

The Influence of Principal Leadership, Achievement Motivation, and Work Discipline on Teacher Quality Culture

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Abstract: The research aims to explain the Effect of Principal Leadership Style, Achievement Motivation, Work-Discipline, on Teacher Quality Culture. This study uses descriptive and inferential statistics (path analysis). Descriptively, the principal's leadership style variable (X1), achievement motivation (X2), work discipline (X3) and teacher quality culture (Y) show good criteria/categories. Furthermore, testing the research hypothesis using path analysis, there is a direct effect (X1) on (Y). This study shows the direct effect (X2) of (Y) and (X3) on (Y). This study also shows a direct influence between (X1) to (Y) through (X2), (X1) to (Y) through (X3) and (X2) to (Y) through (X1) and (X3). This study also shows the indirect effect (X1) of (Y) through (X2) and (X3). (X1) To (Y) through (X2) and (X3), (X3) to (Y) through (X1) and (X2) as intervening variables. Thus it can be concluded that there is a positive and significant indirect effect between (X3) to (Y) through (X1) and (X2).

Index Terms: Principal leadership, achievement motivation, work discipline, teachers' quality culture

I. INTRODUCTION

Educational institutions should be managed by qualified leaders and know about educational problems. With the decentralization of education, it is expected that the quality of education in schools can be achieved [1]. For this reason, it is expected that principals who can make efforts to improve service quality even create a culture of teacher quality in schools. In addition to the principal's leadership style to encourage the creation of a teacher quality culture, efforts to encourage a teacher quality culture also stem from factors in the teacher. The work done by the teacher is an inspiration, enthusiasm, and encouragement that comes from within him. This internal drive aims to encourage him to be enthusiastic and to achieve results as desired by the people. In management, the teacher gets encouragement from people to achieve the goals set beforehand. Teachers who are motivated or motivated at work will be able to improve their performance well. Thus, the higher the teacher's achievement motivation, the better the quality of education produced [2]. The teacher's quality culture is also very much determined by the teacher's work discipline. Quality culture in schools supported by high discipline by all components of the school will produce achievements. Therefore discipline orientation for all important school components to be built [3].

The phenomenon of the low teacher competency test in Maluku, Indonesia in the last three years also has a common thread or relationship that must be known. The principal's leadership style also makes the teacher not show their best competence. The teacher's motivation role, teacher lack of discipline so far and the quality of teachers need to be cultivated to be successful in teacher competency test. This fact also needs to be traced related to the change of headmaster who has occurred 30 times at the kindergarten, elementary, middle and high school/vocational level which also aims to improve the quality of teacher competency test later. However, some principals might not take their responsibility in carrying out their duties and function. This seems like a principal who is ignorant of the school's situation/culture. There are still schools where the quality culture is not visible at all; the indication is that the teacher arrives late when it is time to teach in class, the teacher does not attend school without reason, so the teaching hours in the class often making noise that interferes learning activities. Teachers are often going home before work; they do not describe the learning process in the classroom, they perform the learning not based on the contemporaneous or current model and approach. This situation raises questions on how the principal's leadership, teacher's motivation, teacher discipline, and the teacher's quality culture. Thus, the ability of principal management, teacher achievement motivation, teacher discipline, and teacher quality culture are important questions to explore in the process of education in schools. For this reason, this research examines the influence of the principal's management ability, teacher achievement motivation, and teacher discipline on the teacher's quality culture.

II. LITERATURE REVIEW

Principal's Transformational Leadership Style

Transformational leadership style according to Robbins is a style that promotes good communication with subordinates. Transformational leaders pay attention to subordinate development needs, help solve problems with new ways, and can excite, arouse, and inspire subordinates/followers to achieve organizational/group goals [4]. Transformational leadership style has four components [5]. Firstly, individual consideration, transformational leaders act as coaches or mentors, paying particular attention to each follower's needs for achievement and growth, an active listener, acknowledging and accepting individual differences. Conduct two-way communication and interact with subordinates personally, pay attention to the tasks of subordinates to determine whether subordinates need additional direction and assess their progress, subordinates do not feel they are being examined or monitored, sympathetic and wise, providing training, coaching, and support. Secondly, the intellectual stimulation, transformational leaders encourage innovation

