as an individual employment issue but as part of a broader strategy for maintaining educational quality and institutional sustainability.

Empirically, Hasanah and Zainuddin (2024) and Simanjuntak et al. (2025) demonstrated that teacher welfare influences teacher performance. Muhammad and Syahid (2022) also found that work motivation and psychological well-being simultaneously affected teacher performance. These findings are particularly relevant to private educational institutions because salaries, allowances, incentives, professional development opportunities, and career systems are substantially influenced by foundation-level management policies. At the same time, kindergarten teachers face demanding responsibilities involving children's developmental needs, intensive communication with parents, emotional regulation, and the preparation of engaging learning experiences. Consequently, both financial and non-financial welfare may determine teachers' capacity to sustain effective performance.

The novelty of this study lies not only in simultaneously examining school culture, work motivation, and teacher welfare in private early childhood education institutions, but also in testing whether organizational factors that are already strongly established and relatively homogeneous still provide meaningful partial explanations of teacher performance. Previous studies have generally reported positive relationships between school culture, motivation, and teacher performance; however, limited attention has been given to contexts in which school culture and motivation may function as shared baseline conditions rather than direct differentiating predictors. By incorporating multidimensional teacher welfare into the same model, this study addresses this empirical and contextual gap and provides a more comprehensive explanation of teacher performance in early childhood education settings.

Accordingly, this study aims to analyze: (1) the effect of school culture on teacher performance; (2) the effect of work motivation on teacher performance; (3) the effect of teacher welfare on teacher performance; and (4) the simultaneous effect of school culture, work motivation, and teacher welfare on teacher performance. The findings are expected to contribute to the literature on educational human resource management and provide an empirical basis for schools and foundations in determining appropriate priorities for improving teacher performance. More broadly, the study contributes to the current educational discussion by emphasizing that the quality of early childhood education depends not only on curriculum and learning programs but also on the organizational and welfare conditions that enable teachers to perform their professional roles sustainably.

RESEARCH METHODOLOGY

This study employed a quantitative approach with an explanatory survey design. This design was selected because the study aimed to examine the effects of three independent variables—school culture (X1), work motivation (X2), and teacher welfare (X3)—on the dependent variable, teacher performance (Y). The study was conducted from March to May 2026 at TK Maitreyawira Batam and TK Universal Family, Batam City, Riau Islands Province. Both institutions are managed by Yayasan Pancaran Maitri and therefore share related policy frameworks, organizational values, and management systems.

The study population consisted of all active teachers at the two institutions. Because the population was relatively small, the study employed saturated sampling, or a census approach, in which all members of the population were included as respondents (Sugiyono, 2023). The final sample consisted of 38 teachers. The use of saturated sampling enabled the study to capture the perceptions of all teachers within the defined population and reduce sampling selection error; however, the generalizability of the findings remains limited to the institutional context examined.

Primary data were collected using a closed-ended questionnaire with a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. School culture was measured using eight statements covering the indicators of norms and values, positive habits, collegial relationships, and leadership support. Work motivation was measured using four statements representing intrinsic and extrinsic factors. Teacher welfare was measured using eight statements covering financial, psychological, social, and spiritual welfare. Teacher performance was measured using eight statements representing pedagogical, personal, social, and professional competencies.

Data analysis was conducted using IBM SPSS version 26. The first stage involved descriptive statistics to describe respondent characteristics and response patterns for each variable. The second stage involved testing the quality of the research instruments. Validity was assessed using the Corrected Item-Total Correlation, with a critical r-value of 0.320 at the 5% significance level; an item was considered valid when the calculated r-value exceeded the critical r-value. Reliability was assessed using Cronbach's Alpha. All variables obtained alpha values above 0.60 and were considered reliable according to the criteria applied in the thesis.

The third stage involved classical assumption testing, including residual normality, multicollinearity, and heteroscedasticity. Normality was tested using the Kolmogorov-Smirnov test; the residuals were considered normally distributed when the significance value was greater than 0.05. Multicollinearity was assessed using tolerance and the Variance Inflation Factor (VIF), with the criteria of tolerance greater than 0.10 and VIF below 10. Heteroscedasticity was tested using the Glejser method; the model was considered free from heteroscedasticity when the significance value of each independent variable was greater than 0.05 (Ghozali, 2018).

