

## The Influence of Leadership Style, Academic Culture, Motivation, Gender and School Status on Teacher Success in Learning Indonesian Language and Literature in SMP

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### A R Q I C L E I N F O

*Keywords:* Leadership Style, Culture Academics, Teacher Motivation, Success Learning, Analysis Track

*Received:* 21, May

*Revised :* 03, June

*Accepted:* 04, July

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### A B S T R A K

This research aims to determine the influence of leadership style, academic culture, teacher motivation, gender and school status on teacher success in learning Indonesian Language and Literature at SMP in Bangka Regency. This type of research uses quantitative descriptive using an *ex post facto approach*. Population in study This are 81 junior high school Indonesian Language and Literature teachers in Bangka Regency , consisting of from 35 state, private and MTs schools taken use technique *purposive sampling* . Technique analysis of the data used that is analysis path (path analysis). The results of the research show that there is an influence of leadership style, academic culture, teacher motivation, gender and school status on teacher success in learning with a Sig value of  $0.00 \leq 0.050$ .

## **INTRODUCTION**

The key to improving the quality of human resources for a superior Indonesia is education. Educational standards have an important meaning as the aim of improving quality in educating the nation's life and in forming character. One thing related to educational standards is the standards of educators and education personnel. This shows that to achieve the desired graduates, the quality of teaching staff such as teachers must be improved. Need reminded that teacher success in Study No only influenced by ability academics owned by the teacher, but rather Can influenced by factors other . That matter proven with research conducted Hussein (2018) state that Teacher success is determined by style leadership , culture academics , and teacher motivation .

Teachers can said as student leadership . Leadership style can seen how much big influence other people so Spirit do work (Sinha, 2017) . Next , style Leadership can too influence member For do activity with completely heart For reach objective together (Joo, 2020) . Likewise with teachers , styles leadership possessed by teachers within class will give positive impact to student . Apart from that, academic culture also has a very important role in teacher success in learning. The results of research by Egziabher & Edwards (2013) state that academic culture has an influence on teacher achievement or teaching success. The existence of an academic culture owned by teachers will encourage students to study more actively and critically so that it will produce good learning results

Apart from leadership style and academic culture, teacher motivation also greatly influences learning success. Teachers who have motivation will make students get optimal results if they have a desire to learn. This is in line with research by Rahman (2021) which states that motivation is the main factor in learning because students who are highly motivated will be enthusiastic, will not give up easily and will read actively to improve learning outcomes and find solutions to the problems they face. Furthermore , other factors can be influence success learning that is type gender and school status . Gender is difference type sex in a way biological .. Additionally , types sex is something traits inherent in a race man nor women who social nor cultural , for example Woman known weak gentle Beautiful whereas man rational and strong . School status or accreditation is activity in evaluate program eligibility in unit based education criteria that have been set . Accreditation school is activity assessment carried out by the government or institution in unit education in formal and non-formal channels in each level and type education with based on criteria that have been set in a way fair , transparent and comprehensive with use instruments and criteria to which they refer to National Education Standards . (Marjuki et all, 2018) .

The purpose of research This that is For knowing the influence of leadership style, academic culture and teacher motivation on junior high school Indonesian language and literature learning in Bangka Regency, knowing the influence of leadership style, academic culture, teacher motivation based on teacher gender on the success of junior high school Indonesian language and literature learning in Bangka Regency and knowing the influence Leadership

style, academic culture, teacher motivation based on school status on the success of junior high school Indonesian language and literature learning in Bangka Regency.

## **THEORETICAL REVIEW**

### ***Leadership Style***

The teacher's leadership style is method or approach used by a teacher to directing , motivating and managing student For reach goals that have been set (Khasanah, 2019) . Plus , style Teacher leadership is also a approach teacher behavior in influence students ( Naydenova , 2016) . Every teacher has style leadership is different and influenced by personality and situation organization , Based on opinion on can concluded that style teacher leadership is teacher's way to direct his students For reach objective together .

