



## THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP, COMMUNICATION, MOTIVATION, AND COMPETENCE ON WORK CULTURE OF VOCATIONAL SCHOOL TEACHERS IN WEST JAVA

(Research Article)

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### Abstract

The success of development in the education sector depends on the governance of educational institutions starting from primary education, canoeing to tertiary institutions and the universities themselves, especially the management of SMKN will rely heavily on the quality of its human resources, in this case, represented by the performance of the teacher. This study aims to determine and examine the influence of the principal's leadership, communication, motivation, and competence on work culture, which has implications for the performance of vocational school teachers as service centers and education supervision in Region V of the West Java Provincial Education Office. This study uses a descriptive and verification approach. The research method used is a descriptive survey and an explanatory survey. In this study, the sample was 301 permanent teachers. The method of analysis in this study uses path analysis. The results of the study conclude that there is a very significant influence of the principal's leadership, communication, motivation, and competence on work culture, and there is a very considerable influence of work culture on the performance of vocational school teachers as service and supervision centers for education in the province of West Java.

**Keywords:** Communication, motivation, competence, principal leadership, work culture, teacher performance

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## **1. Introduction**

Implementing education, be it formal, informal, or non-formal, requires good management. Of course, with good governance, the educational process will be more effective if educational goals are achieved efficiently. Schools as educational institutions, the organization of education, where education takes place itself. Schools as organizations are designed to contribute to efforts to improve the quality of life for the community, nation, and state. In other words, schools as educational institutions have various interrelated devices and elements that require empowerment. Law No. 20 of 2003 concerning the National Education System in Article 13 Paragraph 1 states that the education pathway consists of formal, non-formal, and informal education that can complement and enrich each other (Sisdiknas, 2003). Informal education is the path of family and environmental education. Informal education has a considerable role and contribution to the success of education. Students attend school only about 7 hours per day or less than 30%. The rest (70%) of students are in the family and the surrounding environment. When viewed from the aspect of the quantity of time, education in schools contributes only 30% to the educational outcomes of students. So far, informal education, especially in the family environment, has not contributed significantly to supporting the achievement of competence and character building. Education must reflect the process of humanizing humans to actualize all their potential into abilities that education can utilize in everyday life in the broader community.

One of the institutions in the formal education line that prepares its graduates to have excellence in the world of work, including through vocational education. Vocational High Schools (SMK) are designed to prepare students or graduates ready to enter the world of work and develop a professional attitude in their field. However, Vocational High Schools are required not only as providers of workers who are ready to work in jobs that follow the needs of the business world / industrial world but are also necessary to develop themselves on the entrepreneurial path to be able to advance in entrepreneurship even under any conditions and situations. Currently, SMK is being intensively promoted by the government. This policy was adopted after seeing the fact that 65% of the educated unemployed are graduates of secondary education, which can be interpreted as a lack of skills for secondary education graduates to enter the workforce.

Moreover, SMK graduates must be balanced with improving the quality of human resources (HR). The key to economic development is quality human resources, namely creative, innovative, productive, resilient, communicative, understanding the market, and competitive. In addition to the government and business, universities certainly have a significant role in giving birth to such human resources. The implementation of education such as schools and campuses should produce diploma and degree holders and generations or graduates who are qualified and ready to compete at national and international levels.

From an organizational point of view, the school as an organization is complex and unique. Schools require a high level of coordination. School coordination is none other than

the responsibility of the leadership, namely the principal. Furthermore, it is often assumed that the success of the principal is the success of the school or vice versa. Based on the education unit, the principal occupies two important positions to be able to ensure the continuity of the education process as outlined by the legislation. First, the principal is the manager of education in the school as a whole. Second, the principal is the formal head of education in his school. The role of the principal is needed to manage the existing human resources in the school organization, both teachers, staff, and students. The success of education in schools is largely determined by the success of the principal in managing the education personnel available at the school. The principal is one of the components of education that has an effect on improving teacher performance. According to human resource management theory, the managerial ability of a leader is closely related to organizational performance. Organizational performance begins with individual performance, thus one of the efforts to improve organizational performance can be done through improving individual performance.