The final stage involved multiple linear regression analysis using the equation: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. The t-test was used to assess the partial effect of each independent variable, while the F-test was used to examine the simultaneous effect of the three independent variables. Statistical decisions were based on a significance level

of 0.05. The coefficient of determination (R^2) was used to assess the proportion of variation in teacher performance explained by the model. With $n = 38$ and three predictors, the degrees of freedom for the partial test were 34, resulting in a critical t-value of 1.690. The critical F-value, with $df_1 = 3$ and $df_2 = 34$, was 2.88.

RESULTS AND DISCUSSION

Results

The study involved 38 teachers as respondents. Based on gender, 36 respondents (94.7%) were female and two respondents (5.3%) were male. This composition reflects the predominance of female educators within the kindergarten teacher population examined in this study. In terms of length of service, the largest group consisted of teachers with less than two years of service, totaling 16 respondents (42.1%). Six teachers (15.8%) had two to five years of service, while eight teachers (21.1%) had six to ten years of service and another eight teachers (21.1%) had more than ten years of service. Regarding educational background, 29 teachers (76.3%) held a bachelor's degree, eight teachers (21.1%) had completed senior or vocational high school, and one teacher (2.6%) held a diploma. Employment status consisted of 18 permanent teachers (47.4%), 10 contract teachers (26.3%), and 10 honorary teachers (26.3%).

Table 1. Respondent Characteristics

characteristics	Category	Frequency	Percentage
Gender	Male	2	5.3%
Gender	Female	36	94.7%
Length of service	< 2 years	16	42.1%
Length of service	2–5 years	6	15.8%
Length of service	6–10 years	8	21.1%
Length of service	> 10 years	8	21.1%
Education	Senior/Vocational High School	8	21.1%
Education	Diploma	1	2.6%
Education	Bachelor's Degree	29	76.3%
Employment status	Permanent teacher	18	47.4%
Employment status	Contract teacher	10	26.3%
Employment status	Honorary teacher	10	26.3%

Descriptive analysis showed that school culture obtained a mean score of 4.44 and was classified in the very good category. The highest score was found in routine activities, such as collective prayer, which helps develop positive habits (4.58), while the lowest score was found in the implementation of school values in daily behavior (4.26). Work motivation obtained a mean score of 4.42 and was also classified as very good. The perceived meaningfulness of working as a teacher received the highest score (4.55), whereas the motivation to work better when receiving recognition from the school was the lowest-rated indicator (4.29). This pattern indicates that intrinsic motivation was relatively stronger than external recognition.

Teacher welfare obtained a mean score of 3.87 and was classified in the good category. However, a clear gap was identified between financial and non-financial welfare. Income adequacy obtained a mean score of 2.92, while the suitability of allowances relative to workload obtained a mean score of 3.18; both were classified in the fair category. In contrast, positive relationships with colleagues reached 4.39, a sense of calm while working reached 4.21, and both feeling appreciated and experiencing spiritual meaning obtained mean scores of 4.18. Teacher performance obtained a mean score of 4.24 and was classified as very good. Communication with members of the school community was the highest-rated indicator (4.47), whereas regular participation in training was the lowest-rated indicator (3.89). These descriptive findings indicate that the social work environment and work-related values are already strong, while financial welfare and participation in professional development still require further attention.

Table 2. Summary of Descriptive Statistics of the Variables

Variable	Mean	Category	Lowest Indicator
School Culture (X1)	4,44	Very good	Implementation of school value (4,26)
Work Motivation (X2)	4,42	Very good	School Recognition (4,29)
Teacher Welfare (X3)	3,87	Good	Income Adequacy (2,92)
Teacher Performance (Y)	4,24	Very good	Participation in training (3,89)

The validity test showed that all items had Corrected Item-Total Correlation values greater than the critical r value of 0.320. The item correlation values ranged from 0.457 to 0.782 for school culture, 0.764 to 0.919 for work motivation, 0.485 to 0.876 for teacher welfare, and 0.524 to 0.852 for teacher performance. Therefore, all questionnaire items

were considered valid. The reliability test produced Cronbach's Alpha values of 0.670 for school culture, 0.859 for work motivation, 0.821 for teacher welfare, and 0.883 for teacher performance. Accordingly, all research instruments were considered reliable based on the criteria applied in this study.