Teachers don't only role as teacher , but also as leader in class . this role demand they own various style effective leadership For manage students , create environment conducive learning , and facilitating an optimal learning process (Muhammad, 2017) . There is study earlier that showed that style leadership can influence teacher success in learning that is *The Impact of Leadership Styles of School Administrators on Affecting Teacher Effectiveness by Sirisookslis , (2015)* states that style leadership can influence teacher effectiveness and teacher success in the learning process . That matter showed with style leadership democratic is type style effective leadership and *The Relationship between Teacher Candidates' Emotional Intelligence Level , Leadership Styles and Their Academic Success by Peker (2017)* states that style leadership can influence success academic end a teacher. That matter showed with teachers who have intelligence emotional and stylish leadership can make academic succeed .

### ***Academic Culture***

Culture academic is gathering values , norms, attitudes , habits , and practices that shape and direct behavior individual as well as group in context academic . Culture Academics are a must too owned by a teacher. Culture Teacher academics refer to applicable values , norms, habits and practices in environment education , which supports and encourages enhancement professionalism as well as teacher effectiveness . This matter covers various aspect from how teachers manage learning , interacting with students , up to how does the teacher continue develop in competence and knowledge they (Muhamad Rafly Faisal, 2023) . There is a number of study previously show culture *academic can influence teacher success in learning , namely The Effect of Organizational Culture, Work Environment, and Leadership Style on Teacher Performance At Bina Budi Mulia Foundation, Malang "* by Metan (2022) stated that influence to culture organization , environment work , and style leadership to teacher performance . That matter showed with teachers who have understanding to culture organization , environment good work and have style leadership will give impact positive to teacher performance and overall No direct influential to teacher success in learning and *Variation In Teachers' Academic Optimism: Examining The Impact of Classroom Composition and School*

*Academic Optimism* by Lelieur et al (2024) states that culture academic teachers have influence to academic level school . That matter showed with teachers who have understanding about culture academic will influential in a way positive to teacher success in learning .

### **Teacher Motivation**

Teacher motivation is internal and external drives that influence commitment , passion , and effort an internal teacher carry out task teaching and educating ( Mylsidayu , 2015). Teacher motivation is also a factor key from For student Spirit in study (Al Akbar 2021). Another opinion by Uno (2017) is that teacher motivation can be used For move students to behave as expected . From opinion on can concluded that teacher motivation is pusher student For do something to get maximum result . There is a number of study previously show motivation can influence teacher success in learning , that is as following *Addressing The Reciprocal Nature of Effects in Teacher Motivation Research: A Study on Relations Among Teacher Motivation, Student-Reported Teaching, and Student Enjoyment and Achievement"* by Lazarides & Schiefele (2024) states that Teacher motivation plays a very important role For quality teaching and learning student . Support emotionally given by the teacher positive will make student become happiness and achievement student will tend increase , p the will be very influential towards success learning and *A Study of Motivations, Behavior, and Contributions Quality in Online Communities of Teachers: A Data Analytics Approach* by Gutierezz (2023) states that motivation applied by teachers in online learning can increase results Study . Teacher motivation obtained by students will give good results and will impact to success learning .

### **Gender**

Gender is difference type sex in a way biological . Additionally , types sex is something traits inherent in a race man nor women who social nor cultural , for example Woman known weak gentle Beautiful whereas man rational and strong Hariyanto (2015) . There is a number of study previously show type sex can influence teacher success in learning that is as following . *Gender role on the effects of human capital and social capital on academic career success* by Kholis (2020) states that state that type male and female gender old tend own style leadership that has impact on success successful career and *Exploring the relationship between extramural English, self-efficacy, gender, and learning outcomes: A mixed-methods study in a Norwegian upper-secondary school* by Rød & Calafato (2023) states that type sex can influence student in do activity speaking , writing , listening . Gender Woman more tend easy in understand learning compared to man . That matter show that type sex influential to results learning .