As an education manager, the principal is responsible for the successful implementation of educational activities by carrying out school administration with all its substance. In addition, school principals are responsible for the quality of existing human resources so that they are able to carry out educational tasks. Therefore, the principal as the manager has the task of developing the performance of the personnel, especially increasing the professional competence of the teachers. Teachers are partners for school principals whose existence cannot be underestimated. Teachers must have sufficient quality, because teachers are one of the micro components of the education system that are very strategic and take many roles in the school education process (Suyanto & Hisyam, 2000). With regard to efforts to improve the quality of education, the main priority is the development of teachers in order to improve their performance.

As a preliminary study to determine the condition of the research variables, a pre-survey on teacher performance, communication, motivation and competence were carried out, a preliminary study obtained through interviews with 30 teachers at SMK Se-BPPPW V West Java Regional Education Office, as shown in the following table:

**Table 1** Teacher Performance, Communication, Motivation, Competencies in Vocational Schools as Education Service and Supervision Centers Region V West Java

No	Dimensions performance	Average	Average	Criteria
	Planning of Learning Activities Program	3.00	3.06	Fairly Good
	Implementation of Learning Activities	3.10		
	Evaluation / Learning Assessment	3.07		

No	Dimensions Communication			
	Vertical Communication	3.43	3.30	Fairly Good
	Horizontal Communication	3.37		
	Diagonal Communication	3, 10		
No	Dimensions Motivation			
	Need for power	3,77	3.09	Fairly Good
	Need for achievement	2,40		
	Need for affiliation	2, 63		
	Security needs	3.53		
	Status needs	3.10		
No	Dimensions Competencies			
	Pedagogic	3,37	3.10	Fairly Good
	Personality	3,17		
	Social	2,90		
	Professional	2.97		
No	Dimensions performance	Average	Average	Criteria
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	Dimensions Motivation			
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	Dimensions Competencies			
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	Personality	3,17		
	Social	2,90		
	Professional	2.97		

Source: Results of pre-survey data processing, 2017

Based on Table 1 above, it can be seen that the value of teacher performance, communication, motivation, and competence in Vocational High Schools across Region V Education Service and Supervision Center West Java displays a value of 3.1 (the average from four criteria), which, when compared to the criteria for interpreting the condition of the research variables (Supranto, 2008), is regarded as a quite good criterion. The highest average value is in the dimension of the implementation of learning activities of 3.30 and the lowest average value is in the dimension of planning the learning activity program of 3.06. This shows that teacher performance, communication, motivation, and competence still has to be optimized. This is because teachers have not been able to develop a syllabus in the fields of knowledge, skills and attitudes, including inconsistent curriculum changes. Then there are still many students who do not understand the material taught by the teacher, students who are not polite both to the teacher and to their fellow friends. In addition, teachers teach only by using textbooks as a guide and have not added teaching materials from other references or from the internet and have not used other learning multimedia. Another reason is that teachers have not been able to create a healthy learning climate, as evidenced by the large number of students

hanging around outside the classroom during study hours, and teachers have not been able to track students' talents where there are still students who have not taken extracurricular activities that have been implemented by the school.

Organizational culture in this study is measured through the dimensions of individual initiative, tolerance for risky actions, direction, integrity, management support, control, identity, reward system, tolerance for conflict, and communication patterns. Based on the preliminary findings from the pre-survey on organizational culture, this is a preliminary study obtained through interviews with 30 teachers in Vocational High Schools throughout Region V, West Java, as shown in the following table.