The Kolmogorov-Smirnov test produced an Asymp. Sig. value of 0.070, which was greater than 0.05, indicating that the residuals were normally distributed. The tolerance values for school culture, work motivation, and teacher welfare were 0.783, 0.643, and 0.741, respectively, while the corresponding VIF values were 1.277, 1.554, and 1.349. All tolerance values were above 0.10 and all VIF values were below 10, indicating that the model did not exhibit multicollinearity. The Glejser test produced significance values of 0.451 for school culture, 0.976 for work motivation, and 0.146 for teacher welfare. Since all significance values exceeded 0.05, no heteroscedasticity was detected.

Table 3. Summary of Instrument Tests and Classical Assumption Tests

Testing	Result	Decision
Validity	All calculated r values > 0,320	All item are valid
Reliability X1	Cronbach's Alpha = 0,670	Reliable
Reliability X2	Cronbach's Alpha = 0,859	Reliable
Reliability X3	Cronbach's Alpha = 0,821	Reliable
Reliability Y	Cronbach's Alpha = 0,883	Reliable
Normalitas	Asymp. Sig. = 0,070	Residuals were normal distributed
Multicollinearity	Tolerance > 0,10; VIF < 10	No Multicollinearity
Heteroscedasticity	Sig. X1 = 0,451; X2 = 0,976; X3 = 0,146	No Heteroscedasticity

The regression analysis produced the following equation: $Y = 2.222 + 0.021X_1 + 0.592X_2 + 0.661X_3$ The constant of 2.222 represents the baseline value of teacher performance when the three predictors are held constant. The regression coefficients of 0.021 for school culture, 0.592 for work motivation, and 0.661 for teacher welfare indicate positive directions of association. However, the direction of the coefficients must be interpreted together with their significance levels, because a positive coefficient does not automatically indicate a statistically significant effect.

The partial test showed that school culture had a calculated t-value of 0.090 with $p = 0.929$. The calculated t-value was lower than the critical t-value of 1.690, and the p-value was greater than 0.05; therefore, H1 was rejected. Work motivation had a calculated t-value of 1.583 with $p = 0.123$. This result also failed to meet the significance criterion; therefore, H2 was rejected. Teacher welfare had a calculated t-value of 4.023 with $p < 0.001$. This value exceeded the critical t-value and met the significance criterion; therefore, H3 was accepted. With the largest B coefficient and a statistically significant partial effect, teacher welfare emerged as the dominant variable in the research model.

The simultaneous test produced an F-value of 11.822, which was greater than the critical F-value of 2.88, with $p < 0.001$. Therefore, H4 was accepted, indicating that school culture, work motivation, and teacher welfare jointly had a significant effect on teacher performance. The R value of 0.715 indicates a strong relationship between the combined predictors and teacher performance. The R Square value of 0.511 indicates that 51.1% of the variance in teacher performance can be explained by the three independent variables, while the remaining 48.9% is influenced by factors outside the model. The Adjusted R Square value of 0.467 provides an estimate adjusted for the number of predictors and the sample size.

Table 4. Regression and Hypothesis Testing Results

Testing	B	t/F	Sig.	Decision
constant	2,222	–	–	–
School Culture (X1)	0,021	t = 0,090	0,929	H1 rejected
Work Motivation (X2)	0,592	t = 1,583	0,123	H2 rejected
Teacher Welfare (X3)	0,661	t = 4,023	< 0,001	H3 accepted
Simultaneous effect	–	F = 11,822	< 0,001	H4 accepted
Coefficient of determination	R = 0,715	R ² = 0,511	Adj. R ² = 0,467	51,1% explained

DISCUSSION

The Effect of School Culture on Teacher Performance

The results indicate that school culture does not have a statistically significant partial effect on teacher performance, as reflected by a t-value of 0.090 and a significance level of 0.929. This finding means that differences in perceived school culture among respondents were not sufficient to explain variations in teacher performance when work motivation and teacher welfare were simultaneously controlled. Nevertheless, this result should not be interpreted as evidence that school culture is unimportant. Descriptive analysis showed that school culture had a very high mean score of 4.44, indicating that positive values, norms, routines, collegial relationships, and leadership support have already been strongly established within the schools.

This condition provides an important explanation for the nonsignificant statistical relationship. When almost all teachers perceive the organizational culture positively and relatively uniformly, the variability of school culture scores becomes limited. Consequently, school culture has less capacity to statistically differentiate teachers with higher and lower performance. In this context, school culture appears to function as a shared organizational foundation rather than as a direct differentiating factor of individual teacher performance. This interpretation is particularly relevant because the respondents were teachers working in two kindergartens under the same foundation, where institutional

values and management systems are relatively homogeneous.