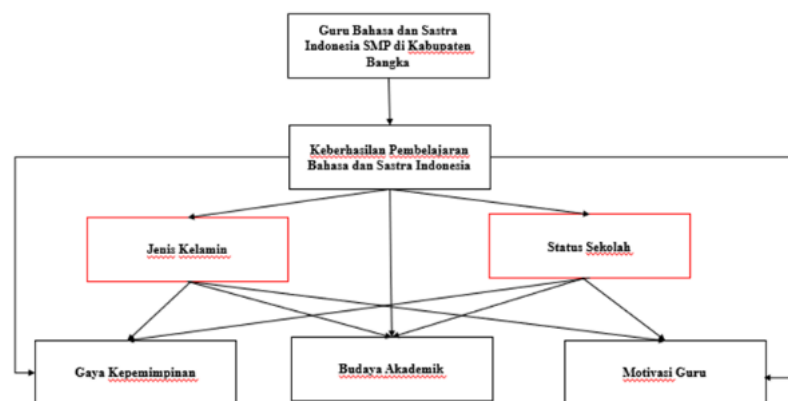
### **School Status**

School status or accreditation is activity in evaluate program eligibility in unit based education criteria that have been set . Accreditation school is activity assessment carried out by the government or institution in unit education in formal and non-formal channels in each level and type education with based on criteria that have been set in a way fair , transparent and comprehensive with

use instruments and criteria to which they refer to National Education Standards . (Marjuki, 2018) . There is a number of study previously shows school status can influence internal teachers success learning that is as following *Effectiveness of Accreditation in Assuring the Quality of Teacher Education Programs: Exploring the Case of an Underdeveloped Country* by Jalal (2020) states that schools that have accreditation can ensure teacher quality . That matter show that accredited school superior can influence quality of teachers and provide effect positive to success learning and *Influence Of Accreditation Readiness In Improving The Quality Of Teacher Teaching In PAUD Banguntapan Bantul Subdistrict* by Hibana (2021) states that accreditation can increase teacher readiness in teach . That matter show that with superior accreditation teachers will increase readiness teach so that will give impact positive to success learning .

### ***Teacher success in Learning Indonesian Language and Literature***

Success learning is the results achieved in the learning process teaching , which reflects achievement objective education that has been set . Zayed ( via Nurlaila, 2022) state that For success learning Indonesian Language and Literature is seen from various aspect like intelligence cognitive , emotional , learning styles and strategies as well as environment Study . Not only That , teachers also have very important role in reach objective learning . Teachers can selecting and considering strategies, materials , media, and teacher and teacher abilities student in the learning process . There is study earlier that showed accreditation influential to success learning that is as following *Impact of Accreditation on Improvement of the Teacher Education Programs /Institutions in Pakista* by Batubara (2022) stated that accreditation influence teachers in the learning process . That matter show that superior accreditation give impact positive towards the teacher who will influential to success learning and *A Qualitative Study of Indonesian Teacher's Perspective About School Accreditation"* by Hasanah (2022) states that accreditation school influential to inner teacher's view teach . That matter show that superior accreditation give impact positive and teacher perceptions that will influential to success learning Based on the literature review above, the following is the framework for this research.



**Figure 1. Framework Think**

## **METHODOLOGY**

### ***Types of research***

This type of research uses quantitative descriptive using an *ex post facto approach* . Quantitative descriptive, namely data collection, data analysis and interpretation of the analysis results to be able to obtain information for a conclusion according to the existing circumstances (Santoso, 2021) .

### ***Research Location and Time***

This research was conducted in 35 SMP/MTs consisting of 25 State SMP/MTs and 10 Private SMP/MTs in Bangka Regency. Researchers chose schools based on data from teachers registered with members of the Indonesian Language and Literature Middle School Subject Teachers' Conference (MGMP).