**Table 2. Organizational Culture in Vocational Schools throughout Center for Education Behaviour and Supervision Region V West Java**

No	Dimensions	SB	B	CB	TB	STB	Average
1	Individual initiative	3	5	10	12	0	2.97
2	Tolerance to risk	6	7	12	4	1	3.43
3	Briefing	3	5	10	12	0	2,97
4	Integration	5	2	18	5	0	3.23
5	Management support	4	5	5	15	1	2.87
6	Control	3	3	3	20	1	2.57
7	Identity	3	10	5	10	2	3.07
8	Reward system	3	5	10	10	2	2.90
9	Tolerance to conflict	3	5	10	12	0	2.97
10	Communication patterns	6	7	12	4	1	3.43
Average		3.04					
Criteria		Fairly Good					

Source: Pre-survey data processing results 2017

Based on Table 2 above, that the value of organizational culture in Vocational Schools throughout the Education Behaviour and Supervision Center for Region V West Java shows a value of 3.04 which if d refer to the criteria for interpreting the condition of the research

variables (Supranto, 2008), then the organizational culture is classified as quite good criteria. The highest average value is on the dimension of tolerance for risky actions and communication patterns of 3.43 and the lowest average value is on the control dimension of 2.57. This shows that the organizational culture in schools still has to be optimized.

This is because the majority of schools do not yet have a distinctive school culture concept to be applied in their respective schools. The organizational culture that is applied is still not fully implemented properly, for example in the use of language, there are several teachers using regional languages in the school environment, so that it can confuse students who come from outside the region. Obedience to rules and regulations as well as the application of sanctions for violations of regulations that have occurred have not been implemented properly because teachers have not consistently applied them. In addition, the relationship between various parties involved in the school environment is still not harmonious, because each has a different cultural background.

**Table 3** Leadership of the Principal of Vocational Schools throughout the Education Behaviour and Supervision Center for Region V West Java

No	Dimensions	SB	B	CB	TB	STB	Average
1	Educator	6	11	3	10	0	3,43
2	Manager	6	5	14	4	1	3,37
3	Administrator	5	3	12	10	0	3,10
4	Supervisor	3	5	10	12	0	2,97
5	Leader	5	2	18	5	0	3,23
6	Creator of Work Climate	4	5	5	15	1	2,87
7	Entrepreneur	3	3	3	20	1	2,57
Average		3.08					
Criteria		Enough Good					

Source: Pre-survey data processing results, 2017

Based on Table 3 above, which when compared to the criteria for interpreting the condition of the research variables (Supranto, 2008), then leadership is classified as a good criteria. This value of the leadership of the Principal in Vocational Schools across the Education Service and Supervision Center for Region V West Java shows a value of 3.08. The The highest average value is on the educator dimension of 3.43 and the lowest average value is on the entrepreneur dimension of 2.57. This shows that the principal's leadership still has to be optimized. This is because the principal has not been able to guide, develop and provide

facilities and motivation to teachers, administrative activities in managing the curriculum, students, education staff, facilities and infrastructure, archival documents and finances that have not been good. The importance of interpersonal communication in the workplace is to build and maintain working relationships. communication skills Interpersonal that provide the key to success in communicating in the workplace. communication interpersonal will create conditions and a good working environment. So that if in an organization a good and pleasant communication relationship has been established, it will affect the teacher's mood, there is a harmonious relationship between teachers, teachers and principals, and teachers and employees / staff, this will have an impact on their organizational culture.

## **2. Methodology**

This study uses a descriptive and verification approach. The research method used is a descriptive survey and an explanatory survey. In this study, the sample was 301 permanent teachers. The method of analysis in this study uses path analysis .In line with the problem formulation described in the previous section, the research objectives to be achieved in this research are to find out, analyze and examine:

1. Leadership, communication, motivation and teacher competence in Vocational High School as Center for Education Behaviour and Supervision Region V West Java.
2. The work culture of teachers in Vocational High Schools as Center for Educational Behaviour and Supervision Region V West Java
3. Teacher performance in Vocational Schools as Center for Education Behaviour and Supervision of Region V West Java.
4. The influence of the principal's leadership, communication, motivation and teacher competence on work culture in Vocational Schools throughout the Education Behaviour and Supervision Center for Region V West Java.