and subordinate creativity, ask for new ideas and creative solutions to solve problems, not openly criticize one's ideas because they are different, emphasize the importance of intellectual stimulation to utilize followers' abilities, followers to be innovative and creative. Thirdly, the inspirational motivation. Transformational leaders show behaviors that inspire, arouse team spirit, enthusiasm, and optimism, communicate expectations to subordinates and also show commitment to a common goal and vision. Motivate ensuring that future expectations, develop a shared vision and create commitment. Fourthly, ideal idealized influence, transformational leaders show behaviors that allow them to be role models or role models for their followers. In addition to admiring, respecting and trusting their leaders, subordinates/followers tend to want to imitate them. Have extraordinary abilities, perseverance, and determination. Also, they are willing to take risks and be consistent. Can be relied upon to do the right thing because they show good ethical and moral standards. Leadership that gains trust is based on ethical behavior and charisma..

Achievement Motivation

According to Heckhausenm, that achievement motives are interpreted as an effort to increase or carry out personal skills as high as possible in all activities, and a measure of excellence is used as a comparison, although there are two possibilities in doing these activities, namely failure or success. Next, he explained that Achievement motivation is a motive that encourages individuals to achieve success and aims to succeed in competition with several standards of excellence. The measure of excellence is used for the standard of achievement of self-achieved achievement before and is feasible as in competition [6].

Mc Clelland argues that there are six characteristics of individuals with high achievement motivation [7], namely: (1) Strong feelings to achieve goals, namely the desire to complete the task with the best results. She/he always tries, does not give up easily in achieving success or in competing, by setting standards for his achievements and those that have meaning, (2) Responsible, which is able to be responsible for himself and determine his future, so that what he aspires to succeed is achieved, (3) Evaluative, namely using feedback to determine more effective actions to achieve achievement, failure experienced does not make him despair, but as a lesson to succeed. Try to get feedback from the process. (4) Taking the risk of "being," in the sense that its actions are by the limits of its capabilities. Tends to take reasonable risks (moderate level) and be taken into account. Will not do things that are considered too easy or too difficult. (5) In general, it does not show better results on routine tasks but usually displays better results on specific tasks that have meaning for them. (6) In carrying out an action not encouraged or influenced by rewards (gifts or money). (7) Creative and innovative, which can find opportunities and use opportunities to be able to show their potential. Look at the environment and look for opportunities/opportunities. Tend to look for unique ways to solve a problem. (8) Like a challenge, which is happy with activities that are prestigious and competitive. Enjoy challenging situations, where they can take advantage of their abilities. Getting better gets experience.

Work Discipline

Work discipline is the loyalty and obedience of a person or group to regulations that are reflected in the form of behavior and actions in the form of (1) obedient and obedient to the use of working hours, (2) obeying working hours not because of fear or compulsion, and (3) commitment and loyalty to the organization. Discipline is the awareness and willingness of someone to obey all applicable rules and norms. Indicators that affect the level of discipline [8] are (1) goals and ability, purpose, and ability influence the level of one's discipline. The goals to be achieved must be clear and ideally defined and quite challenging for one's abilities. This means that the goal (work) charged by a person must be by his ability, so he works seriously. (2) The example of the leader, the example of the leader is very instrumental in determining the discipline of his subordinates. The leader must be aware that his behavior will be emulated and emulated by his subordinates. This is what requires leaders to have good discipline so that the subordinates also have good discipline. (3) Reply to services, remuneration (salary) also influences someone's discipline because the service will provide satisfaction and love for someone getting better at work, their discipline will be better too. So the return of service plays an important role in creating someone's discipline. This means that the greater the rewards, the better one's discipline. (4) justice, it contributes to the realization of one's discipline because recognition or punishment will stimulate the creation of one's discipline, (5) supervision attached, it is a real and effective action to prevent/know mistakes, correct mistakes, maintain discipline, improve work performance, activate the role of supervisor and subordinates, explore systems, work most effectively, and create the best internal control system, (6) sanctions/punishments play an essential role in maintaining one's discipline. The severity/sanction of the penalties applied also influences one's discipline. Sanctions/punishment should be educational, and a motivational tool to maintain discipline, (7) firmness, firmness in carrying out actions will affect one's discipline. Leaders must be brave and firm, (8) humanitarian relations, vertical and horizontal humanitarian relations which consist of direct single relationships, right group relations groups, and cross relationships should be harmonious.