### ***Research Population and Sample***

Population is object or the subject who has quality and characteristics certain For studied and then taken the conclusion (Sugiyono, 2015) . Population in study This namely an Indonesian Language and Literature teacher at a junior high school in Bangka Regency consisting of from 35 junior high schools with the number of Indonesian Language and Literature teachers is 81 .

### ***Variable Study***

Study This has two variables that is variable free (*independent*) and variable bound (*dependent*) . Leadership style , culture academic , teacher motivation , types gender and school status including in variable free . Next , research This own variable *intervening* function explain the process or mechanisms involved in connection between variable free and variable bound . Study This own variable *intervening* that is type gender and school status .

### ***Data Collection Techniques and Instruments***

Analysis techniques in study This use analysis track (*path analysis*) . This technique used For analyze in a way direct connection between variable free to variable bound

### ***Validity and Reliability***

Validity and reliability is a process for know accuracy in A study . Validity done in A study done For state accuracy tool measuring to fill Actually . Reliability originate from the word *reliability* . . On research This researcher carry out validity tests use *expert judgement* Sugiharto ( via Sanaky, 2021) state that reliability used in study For obtain information and can trusted as tool data collection in the field . As for the reliability test on the instrument This using *the split half* test by Spearman Brown. Researcher do calculation with use computer program *software* namely SPSS for Windows version 26 (Arikunto, 2012) .

### ***Data analysis technique***

Analysis techniques in study This use three technique namely descriptive statistics , analysis tests prerequisites and hypothesis testing.

## RESULTS

### *Analysis Statistics Descriptive*

Bangka Regency is a district area in the province Bangka Belitung Islands , Indonesia School intermediate The first in the Regency bangka , consisting from 25 state junior high schools, five private junior high schools , and five state and private MTs . Respondent study a total of 81 Indonesian Language and Literature teachers fill in questionnaire study with questions on each instrument a total of 20 questions .

### *Prerequisite Test*

#### *Normality test*

The normality test was carried out to determine whether the data in this study which was the result of measurements was normally distributed. The Kolmogrov normality test is a normality test based on the significance value (Sig). Data can be said to be normal if it has a variable significance value  $\geq$  of 0.050 and if the variable sig value is  $\leq$  of 0.050 then the data is not normal Sugiyono (2019) .

Table 1. Normality Test

Variable	Sig
Leadership Style	0.094 $\geq$ 0.050
Academic Culture	0.200 $\geq$ 0.050
Teacher Motivation	0.131 $\geq$ 0.050
Learning Success	0.161 $\geq$ 0.050

Based on table 1 above , variables the is normal because mark significance  $\geq$  0.050, whereas variable type gender and school status use code study quantitative . On variables type sex use code male = 2 and female = 1 while school status use a scale of 4,3,2,1 is appropriate with accreditation A, B, C and not yet accredited .

#### *Multicollinearity Test*

Multicollinearity test is a purposeful test For know whether the regression model was found exists correlation between variable free ( independent ).. With use tolerance value , the value that is formed must be on above 10% with using VIF (*Variance Inflation Factor*), value formed must not enough of 10, if no , then will happen multicollinearity , and regression models No worthy used.

Table 2. Multicollinearity Test

Independent Variable	VIF
Leadership Style	1,176
Academic Culture	1,355
Teacher Motivation	1,312
Gender	1,155
School Status	1,060

**Dependent Variable: Learning Success**

Based on table 2 above , variables the No there is regression because values below  $VIF \leq 10.00$  .

*Heteroscedasticity Test*

Heteroscedasticity test own objective For test is regression happen Because inequality of variance from observation residuals with observation other . How to know There is or or not heteroscedasticity in research This using the Gletjer test . If value  $sig \geq a = 0.050$ , then variable free from heteroscedasticity .