## **3. Literature Review**

*The relationship between the principal's leadership and communication, motivation, and competence*

One of the principal's duties is as an educational leader, namely leading the staff (teachers, employees and messengers), fostering harmonious cooperation between staff members so that they can generate morale, work motivation for the staff they lead and create a conducive atmosphere. According to Kreitner and Angelo (2015), leaders effective intensify communication with their subordinates and other parties related to the interests of the organization. Meanwhile Sedarmayanti, (2013) states that there is a correlation between leadership and competence, with strong, effective and dynamic leadership developing employee competencies.



Principals always try to devote their abilities in carrying out their duties to achieve goals. The ability that must be possessed by a leader, in this case the principal, is a personality that is a role model for his subordinates, the ability to motivate, make decisions, communicate and delegate authority. Factors that can improve teacher performance is achievement motivation. Teachers who have high achievement motivation will usually carry out their duties enthusiastically and energetically, because there are certain motives or goals behind these actions. That motive is the driving force that gives him strength, so that he is able and willing to work hard. According to Kreitner and Angelo (2015), effective leadership influences followers to have the desire and skills to produce effective actions. In this case the principal's leadership by providing motivation will have a positive impact on teachers.

The extent to which the principal can realize his role either directly or indirectly can contribute to increasing teacher competence, which in turn can have an effect on improving the quality of education in schools. According to Steers and Porter (2009), high employee motivation will encourage employees to implement a conducive and dynamic organizational culture and work culture. Thus, high motivation will increase the application of organizational culture. Meanwhile, according to (Veithzal & Mulyadi, 2003); said that a strong organizational culture will result in a high work culture, and in the end will build and increase employee motivation.

#### *The relationship between communication and motivation*

The success of education in schools is not only determined by the principal's leadership, effective communication and high motivation, this is in line with several theories as follows:

According to (Zwell, 2000) states that there is a relationship between communication someone carried out by with motivation, self-confidence, self-management of learning, flexibility, and initiative. This means that having high work motivation will encourage someone to improve their communication skills. While Winardi (2015) says that there is a strong between effective communication and motivation "if communication is weak and ineffective, employee motivation will decrease. Mathis (Mathis, n.d.) say that increasing a person's work motivation will cause the person to act better by increasing the ability to carry out effective

#### *The relationship between competence with communication and motivation.*

The success of education in schools is not only determined by the principal's leadership, effective communication, and high teacher competence. Based on (Veithzal & Mulyadi, 2003), states that organizations need to create a communication process intensive for all to its members. skills communication will demand competence from all members of the organization. Thus, communication has a strong relationship with competence. One of the teacher competencies is social, namely the ability of teachers as part of the community to

communicate and interact effectively and efficiently with students, fellow educators, education staff, parents/guardians of students and the surrounding community. The relationship between communication and competence can be seen from the opinion of Ariesty (2013) which states that communication is important and must occur between superiors and subordinates as well as fellow employees of a company. Good and effective communication will make employees' abilities better. The success of education in schools is not only determined by the principal's leadership, effective communication, and high teacher competence. According to (Zwell, 2000) states that there are twelve types of competencies one of them is self-management competency, namely competence related to self-motivation, self-confidence, managing own learning, flexibility, and initiative. This means that having high work motivation will encourage someone to improve their competence.

#### *The influence of the principal's leadership, communication, competence, on work culture*

One of the principal's leadership roles is to create a work culture. This is in line with several theories as the results of research from Syahril (2011) and research results from (Guo et al., 2014) which states that the principal's leadership is related to organizational culture. Based on the opinions of experts and the results of previous studies, the authors conclude that between the principal's leadership and work culture there is an influence between one another.