Teacher Quality Culture

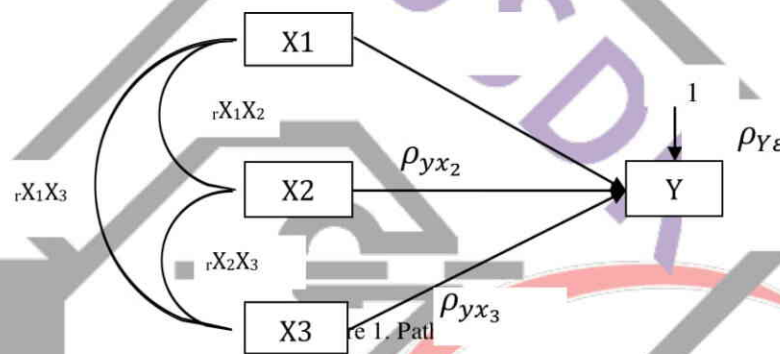
Cultural development efforts School quality should refer to some principles [9]: (1) focusing on the vision, mission, and goals of the school. The development of a school quality culture must always be in line with the vision, mission, and goals of the school. The function of the vision, mission, and purpose of the school is to direct the development of school culture. The vision of quality excellence, for example, must be accompanied by tangible programs regarding the creation of school culture, (2) the creation of formal and informal communication. Communication is the basis for coordination in schools, including in conveying messages about the importance of school culture. Informal communication is as important as formal communication. Thus both communication lines need to be used in delivering messages effectively and efficiently, (3) innovative and willing to take risks. One dimension of organizational culture is innovation and willingness to take risks. Every change in school culture causes a risk that must be accepted, especially for reformers. Fear of risk causes a lack of courage a leader takes attitudes and decisions in quick time, (4) has a clear strategy. The development of school culture needs to be supported by strategies and programs. The strategy includes the methods adopted while the program concerns the operational activities that need to be carried out. Strategy and program are two things that are always related, (5) performance oriented. The development of school culture needs to be directed at targets that can be measured

wherever possible. Measurable targets will make it easier to measure the performance of a school, (6) a clear evaluation system. To find out the performance of developing school culture, it is necessary to conduct regular and gradual evaluations: short, medium and long term.

Therefore an evaluation system needs to be developed, especially in terms of when evaluations are carried out, who does and what follow-up mechanism should be carried out, (7) has a strong commitment. Commitment from the leaders and residents of the school greatly determines the implementation of school culture development programs. Much evidence shows that weak commitment, especially from the leadership, causes programs not to be carried out properly, (8) decisions based on consensus. The characteristic of positive organizational culture is participatory decision making which leads to consensus decision making. Even though it depends on the decision situation, in consensus can increase the commitment of organizational members in implementing the decision, (9) a clear reward system. The development of school culture should be accompanied by a system of rewards, although not always in the form of goods or money. Another form is appreciation or credit points, especially for students who show positive behavior that is in line with the development of school culture, (10) self-evaluation. Self-evaluation is one tool to find out the problems faced at school. Evaluation can be done using a brainstorming approach or using a self-assessment scale. Principals can develop self-assessment methods that are useful for the development of school culture.

III. RESEARCH METHODS

The method used in this research is quantitative research with an expose facto survey design where the researcher does not intervene on the research variables [10]–[12] because the manifestations of these variables have emerged or in essence, they cannot be manipulated. This research is also categorized as descriptive correlational research. Descriptive because it will only describe the observed phenomenon, while correlational because it tries to explain whether there is a relationship between variables based on the size of the correlation coefficient. In this study, there are three independent variables namely Principal leadership style (X1), Achievement motivation (X2), and Work discipline (X3). Moreover, one dependent variable is the Teacher Quality Culture (Y). Then these variables are connected. Analysis between variables is formulated in a relationship constellation such as the following:



Notes :

X_1 = Principal Leadership

X_2 = Achievement Motivation

X_3 = Work Discipline

Y = Teacher Quality Culture

$r_{X_1 X_2}$ = Correlation between X_1 and X_2

$r_{X_1 X_3}$ = Correlation between X_1 and X_3

$r_{X_2 X_3}$ = Correlation between X_2 and X_3

ρ_{yx_1} = path coefficients that describe the amount of direct effect of X_1 on Y