Table 3. Heteroscedasticity Test

Independent Variable	Sig
Leadership Style	0.061
Academic Culture	0.359
Teacher Motivation	0.161
Gender	0.428
School Status	0.841

**Dependent Variable: Learning Success**

Based on Table 3 above , the Glesjer test which states variable style leadership , culture academic , teacher motivation , types gender and school status No experience heteroscedasticity because mark significance  $\geq 0.050$ .

*Reliability Test*

Reliability tests are used to see whether the instruments used in research are consistent. Researchers used a split half reliability test *which* states that if the correlation is  $\geq 0 .0 80$  then the instrument is declared reliable, but if  $\leq 0 .0 80$  then the instrument is declared unreliable.

Table 4. Reliability Test

Variable	Sig
Leadership Style	$0.657 \geq 0.080$
Academic Culture	$0.811 \geq 0.080$
Teacher Motivation	$0.812 \geq 0.080$
Learning Success	$0.896 \geq 0.080$

Based on table 4 above , variables nature reliable Because own mark significance  $\geq 0 .0 80$ .

*Hypothesis testing*

The analysis technique used to test variable hypotheses uses *path analysis* .

**1. Leadership Style, Academic Culture, Teacher Motivation on Teacher Success in Learning Indonesian Language and Literature**

Hypothesis 1 in this research is to test whether leadership style, academic culture and teacher motivation have a positive and significant effect on teacher success in learning Indonesian Language and Literature in Bangka Regency.



Table 5. Hypothesis Test 1

Variable	Standardized Coefficients	Sig.
	Beta	
Simultaneous		,000
Leadership Style	,294	,002
Academic Culture	,745	,000
Teacher Motivation	,293	,027

The overall data test shows that the hypothesis can be formulated as follows.

Ho : Leadership style, academic culture, and teacher motivation do not have a positive and significant effect on teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency.

Ha : Leadership style, academic culture, and teacher motivation have a positive and significant influence on teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency.

Based on the values in the table The significance value obtained is 0.000 so that the significance value is  $\leq 5\%$  level or  $0.000 \leq 0.050$ . Therefore, it can be stated that Ho is rejected and Ha is accepted, this explains that leadership style, academic culture, and teacher motivation have a positive and significant influence on teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency.

## 2. *Leadership Style, Academic Culture, Teacher Motivation based on Gender on teacher success in learning Indonesian Language and Literature*

Hypothesis 2 in this research is to test whether leadership style, academic culture, teacher motivation through gender has a positive and significant effect on teacher success in learning Indonesian Language and Literature. The first step taken by researchers was to calculate the variables of leadership style, academic culture, teacher motivation based on each gender divided into male teachers and female teachers on teacher success in learning Indonesian Language and Literature in Bangka Regency.

- 1) Leadership Style, Academic Culture, Teacher Motivation on the Success of Middle School Indonesian Language and Literature Learning in Bangka Regency based on the Gender of Female Teachers .

Table 6. Hypothesis Test 2 (Female Teacher Gender)

Variable	Standardized Coefficients	Sig.
	Beta	
Simultaneous		,000
Leadership Style	,284	,005
Academic Culture	,733	,000
Teacher Motivation	,267	,050

Overall test data is shown in the table above , then the hypothesis can be formulated as follows.

Ho : Leadership style, academic culture and teacher motivation do not have a positive influence on junior high school Indonesian language and literature learning in Bangka Regency based on the gender of female teachers.

Ha : Leadership style, academic culture and teacher motivation have a positive and significant influence on junior high school Indonesian language and literature learning in Bangka Regency based on the gender of female teachers.

Based on the values in table 35, a significance value of 0.000 is obtained so that the significance value is  $\leq 5\%$  level or  $0.000 \leq 0.050$ . Therefore, it can be stated that Ho is rejected and Ha is accepted, this explains that leadership style, academic culture and teacher motivation have a positive and significant influence on teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency based on the gender of female teachers.