The finding can be interpreted using the concept of organizational culture adopted in the theoretical framework. School culture represents shared values, beliefs, norms, and traditions that influence how members of an organization think and behave. The theoretical framework of this study positions positive school culture as an environment characterized by harmonious interpersonal relationships, open communication, management support, and shared commitment to institutional vision and mission. In TK Maitreyawira Batam, these characteristics are strengthened by the values of compassion, togetherness, and Beautiful Education, which are expected to guide teachers in performing their professional roles.

Thus, the nonsignificant effect does not necessarily contradict the theoretical importance of school culture. Instead, it suggests that culture may operate as an enabling condition: it provides common behavioral standards and a supportive work climate but does not necessarily create direct differences in performance once those values have been internalized by most teachers. The descriptive results support this interpretation because routine positive practices were rated very highly, while the relatively lower indicator concerned the consistency of applying school values in daily behavior. This means that the next organizational challenge is not merely strengthening awareness of institutional values, but transforming those values into observable professional practices.

This result differs from Dewi et al. (2025), who found that school culture had a positive and significant effect on the performance of 321 elementary school teachers. Miyarti et al. (2022) also reported a significant relationship between school culture and teacher performance, while Emniswati et al. (2023) and Sudarto and Niron (2025) demonstrated significant effects of work or school culture on teacher performance.

The difference in findings may be explained by differences in educational level, sample size, institutional characteristics, and organizational heterogeneity. Previous studies involved elementary or secondary schools with larger samples and potentially greater variations in organizational culture. In contrast, the present study involved 38 kindergarten teachers from two institutions under the same foundation. Therefore, the institutional culture experienced by the respondents was comparatively homogeneous.

The finding consequently extends previous evidence by showing that a strong school culture does not always emerge as a significant direct predictor when the culture has become a common institutional standard. In such circumstances, its contribution may occur indirectly through mechanisms such as commitment, job satisfaction, psychological safety, professional behavior, or organizational attachment. These mediating mechanisms were not tested in the present model and may be examined in future research.

The Effect of Work Motivation on Teacher Performance

The results also demonstrate that work motivation does not have a significant partial effect on teacher performance, with a t-value of 1.583 and a significance level of 0.123. Although the regression coefficient is positive, the relationship is not statistically significant. At the same time, descriptive analysis shows that work motivation is very high, with a mean of 4.42. Teachers particularly perceive their work as meaningful and demonstrate a strong desire for self-development.

This finding indicates that high motivation does not automatically produce differences in performance between individual teachers. Motivation represents the psychological energy that encourages individuals to act, but the transformation of motivation into observable performance also depends on resources, organizational policies, welfare, opportunities for professional development, recognition, and working conditions.

This interpretation corresponds to the theoretical framework of the study, which combines Maslow's hierarchy of needs and Herzberg's two-factor theory. The indicators used include enthusiasm in teaching, responsibility, job satisfaction, achievement orientation, expectation of recognition, and harmonious relationships with colleagues and leaders.

From Herzberg's perspective, working conditions, salary, interpersonal relationships, and job security represent hygiene factors, whereas achievement, recognition, responsibility, and opportunities for development function as motivators. The present results provide an interesting empirical interpretation of this distinction. Teachers may already possess strong intrinsic motivation because teaching is perceived as meaningful and as a form of service. However, high intrinsic motivation alone may not generate additional performance when organizational and welfare conditions constrain or standardize how work is performed.

The descriptive findings further show that recognition from the school, although still categorized as very good, obtained the lowest score among work motivation indicators. This suggests that the issue may not be a lack of motivation in general, but rather how motivation is converted into performance through organizational recognition, opportunities, and support. Therefore, schools should avoid assuming that highly dedicated teachers will automatically maintain optimal performance indefinitely without adequate reinforcement.

The result differs from Maharani et al. (2025), who found a positive and significant effect of work motivation on teacher performance, and Sari et al. (2024), whose study of 98 early childhood teachers also showed a significant positive effect of work motivation. However, the present finding is consistent with Samu (2023), who reported that work motivation did not significantly affect the teaching performance of nonformal early childhood educators.