ρ_{yx_2} = path coefficients that describe the amount of direct effect X_2 on Y

ρ_{yx_3} = path coefficients that describe the amount of direct effect X_3 on Y

$\rho_{y\epsilon}$ = path coefficients that describe the amount of direct effect ϵ on Y

ϵ = other variables that are not measured but affect Y pi influence Y

The hypotheses to be tested in this study are: (1) There is a positive effect of the principal's leadership style (X_1) on the culture of teacher quality (Y) Secondary School in Baguala District, Maluku, Indonesia. (2) There is a positive influence Achievement motivation (X_2) on quality culture (Y), (3) There is a positive influence of teacher work discipline (X_3) on the teacher quality culture (Y), (4) There is a positive influence between the leadership style (X_1) of the principal and Achievement motivation (X_2) on the teacher quality culture (Y), (5) There is a positive influence between the leadership style (X_1) of the principal and work discipline (X_3) on the culture of teacher quality (Y) (6) There is a positive influence between achievement motivation (X_2) and teacher work discipline (X_3) on the culture of teacher quality (Y), (7) There is a Positive and Significant Direct Effect between Leadership Style (X_1) on B quality culture (Y) through achievement motivation (X_2) and work discipline (X_3), (8) there is an indirect influence between the principal's leadership style on the teacher quality culture through achievement motivation, (9) there is an indirect influence between teacher achievement motivation on the culture of teacher quality through teacher work discipline, (10) there is an indirect influence between work discipline on the quality culture of teachers through the principal's leadership style.

IV. RESULTS AND DISCUSSIONS

Results

Based on the descriptive results, the percentage of principals' leadership with a percentage of 64% is included in the good category. The results of the descriptive analysis of the principal's leadership variables gave the principal transformational leadership the meaning that was in line with the expectations of the teachers so that the teachers gave good results to the leadership of the principal. From the descriptive results, the percentage of achievement motivation variables with a percentage of 59% is included in the good category. From the descriptive results, the percentage of work discipline variables with a percentage of 83% is included in the good category. Moreover, from the descriptive results, the percentage of cultural variables with a percentage of 64% is included in the good category. While the normality test shows Kolmogorov-Smirnov values are 0.713 (leadership style variable), 0.132 (achievement motivation variable), 0.268 (work discipline variable) and 0.199 (coast culture variable) has a value above $\alpha = 0.05$, which is a variable - these variables are normally distributed. Hypothesis testing is explained by observing the Correlation Coefficient and Path Coefficient according to the SPSS Output Approved SPSS output table

Table. 1. Correlations

		Principal Leadership	Achievement Motivation	Work Discipline	Teacher Quality Culture
Principal Leadership	Pearson Correlation	1	.017	.159*	.166*
	Sig. (2-tailed)		.827	.038	.031
	N	169	169	169	169
Achievement Motivation	Pearson Correlation	.017	1	.423**	.122
	Sig. (2-tailed)	.827		.000	.115
	N	169	169	169	169
Work Discipline	Pearson Correlation	.159*	.423**	1	.128
	Sig. (2-tailed)	.038	.000		.097
	N	169	169	169	169
Teacher Quality Culture	Pearson Correlation	.166*	.122	.128	1
	Sig. (2-tailed)	.031	.115	.097	
	N	169	169	169	169
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

The SPSS output table calculates the path coefficient as follows; then the interpretation is carried out.

Table. 2. Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Principal Leadership, Achievement Motivation, Work-Discipline ^b	.	Enter
a. Dependent Variable: Teacher Quality Culture			
b. All requested variables entered.			