2) Leadership Style, Academic Culture, Teacher Motivation on the Success of Middle School Indonesian Language and Literature Learning in Bangka Regency based on Male Gender

Table 7. Test Hypothesis 2 (Male Teacher Gender)

Variable	Standardized Coefficients	Sig.
	Beta	
Simultaneous		,053
Leadership Style	,448	,118
Academic Culture	,046	,869
Teacher Motivation	,825	,028

Overall test data is shown in the table hypothesis test results, the hypothesis can be formulated as follows.

Ho : Leadership style, academic culture and teacher motivation do not have a positive influence on junior high school Indonesian language and literature learning in Bangka Regency based on the gender of male teachers.

Ha : Leadership style, academic culture and teacher motivation have a positive and significant influence on junior high school Indonesian language and literature learning in Bangka Regency based on the gender of male teachers.

Based on the values in the table obtained a significance value of 0.053 so that the significance value is  $\geq 5\%$  level or  $0.053 \geq 0.050$ . Therefore, it can be stated that Ho is accepted and Ha is rejected, this explains that leadership style, academic culture, and teacher motivation do not have a positive and significant effect on teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency based on the gender of male teachers. - man.

3) Leadership Style, Academic Culture, Teacher Motivation based on gender on teacher success in learning Indonesian Language and Literature for Middle Schools in Bangka Regency

It is known that the value of the direct influence or Beta Coefficients given by X1 to Y is 0.294, while the indirect influence of X1 through X1 through X4

against Y is 0.001. Furthermore, the total influence that X1 has on Y is the direct influence plus the indirect influence, namely  $0.294 + 0.001 = 0.295$ . Based on the results of these calculations, it is known that the direct influence of leadership style on learning success is 0.294 greater than the indirect influence value of 0.001 or ( $0.294 \geq 0.001$ ). These results indicate that H0 is accepted because the values X1 through X4 on Y have a smaller influence than

**3. Leadership Style, Academic Culture, Teacher Motivation based on School Status on teacher success in learning Indonesian Language and Literature**

Hypothesis 3 in this research is to test whether leadership style, academic culture, teacher motivation through school status has a positive and significant effect on teacher success in learning Indonesian Language and Literature.

The first step taken by the researcher was to calculate the variables of leadership style, academic culture, teacher motivation based on each school status variable which was divided based on accreditation, whether superior or not superior, on the success of teachers in learning Indonesian Language and Literature in Bangka Regency, then the second step was to calculate variables of leadership style, academic culture, teacher motivation through school status on teacher success in learning Indonesian Language and Literature in Bangka Regency.

- 1) Leadership Style, Academic Culture, Teacher Motivation on the Success of Middle School Indonesian Language and Literature Learning in Bangka Regency based on Superior Accreditation

Table 8. Hypothesis Test 3 (Superior Accreditation)

Variable	Standardized Coefficients	Sig.
	Beta	
Simultaneous		,000
Leadership Style	,376	,000
Academic Culture	,682	,000
Teacher Motivation	,291	,017

The overall test data is shown in the table, so the hypothesis can be formulated as follows.

Ho : Leadership style, academic culture and teacher motivation do not have a positive influence on junior high school Indonesian language and literature learning in Bangka Regency based on superior accreditation.

Ha : Leadership style, academic culture and teacher motivation have a positive and significant influence on junior high school Indonesian language and literature learning in Bangka Regency based on superior accreditation.

Based on the values in the table The significance value obtained is 0.000 so that the significance value is  $\leq 5\%$  level or  $0.000 \leq 0.050$ . Therefore, it can be stated that Ho is rejected and Ha is accepted, this explains that leadership style, academic culture and teacher motivation have a positive and significant influence on the success of teachers in learning Indonesian Language and

Literature for Middle Schools in Bangka Regency based on superior accreditation.

- 2) Leadership Style, Academic Culture, Teacher Motivation on the Success of Middle School Indonesian Language and Literature Learning in Bangka Regency based on Not Excellent Accreditation.