Strong and high competence can create a productive and dynamic work culture, According to (Griffin, 2004), employees who have high competence and commitment to their work will tend to create a dynamic and effective work culture, so they are able to. provide the best service to service customers. Meanwhile, according to (Veithzal & Mulyadi, 2003), there are eighteen competencies that are generic/commonly found in various types of work fields that will encourage work culture. The eighteen aspects of competence are: achievement orientation, analytical thinking, conceptual thinking, customer service orientation, developing others, defectiveness, flexibility, impact and influence, information seeking, initiative, integrity, interpersonal understanding, organizational awareness, organizational commitment, relationship building, self-confidence, team leadership, teamwork and cooperation.

#### *The influence of work culture on teacher performance*

Teachers who have good performance are teachers who are expected by the institution and their students to continue to do their jobs well. A strong and productive work culture can lead to high teacher performance. This is in line with several theories as follows: According to (Robins Stephen & Mary, 2012), states that, "One of the functions of organizational culture is to create a dynamic and productive work culture which will have implications for efforts to improve employee performance in an organization." According to Yukl (2007), stating that, "Work culture will improve if there is strong support from the organizational culture developed by strong and effective leaders."

## 4. Results

### *Simultaneous Effects of Leadership, Communication, Motivation and Competence on Work Culture*

Based on the calculation results, the coefficient of determine expressed in percentage describes the magnitude the contribution of the four independent variables namely Leadership, Communication, Motivation and Competence to Work Culture is 77.75%.

In an effort to improve work culture, Vocational Schools as Center for Education Services and Supervision Region V West Java encourage principals, teachers, and their employees to apply the variables of Leadership, Communication, Motivation and Competence that are more planned and programmed effectively and efficiently, in order to be better able to improve the Work Culture. Besides that, Vocational Schools as Centers for Education Services and Supervision of Region V West Java should provide more opportunities for their principals, teachers, and employees to further improve their education and expertise. Leaders must provide exemplary examples to their subordinates, which include: Leadership, Communication, Motivation and Competence.

The details and discussion of each variable are as follows:

1. Leadership has the greatest influence on Work Culture, where the direct influence is smaller than the total indirect influence, then the Leadership variable is a non-dominant variable.
2. Communication has the fourth largest influence on Work Culture, where the direct effect is smaller than the total indirect effect, then the Communication variable is a non-dominant variable.
3. Motivation has the second largest influence on Work Culture, where the direct effect is smaller than the total indirect effect, then the motivation variable is a non-dominant variable.
4. Competence has the third largest influence on Work Culture, where the direct influence is smaller than the total indirect effect, then the Competence variable is a non-dominant variable.

Thus, simultaneously, the variables of Leadership, Communication, Motivation and Competence in Vocational Schools as Center for Educational Services and Supervision in Region V West Java contributed significantly to the formation of Work Culture in Vocational Schools for Service and Education Supervision in Region V West Java. Meanwhile, other factors that were not examined that affect Work Culture are 22.25 percent. Other variables are referred to as Loyalty, Compensation, Work Environment, and others.

The results of this study are supported by several theories from: (DeCenzo David & Robbins, 2005), (Condrey, 2005), (Armstrong, 2020), (Gibson, n.d.), (Robbins & Judge, 2013), (Martin-Storey et al., 2021), (Kreitner, 2009), (Pynes, 2008), Schermerhorn et al (2010), Mathis and Jackson (2011), Williams (2011), Luthans (2011), Plunkett et al (2008),

(Kreitner, 2009), (Daft & Daft, 2009), (Daft et al., 2010), (Williams, 2012), (Robbins & Coulter, 2012), (Hitt et al., 2005), (Gomez-Mejia & Balkin, 2012), McAuley et al (2007), (Cunliffe, 2008).