The similarity with Samu (2023) is particularly relevant because both studies involve early childhood education contexts. Teaching young children requires not only personal motivation but also patience, emotional stability, institutional support, collaboration, teaching resources, and supportive working conditions. Therefore, motivation may function as a necessary psychological foundation without necessarily becoming an independent predictor of performance.

Theoretically, this finding suggests that motivation should not be viewed as an isolated determinant of teacher

performance. In an educational organization where teachers already possess high intrinsic motivation, the marginal contribution of additional motivation to performance may become smaller unless it is accompanied by adequate organizational resources and welfare.

Despite the generally positive findings reported in previous studies, the partial effects of school culture and work motivation may be weaker in organizational settings where both factors are already strongly established and relatively homogeneous. In the present context, teachers work within institutions managed under the same foundation and are exposed to similar organizational values, routines, leadership practices, and professional expectations. Such homogeneity may reduce variation in school culture and limit its ability to explain individual differences in teacher performance. A similar condition may occur with work motivation. When teachers already share a strong sense of professional commitment, meaningfulness of teaching, and intrinsic motivation, motivation may function as a common baseline rather than as a factor that differentiates performance across individuals. Therefore, school culture and work motivation may not necessarily emerge as significant partial predictors when other factors are statistically controlled. In contrast, teacher welfare may show greater individual variation, particularly in relation to income adequacy, allowances, workload, recognition, and psychological comfort, and may therefore provide stronger explanatory power for differences in teacher performance. This contextual possibility constitutes the main research gap addressed in the present study.

The Effect of Teacher Welfare on Teacher Performance

In contrast to the first two predictors, teacher welfare has a positive and significant effect on teacher performance. The regression coefficient of 0.661, t-value of 4.023, and significance level below 0.001 demonstrate that better teacher welfare is associated with higher teacher performance after controlling for school culture and work motivation. Teacher welfare is therefore the only independent variable that demonstrates a significant partial effect in the present model.

This finding becomes more meaningful when interpreted together with the descriptive results. Teacher welfare obtained a mean score of 3.87, which is lower than school culture and work motivation. More specifically, financial welfare showed the greatest room for improvement: income adequacy obtained a mean of 2.92 and the suitability of allowances to workload obtained 3.18. In contrast, collegial relationships, work tranquility, feeling appreciated, and spiritual meaning achieved substantially higher scores.

The pattern indicates that teacher welfare is multidimensional. Teachers may experience supportive relationships, psychological comfort, and meaningful work while still perceiving limitations in financial welfare. Because welfare shows a significant relationship with performance, these variations appear to have greater explanatory power for differences in teacher performance than the already highly homogeneous school culture and motivation.

This finding strongly relates to the theoretical framework of Seligman's PERMA model, which conceptualizes flourishing through positive emotion, engagement, relationships, meaning, and accomplishment. The study accordingly considers welfare beyond salary by incorporating financial, physical, psychological, social, and spiritual dimensions.

From this perspective, a teacher who feels psychologically safe, maintains positive relationships, experiences meaning in teaching, receives appropriate recognition, and has reasonable financial security possesses stronger personal resources to perform professional responsibilities. Such conditions may help teachers maintain concentration, emotional stability, creativity, patience, and consistency—qualities that are especially relevant in early childhood education.

The result supports Hasanah and Zainuddin (2024), who found a significant effect of teacher welfare on teacher performance, as well as Simanjuntak et al. (2025), whose study similarly demonstrated that teacher welfare significantly influenced elementary school teacher performance. It is also consistent with Muhammad and Syahid (2022), who found that work motivation and psychological well-being jointly contributed significantly to teacher performance.

The present study therefore strengthens previous findings by demonstrating that welfare remains important in an early childhood education setting characterized by strong organizational values and high teacher motivation. In other words, positive culture and dedication cannot completely substitute for teachers' need to experience adequate material and nonmaterial welfare.

This has an important managerial implication. Welfare should not be treated merely as an administrative expenditure, but as part of the school's human-resource investment. Financial policies regarding salaries, allowances, incentives, and workload should be evaluated periodically, while psychological, social, and spiritual welfare should also be maintained through supportive leadership, recognition, collegial relationships, professional development, and a healthy working environment.