Table 9. Hypothesis Test 3 (Not Superior Accreditation)

Variable	Standardized Coefficients	Sig.
	Beta	
Simultaneous		,044
Leadership Style	,457	,085
Academic Culture	1,035	,026
Teacher Motivation	,773	,099

The overall test data is shown in the table, so the hypothesis can be formulated as follows.

Ho : Leadership style, academic culture and teacher motivation do not have a positive influence on junior high school Indonesian language and literature learning in Bangka Regency based on non-excellent accreditation.

Ha : Leadership style, academic culture and teacher motivation have a positive and significant influence on junior high school Indonesian language and literature learning in Bangka Regency based on non-excellent accreditation.

Based on the values in the table The significance value obtained is 0.044 so that the significance value is  $\leq 5\%$  level or  $0.044 \leq 0.050$ . Therefore, it can be stated that Ho is rejected and Ha is accepted, this explains that leadership style, academic culture and teacher motivation have a positive and significant influence on teacher success in learning Indonesian Language and Literature for Middle Schools in Bangka Regency based on non-excellent accreditation and testing. individually can be done.

- 3) Leadership Style, Academic Culture, Teacher Motivation based on gender on teacher success in learnin
- 4) g Indonesian Language and Literature for Middle Schools in Bangka Regency

It is known that the value of the direct influence or *Beta Coefficients* given by X1 to Y is 0.294, while the indirect influence of X1 through X1 through X5 against Y is 0.001. Furthermore, the total influence that X1 has on Y is the direct influence plus the indirect influence, namely  $0.294 + 0.001 = 0.295$ . Based on the results of these calculations, it is known that the direct influence of leadership style on learning success is 0.294 greater than the indirect influence value of 0.001 or  $(0.294 \geq 0.001)$ . These results indicate that **HO is accepted** because the values X1 through X4 on Y have a smaller influence than

## DISCUSSION

The following are the results of research analysis conducted by researchers on a research sample of 81 respondents who were junior high school Indonesian Language and Literature teachers in Bangka Regency.

1) Leadership Style, Academic Culture, Teacher Motivation on the Success of Middle School Indonesian Language and Literature Learning in Bangka Regency

Leadership style can be interpreted as the ability to influence, motivate and enable other people to contribute to their group, apart from that the leadership style possessed by a teacher will also influence the learning process (Muhammad, 2017) , furthermore academic culture also plays a very important role in activities academics, both teachers and students. Teachers in building an academic culture must have the ability to understand what is determined by the agency, have goals, be able to develop themselves, provide appropriate material and the ability to use good and correct language during the teaching and learning process, apart from that, to develop an academic culture an academic environment is needed which supports (Arif, 2019) . Furthermore, teacher motivation is a strength that exists within the individual. Motivation is also an incentive for individuals to do something, whether it is looking for, approaching, or feeling interested in a certain situation. Motivation is the key to a successful institution or organization because it can survive and can also move individuals to behave as expected by the leader (Rahman, 2021) . One of the successes of a teacher in learning is not only being able to convey subject matter or knowledge to students, but the teacher's success in teaching can be interpreted as a teacher's creative process which makes students active in developing the various potentials they have to achieve the goals that have been set (Muyasaroh , 2019) .

Based on previous research and research conducted by researchers, it can be concluded that the leadership style possessed by teachers such as influencing students to be disciplined, and teacher motivation such as influencing students to be enthusiastic about learning can achieve teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency. . Overall, academic culture has the most influence on learning success, such as teachers who are committed to learning, encouraging students to focus on academic tasks and respecting the learning process. An academic culture that supports innovation and adaptation encourages teachers and students to apply new teaching methods and respond to changes in the world of education. This could include the integration of technology or new approaches to teaching and learning

Therefore, it can be concluded that a supportive leadership style, good understanding of academic culture, and strong teacher motivation will have a positive impact on teacher success in learning Indonesian Language and Literature in junior high schools. Furthermore, by strengthening these factors schools can create a supportive environment for professional teacher growth and optimal performance.