### *The Influence of Leadership on Work Culture*

Based on the calculation results, it appears that the Leadership variable has a total direct effect that is smaller than the indirect effect, then the Leadership variable is a non-dominant variable, this means that without any contribution from other variables, the Leadership variable can stand alone. Given the value of the largest coefficient of determination, then the variable Leadership is a fairly large variable in forming commitment. This is understood considering Leadership at Vocational Schools as Center for Education Behaviour and Supervision Region V West Java is quite good.

In order to further enhance the role of Leadership on the work culture, then the leadership of the Vocational High School throughout the Education Behaviour and Supervision Center for Region V West Java must prioritize efforts to maintain leadership which is accompanied by an intensive socialization process for all teachers and their employees. Besides, the government should give awards to school principals who carry out leadership good behavior, and conversely give action/punishment to the principal who does not carry out leadership well. The results of this study are supported by

1. Sudarmanto (2009) there are many factors that cause human resources to have superior performance, so that they are able to encourage organizational success. Factors that can determine individual performance are competence, work motivation, job satisfaction, job design, organizational commitment, leadership, participation, management functions, clarity of career direction, organizational culture, and reward system.

### *The Effect of Communication on Work Culture*

Based on the calculation results, it appears that the Communication variable, has a total direct effect that is smaller than the indirect effect, then the Communication variable is a non-dominant variable, this means that without any contribution from other variables, the Competency variable no can stand alone.

Given the value of the fourth largest coefficient of determination, the variable Competence is a fairly large variable in forming commitment. This is understood considering Competence at Vocational Schools as Center for Education Service and Supervision Region V West Java is quite good and has been running quite effectively and efficiently. In order to further enhance the role of Communication to the Work Culture, the Leader must prioritize efforts to maintain Communication which is accompanied by an intensive socialization process for all principals, teachers and employees. In addition, the government should provide

a reference regarding communication which can be applied in Vocational Schools throughout the Education Behaviour and Supervision Center for Region V West Java.

The results of this study are supported by several theories as follows:

1. Wursanto (2005:159), one of which is to increase employee job satisfaction. The influence of communication, work motivation and competence is proven.
2. Darsono (2011: 220), there are 15 measures of job satisfaction and employee commitment. With the existence of interpersonal communication which is the key to success in an agency / workplace, which is well established between the principal and his staff and all related parties, it is possible for good teacher performance to occur.

### *The Effect of Motivation on Work Culture*

Based on the calculation results, it appears that the Motivation variable, has a total direct effect that is smaller than the indirect effect, then the Motivation variable is a non-dominant variable, this means that without any contribution from other variables, the Motivation variable no can stand alone.

Given the value of the second largest coefficient of determination, the variable Motivation is a fairly large variable in shaping the Work Culture. This is understood considering the motivation at Vocational Schools as the Center for Education Service and Supervision Region V West Java has been running quite effectively and efficiently. In order to further increase the role of Motivation the Work Culture, the Leader must prioritize efforts to maintain and increase motivation. Besides, the government should provide assistance and facilities to teachers to increase their motivation.

The results of this study are supported by several theories as follows:

1. According to Ernest J. McCormick in Anwar Prabu Mangkunegara (2005:94), work motivation is defined as a condition that has an effect on generating, directing and maintaining behavior related to the work environment.
2. According to Sadili (2006: 281), "Motivation is the process of influencing or pushing from the outside on a person or work group so that they want to carry out something that has been determined".
3. Hasibuan (2005:141), "Motivation is very important in an institution because motivation is what causes, distributes, and supports human behavior, so that they are willing to work hard and enthusiastically achieve optimal results".

### *The Influence of Competence on Work Culture*

Based on the calculation results, it can be seen that the Competency variable, has a total direct effect that is smaller than the indirect effect, then the Competence variable is a non-dominant variable, this means that without any contribution from other variables, the Competency variable no can stand alone. Given the value of the third largest coefficient of determination, the variable Competence is a fairly large variable in shaping the Work Culture.