The Simultaneous Effect of School Culture, Work Motivation, and Teacher Welfare on Teacher Performance

The simultaneous analysis shows that school culture, work motivation, and teacher welfare jointly have a significant effect on teacher performance, with an F-value of 11.822 and a significance level below 0.001. The coefficient of determination $R^2=0.511$ indicates that 51.1% of the variation in teacher performance can be explained collectively by the three variables, while the remaining 48.9% is associated with factors outside the model.

This finding is particularly important because it demonstrates that the absence of significant partial effects for school culture and work motivation does not mean that those variables are irrelevant. Rather, teacher performance appears to emerge from an organizational configuration in which culture, motivation, and welfare interact as complementary conditions.

The theoretical framework of the study proposes precisely this relationship: school culture provides shared values and a supportive environment; work motivation provides direction, persistence, and individual energy; and teacher

welfare provides material and psychological resources that allow teachers to perform effectively. Collectively, the three variables constitute a work ecosystem that supports teacher performance.

The result is consistent with Sari et al. (2024), who demonstrated a simultaneous effect of work motivation and school culture on early childhood teacher performance. It is also supported by Miyarti et al. (2022), who found that school culture together with other organizational variables influenced teacher performance, and Muhammad and Syahid (2022), who demonstrated the simultaneous contribution of work motivation and psychological well-being.

The remaining 48.9% of unexplained variance also indicates that teacher performance cannot be reduced to these three determinants. Other variables, such as principal leadership, teacher competence, workload, physical work environment, professional development, organizational commitment, teaching facilities, and performance-management systems may also play important roles. Therefore, future studies should examine a broader model and involve teachers from different foundations and institutional contexts.

Theoretical Generalization of the Findings

The findings can be generalized analytically into the theoretical framework of this study as follows: teacher performance in early childhood education is better understood as the outcome of an interaction between organizational context, individual psychological motivation, and employee welfare resources, rather than as the consequence of a single factor.

School culture functions as a shared contextual foundation that establishes norms and behavioral expectations. Work motivation functions as an internal and external psychological driver that provides energy and direction for teachers. Teacher welfare functions as an enabling resource that determines the extent to which teachers have sufficient material, psychological, social, and meaningful support to translate organizational values and personal motivation into actual performance. Consequently, when school culture and motivation have already reached high and relatively homogeneous levels, their direct statistical effects may become less visible, whereas welfare—with greater variation among teachers—may become the more immediate predictor of performance.

Therefore, the study extends the theoretical framework by suggesting a sequential logic:

Positive school culture → creates a supportive work context → work motivation provides willingness to perform → teacher welfare provides the resources and security needed to sustain that willingness → resulting in stronger teacher performance.

This interpretation also explains why the three factors become significant when considered simultaneously even though only teacher welfare is statistically significant when examined partially.

However, this should be regarded as a theoretical or analytical generalization rather than a statistical population generalization, because the study is limited to 38 teachers from two kindergartens under the same foundation. The original study itself specifies that the findings cannot automatically be generalized to teachers in other schools or educational levels.

CONCLUSION

The findings of this study show that school culture does not have a significant partial effect on teacher performance, although respondents perceive the school culture as very strong. Similarly, work motivation does not significantly affect teacher performance on a partial basis, even though teachers consider their work meaningful and demonstrate a strong desire for professional growth. In contrast, teacher welfare has a positive and significant effect on teacher performance and emerges as the most influential variable in the model. Simultaneously, school culture, work motivation, and teacher welfare significantly affect teacher performance and explain 51.1% of its variance, while the remaining 48.9% is associated with factors outside the model. These findings suggest that teacher performance should be managed through an integrated human resource approach, with particular attention to both financial and non-financial welfare while maintaining a supportive school culture and sustainable work motivation.

From a managerial perspective, Yayasan Pancaran Maitri and the school management are encouraged to periodically review teachers' salaries, allowances, incentives, and workload balance. At the same time, positive collegial relationships, psychological support, a comfortable working environment, and the spiritual meaning of teachers' work should be maintained. The recognition system should also be made clearer, fairer, and more consistent, while opportunities for training and professional development should be expanded. These priorities are consistent with the study's descriptive findings, which indicate that financial welfare remains weaker than several psychological, social, and spiritual dimensions of teacher welfare.