2) Leadership Style, Academic Culture, Teacher Motivation based on Gender on Teacher Success in Middle School Indonesian Language and Literature Learning in Bangka Regency

Female teachers tend to have more leadership style and academic culture characteristics than male teachers. Female teachers have better morals and ethics and protect students compared to male teachers. Female teachers also

understand more about the rules and academic culture in schools compared to male teachers, while male teachers and female teachers have the same motivation. such as working hard, not depending on other people, having a positive character and being able to adapt to the work environment. Therefore, it can be concluded that leadership style, academic culture and motivation have a more direct influence on teacher success in learning Indonesian Language and Literature at Junior High Schools in Bangka Regency without gender.

3) Leadership Style, Academic Culture, Teacher Motivation based on School Status on Teacher Success in Middle School Indonesian Language and Literature Learning in Bangka Regency

SMPs with superior accreditation have teachers who have a leadership style, academic culture and motivation that will have a positive influence on the success of learning Indonesian Language and Literature. Furthermore, there is no influence between leadership style, academic culture, teacher motivation through school status on teacher success in learning Indonesian Language and Literature. Therefore, it can be concluded that leadership style, academic culture and motivation have a greater influence on teacher success in learning Indonesian Language and Literature for Middle Schools in Bangka Regency directly without school status.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of data analysis, examination of research results and discussion, conclusions can be drawn as follows give me. A supportive leadership style, good understanding of academic culture, and strong teacher motivation will have a positive impact on teacher success in learning Indonesian Language and Literature in junior high schools. Furthermore, by strengthening these factors schools can create a supportive environment for professional teacher growth and optimal performance. Leadership style , culture academics and motivation more own influence to teacher success in junior high school Indonesian Language and Literature learning in Bangka Regency direct without exists type gender , Teacher gender sex Woman own influence big in learning Indonesian Language and Literature in junior high school through style leadership , culture academics , and their motivation show . Effective leadership styles , creation culture inclusive academics , and high motivation can contribute to success learning . Overall , the role of women teachers is very important in form environment positive and productive learning in junior high schools while teachers are diverse sex man No own influence big in learning Indonesian Language and Literature in junior high school through style leadership , culture academics , and motivation . Factors the No come to be key success of male teachers to learning Indonesian Language and Literature in junior high school. Leadership style , culture academics and motivation more own influence to teacher success in junior high school Indonesian Language and Literature learning in Bangka Regency direct without school status . Excellent school status can influence teacher success in

learning Indonesian language and literature in junior high school through various way , incl influence on style leadership , culture academics , and teacher motivation . Factors This Work together For create environment supportive and encouraging learning teacher performance as well results Study students , while school status who does not superior No can influence teacher success in learning Indonesian language and literature in junior high school through various way , incl influence on style leadership , culture academics , and teacher motivation .

Based on the conclusions of the research above, there are several suggestions, namely as follows. Further research is needed on the factors that can influence learning success so that the variables used are more widespread. It is necessary to add research samples so that the results obtained are more optimal.

### **FURTHER STUDY**

By whole , researchers are well aware that study This Still own limitations . There is a number of limitations researcher in study this , that is as following . Study This Still classified narrow Because only consists from six variables, other factors can just influence level teacher success in learning Indonesian Language and Literature in junior high school. Study This Still limited with sample so that need exists study advanced with more samples much so that the analysis test results Can obtained with maximum , research This use questionnaire in collection of sent data through *google form* so it is very possible exists erroneous and lacking objective in charging questionnaires and research This only use limited analysis track *path* so expected study furthermore can use other methods and the results obtained can maximum .

### **ACKNOWLEDGMENT**

With say praise I'm grateful the presence of Allah SWT, works This I present For . Parent I beloved The late father. Arios Arbaba and Mrs. Ernawati, S.Pd especially For mother I have give motivation , material and love darling who is gone stop during This .

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