This is understood considering Competence at Vocational Schools as Center for Education Service and Supervision Region V West Java has been running quite effectively and efficiently. In order to further enhance the role of Competence to the Work Culture, the Leader must prioritize efforts to maintain and improve Competence. In addition, the government should provide assistance and facilities to teachers to improve their competence.

The results of this study are supported by several theories as follows:

1. Sagala (2009:23), "Competence is a combination of abilities, knowledge, skills, attitudes, tools, understanding, appreciation and expectations that underlie the characteristics of a person to perform in carrying out tasks or work in order to achieve quality standards in real work".
2. Sanjaya (2006:17), "Competence is the fusion of knowledge, attitudes and skills that are manifested in the form of actions".

### *The Influence of Work Culture on Teacher Performance*

Based on the calculation results, it appears that the work culture variable has a very large total influence, then the Work Culture variable is the dominant variable, this means that without any contribution from other variables, the work culture variable can stand alone. Given the very large value of the coefficient of determination, the variable Work Culture is a fairly large variable in shaping Teacher Performance. This is understood considering the Work Culture at Vocational Schools as Center for Education Service and Supervision Region V West Java is quite good and has been running quite effectively and efficiently.

In order to further enhance the role of Work Culture on Teacher Performance, then Leaders must prioritize efforts to maintain Work Culture which is accompanied by an intensive socialization process for all principals, teachers and employees. In addition, the government should provide a reference regarding improving the work culture which can be applied in State Vocational Schools.

The results of this study are supported by Carudin (2011) which states that the principal's leadership and work climate have a significant positive influence on teacher performance. The school management is driven by the principal. The principal as a manager and leader must have the right strategy to empower educational staff so that they can work optimally.

Table 7. Matrix table of expert judgment results and opinions

<b>Variables Research</b>	<b>Analysis Descriptive</b>	<b>Analysis Verification</b>	<b>Opinions Expert</b>	<b>Resume</b>
Principal Leadership,	The condition of the Principal's Leadership, is in the criteria of being quite effective. However, the conditions among SMK are still varied	Principal's leadership has a significant effect on the work culture of SMK teachers.	Experts strongly agree with the research findings that the principal has an effect on the work culture of vocational school teachers  Efforts to optimize the development of effective and sustainable Principal Leadership will be able to improve the work culture of Vocational High School Teachers throughout the Education Behaviour and Supervision Center for Region V Education Office Prov. West Java	The relationship between the results of empirical research and expert judgment's opinion is consistent and there are no significant differences of opinion  However, according to experts, the development of Principal Leadership needs to be optimized in order to further encourage the improvement of the work culture of Vocational High School Teachers throughout the Education Behaviour and Supervision Center for Region V Education Office Prov. West Java
Communication Vocational Teacher	Communication Conditions, Vocational School Teachers Are in fairly good criteria. However, the conditions among SMK are still varied	Communication SMK teachers have a significant effect on the work culture of SMK teachers	Experts strongly agree with the research findings that communication, vocational teachers have an effect on the work culture of vocational school teachers  Efforts to optimize the development of communication, effective and sustainable SMK teachers will be able to improve the work	The relationship between the results of empirical research and expert judgment's opinion is consistent and there are no significant differences of opinion  However, according to communication development experts, vocational teachers need to be optimized in order to further encourage the