This study has several limitations. First, the research involved only 38 teachers from two kindergartens under the same foundation, namely TK Maitreyawira Batam and TK Universal Family. Therefore, the findings cannot be statistically generalized to all early childhood education teachers or to educational institutions with substantially different organizational characteristics. Second, the study relied on self-reported questionnaire data, which may be influenced by respondents' subjective perceptions and social desirability bias. Third, the cross-sectional design captures the relationships among school culture, work motivation, teacher welfare, and teacher performance at only one point in time and therefore cannot explain how these relationships may change over a longer period. Fourth, the model included only three independent variables, even though teacher performance may also be influenced by other individual and organizational factors.

Accordingly, future research should involve larger samples from a broader range of early childhood education institutions, including public and private schools and institutions managed by different foundations, so that the findings can be tested across more diverse organizational contexts. Future studies are also encouraged to employ

mixed-methods approaches by combining quantitative analysis with interviews or observations to obtain a deeper understanding of teachers' experiences. Longitudinal research may also be used to examine changes in motivation, welfare, school culture, and performance over time. In addition, future research models should consider other relevant variables, such as principal leadership, physical work environment, teacher competence, workload, organizational commitment, training, and professional development, to provide a more comprehensive explanation of teacher performance in early childhood education settings.

REFERENCES

- Deci, E. L., & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Dewi, M. P., Setiadi, D., Asrin, A., Makki, M., & Fahrudin, F. (2025). Pengaruh budaya sekolah terhadap kinerja guru sekolah dasar di Kota Mataram. *Jurnal Profesi Guru Indonesia*, 1(1), 31–35.
- Emniswati, E., Sudarno, S., & Warsina, W. (2023). Pengaruh budaya kerja, gaya kepemimpinan dan motivasi guru terhadap kinerja guru SDN pada Gugus II Kecamatan Pangkalan Kuras Kabupaten Pelalawan Riau. *Instructional Development Journal*, 6(1), 68–77.
- Ghozali, I. (2018). Aplikasi analisis multivariate dengan program IBM SPSS 25. Semarang: Badan Penerbit Universitas Diponegoro.
- Hasanah, S. N., & Zainuddin, A. (2024). Pengaruh kesejahteraan guru terhadap kinerja guru SD Muhammadiyah PK Kottabarat dan SD Muhammadiyah 10 Tipes. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(2), 902–908.
- Herzberg, F. (1959). *The motivation to work*. New York: John Wiley & Sons.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice*. New York: McGraw-Hill.
- Maharani, S., Tuhagana, A., & Apriani, Z. (2025). Pengaruh motivasi kerja dan budaya organisasi terhadap kinerja guru pada SMA Negeri 1 Blanakan. *Management Studies and Entrepreneurship Journal*, 6(2), 3785–3799.
- Mangkunegara, A. A. A. P. (2017). *Manajemen sumber daya manusia perusahaan*. Bandung: Remaja Rosdakarya.
- Miyarti, M., Egar, N., & Soedjono, S. (2022). Pengaruh budaya sekolah, kepuasan kerja guru, dan pengembangan karir terhadap kinerja guru. *Jurnal Manajemen Pendidikan*, 11(3).
- Muhammad, M., & Syahid, A. (2022). Work motivation and psychological well-being on teacher performance at Perguruan Alkhairaat, Palu, Indonesia. *TAZKIYA Journal of Psychology*, 10(2).
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081.
- Samu, S. (2023). Pengaruh motivasi kerja terhadap kinerja mengajar pendidik PAUD nonformal. *Jurnal Pendidikan Anak Usia Dini*.
- Sari, N. M. I., Su'ad, S., & Gudnanto, G. (2024). Effects of work motivation and school culture on early childhood teachers' performance. *ICCCM Journal of Social Sciences and Humanities*, 3(4).
- Schein, E. H. (2010). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
- Simanjuntak, M. M., Tumangger, A., Manurung, C., Pakpahan, E., Siboro, V. L., Sinaga, E. A. V., & Sinaga, M. J. (2025). Pengaruh kesejahteraan guru terhadap kinerja guru sekolah dasar di SD Swasta YP HKBP 4 dan SD Negeri 124401. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4).
- Sudarto, & Niron, M. D. (2025). Kepemimpinan kepala sekolah, budaya sekolah, dan komitmen guru terhadap kinerja guru. *Jurnal Ilmiah Pendidikan Profesi Guru*, 8(1), 140–149.
- Sugiyono. (2023). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Supardi. (2014). *Kinerja guru*. Jakarta: Rajagrafindo Persada.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.