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.212 ^a	.450	.028	2.293
a. Predictors: (Constant), Principal Leadership, Achievement Motivation, Work-Discipline				

Table 4. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	46.404	7.954		5.834	.000
Principal Leadership	.207	.104	.155	2.002	.044
Achievement Motivation	.069	.063	.092	1.091	.027
Work Discipline	.041	.055	.065	.758	.042
a. Dependent Variable: Teacher Quality Culture					

Hypothesis Test 1. It can be seen that in the Sig Sig value = 0.04. Then the Sig 0.04 value is compared with the probability value of 0.05, namely the probability value of $0.05 > \text{probability Sig}$. So $(0.05 \geq 0.04)$, then H_0 is rejected, and H_a is accepted, meaning that there is a positive and significant direct effect of the principal's leadership style on the quality culture. The magnitude of the direct effect of variable X_1 on variable Y can be calculated using the formula $Y = \rho_{yx1} \times \rho_{yx1} = 0.166 \times 0.166 = 0.28$. The results of this calculation show that the contribution or contribution of the principal's leadership style variable directly to the teacher quality culture (Y) is 28%. The remaining 73% is a contribution or contribution to other factors that cannot be explained in this study.

Hypothesis test 2. It can be seen that in the Sig Sig value = 0.04. Then the Sig 0.02 value is compared with the probability value of 0.05, namely the probability value of $0.05 > \text{probability Sig}$. So $(0.05 \geq 0.02)$, then H_0 is rejected, and H_a is accepted, meaning that there is a positive and significant direct influence on achievement motivation on quality culture. The magnitude of the direct effect of variable X_2 on variable Y can be calculated using the formula $Y = \rho_{yx2} \times \rho_{yx2} = 0.122 \times 0.122 = 0.14$. The results of this calculation show that the contribution or contribution of achievement motivation variables directly to the teacher quality culture (Y) is 14%. The remaining 86% is a contribution or contribution to other factors that cannot be explained in this study.

Hypothesis Test 3. It appears that in the Sig Sig value = 0.04. Then the Sig 0.04 value is compared with the probability value of 0.05, namely the probability value of $0.05 > \text{probability Sig}$. So $(0.05 \geq 0.04)$, then H_0 is rejected, and H_a is accepted, meaning that there is a positive and significant direct effect of work discipline on the quality culture. The amount of direct effect of variable X_3 on variable Y can be calculated using the formula $Y = \rho_{yx3} \times \rho_{yx3} = 0.31 \times 0.31 = 0.96$.. The results of this calculation show that the contribution or contribution of work discipline variables directly to the teacher quality culture (Y) is 96%. The remaining 4% is a contribution or contribution to other factors that cannot be explained in this study.

Hypothesis test 4. It can be seen that in the Sig column of the two variables, namely $X_1 = 0.044$ and $X_2 = 0.027$ smaller than 0.05. This result concludes that path analysis, namely variables X_1 and X_2 have a significant effect on Y . So it can be concluded that there is a significant direct influence of leadership style (X_1) on quality culture (Y) through achievement motivation (X_2).

Hypothesis Test 5. It can be seen that in the Sig column of the two variables, namely $X_1 = 0.044$ and $X_3 = 0.042$ smaller than 0.05. This result concludes that path analysis, namely variables X_1 and X_3 have a significant effect on Y . So it can be concluded that there is a significant direct influence of leadership style (X_1) on quality culture (Y) through work discipline (X_3).

Hypothesis Test 6. It can be seen that in the Sig column of the two variables, $X_2 = 0.027$ and $X_3 = 0.042$ smaller than 0.05. This result concludes that path analysis, namely X_2 and X_3 variables have a significant effect on Y . So it can be concluded that there is a significant direct effect of achievement motivation (X_2) on quality culture (Y) through work discipline (X_3) t.

Hypothesis test 7. It appears that in the Sig column of the three variables, $X_1 = 0.044$, $X_2 = 0.027$ and $X_3 = 0.042$ smaller than 0.05. This result concludes that path analysis, namely variables X_1 , X_2 , and X_3 have a significant effect on Y . So it can be concluded that there is a significant direct effect of Leadership Style (X_1) on quality culture (Y) through achievement motivation (X_2) and work discipline (X_3).

Test hypothesis 8. It can be seen that the sum of total results = $0.027 + 0.003 + 0.033 = 0.0063$, when compared with the probability value of 0.05, namely the probability value of $0.05 > \text{probability Sig}$. $(0.05 \geq 0.0063)$, then H_0 is rejected, and H_a is accepted, meaning positive and significant Indirect Influence of Leadership Style (X_1) on quality culture (Y) through Achievement Motivation (X_2) and Teacher Work Discipline (X_3).