			culture of SMK teachers throughout the Education Behaviour and Supervision Center for Region V Education Office Prov. West Java	improvement of the work culture of vocational school teachers throughout the Education Behaviour and Supervision Center for Region V of the Provincial Education Office. West Java.
Motivation Vocational Teacher	The condition of the motivation of SMK teachers is quite good. However, the conditions among SMK are still varied	The motivation of SMK teachers has a significant effect on the work culture of SMK teachers	Experts strongly agree with the research findings that the motivation of SMK teachers has an effect on the work culture of SMK teachers  Efforts to optimize the development of high and sustainable vocational teacher motivation will be able to improve the work culture of vocational school teachers throughout the Education Behaviour and Supervision Center for Region V Education Office Prov. West Java	The relationship between the results of empirical research and expert judgment's opinion is consistent and there are no significant differences of opinion  However, according to experts, the development of vocational teacher motivation needs to be optimized in order to further encourage the improvement of the work culture of vocational school teachers throughout the Education Behaviour and Supervision Center for Region V of the Provincial Education Office. West Java
Competency of Vocational Teachers	Conditions of Competency of Vocational Teachers are in fairly good criteria. However, the conditions among SMK are still varied	SMK teacher competence has a significant effect on the performance of SMK teachers' work culture	Experts strongly agree with the research findings that SMK Teacher Competence has an effect on the work culture of SMK teachers	The relationship between the results of empirical research and expert judgment's opinion is consistent and there are no significant differences of opinion



			<p>Efforts to optimize the development of high, relevant and sustainable SMK Teacher Competencies will be able to improve the work culture of SMK teachers throughout the Education Behaviour and Supervision Center for Region V Education Office Prov. West Java</p>	<p>However, according to experts, the development of vocational teacher competencies needs to be optimized to further encourage the improvement of the work culture of vocational school teachers throughout the Education Behaviour and Supervision Center for Region V of the Provincial Education Office. West Java</p>
Work Culture SMK Teacher	<p>Conditions of Work Culture of Vocational School Teachers Are in fairly good criteria.</p> <p>However, the conditions among SMK are still varied</p>	<p>Teacher Work Culture has a significant effect on the performance of SMK teachers</p>	<p>Experts strongly agree with the research findings that teacher work culture affects the performance of vocational school teachers</p> <p>Efforts to optimize the development of a strong, productive and sustainable Teacher Work Culture will be able to improve the work culture of Vocational High School Teachers throughout the Education Behaviour and Supervision Center for Region V Education Office Prov. West Java</p>	<p>The relationship between the results of empirical research and expert judgment's opinion is consistent and there are no significant differences of opinion</p> <p>However, according to the experts, the development of Teacher Work Culture needs to be optimized in order to further encourage the improvement of the work culture of Vocational High School teachers throughout the Education Behaviour and Supervision Center for Region V of the Provincial Education Office. West Java</p>
Performance SMK Teacher	<p>The condition of the performance of SMK teachers</p>	<p>----</p>	<p>-----</p>	<p>The relationship between the results of empirical research and</p>

	<p>is quite good. However, the conditions among SMK are still varied</p>		<p>expert judgment's opinion is consistent and there are no significant differences of opinion</p> <p>However, according to experts, the performance of SMK teachers is quite good. The performance of the existing SMK teachers needs to be developed. Thus, the high performance of the SMK teachers will determine the performance of the Vocational High Schools throughout the Education Behaviour and Supervision Center for Region V of the Provincial Education Office. West Java</p>
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### 5. Conclusion and Recommendation

The leadership of school principals in vocational schools throughout region v, west java, is in the category of ineffective to effective. However, teacher communication and competence in vocational schools throughout the education behaviour and supervision center for region v, west java, overall is in the category of quite good to good. The motivation and work culture of teachers in vocational schools throughout the education behaviour and supervision center for region v, west java, as a whole is in the medium to high category. The highest aspect is the level of ability in the allocation of rewards for work performance and determining the evaluation tool. The partial influence of the principal's leadership on work culture occupies the largest position and the lowest is the partial influence of communication on work culture. Partially the influence of motivation on work culture occupies the third largest position, the second is competence on work culture. The influence of work culture on the performance of vocational school teachers throughout the education behaviour and supervision center for region v, west java, has a very significant influence.

**6. Conflict of Interest:** The author(s) declare(s) that there is no conflict of interest.

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