Hypothesis Test 9. It can be seen that the sum of total results = $0.014 + 0.0034 + 0.0006 = 0.018$, when compared with the probability value of 0.05 which is the probability value of $0.05 > \text{probability Sig}$. $(0.05 \geq 0.0063)$, then H_0 is rejected, and H_a is accepted, meaning Positive and Significant Indirect Effect of Achievement Motivation (X_2) on the quality culture (Y) through Teacher's Work Discipline (X_3).

Hypothesis Test 10. It can be seen that the total sum of results = $0.016 + 0.006 + 0.003 = 0.025$, when compared with the probability value of 0.05, namely the probability value of $0.05 > \text{probability Sig}$. $(0.05 \geq 0.0063)$, then H_0 is rejected, and H_a is accepted, meaning Positive and Significant Indirect Influence Between teacher work discipline (X_3) on quality culture (Y) through the principal's leadership style (X_1) and Achievement Motivation (X_2).

Thus related to the overall hypothesis test above, it can be illustrated the path diagram model of the relationship between the principal's leadership style (X_1), Teacher's Achievement Motivation (X_2) and teacher's work discipline (X_3) on the teacher quality culture (Y):

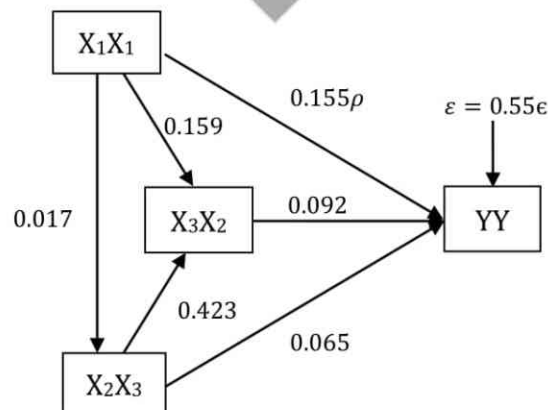


Figure 1. Path diagram of the correlation between X_1 X_2 , X_3 as independent variable and Y as the dependent variable

These results are illustrated in the path equation as below

$$Y = 0.155 X_1 + 0.092 X_2 + 0.065 X_3 + \varepsilon (0.55)$$

Where :

- Y = Teacher quality culture
- X1 = Principal Leadership
- X2 = Achievement Motivation
- X3 = Work Discipline

Discussion

The principal's transformational leadership style is rated at 64% in the good category; this shows that his leadership style has been felt by teachers who actively support the leadership of the principal. However, there are some things that are found and need to be observed about the implementation of the transformational leadership style of principals. It is expected that the headmaster must improve his capacity so that the school organization system can run well, where all school components are orderly and regularly functioning according to their main tasks and functions. Each. Other leadership abilities such as school administration need to be improved by maximizing administrative staff and asking for teacher support to make good administrative arrangements successful, through budget reporting models and other important documents that are professionally managed. The principal as a motivator needs to be improved because the effectiveness of education and learning activities in schools requires encouragement of leadership motivation to all components of the school so that all roles can be carried out with enthusiasm to achieve educational goals in school. Thus, the role of the principal in a professional manner through his transformational leadership style should continue to be developed, for which participation in the capacity building activities of school principals must be involved because complex education problems require the maximum ability of one principal through the right leadership style in solving problems encountered.

For Teachers who can show good achievement motivation with a percentage value of 59%, also teacher work discipline that is classified as good with a percentage value of 83%, and teacher quality culture is also classified as good as 64%, this is a positive direction of school education management. About Achievement Motivation, in this study, there are things that need to get the attention of school leaders such as the motivation of ordinary teachers, which are visible, both in increasing the capacity of scientific competencies and in the implementation of the learning process. For some teachers who wish to continue their studies (S1 and S2), it seems that they are still low, for the equivalent of S1 (first-degree) only the teacher has reasoned that he does not have time to study because more time has been spent on teaching in the classroom. Also, the low motivation of teachers can also be seen in the learning process, such as teachers teaching more in a conventional way, sitting listening silently to go home is a low-motivation teacher's routine. In the view of some teachers in research, related to achievement motivation related to incentives (amount of money) obtained means that motivation will increase if the incentives are large. However, those teachers who are classified as good achievement motivation see that achievement motivation is not due to the magnitude of incentives but is greater and more valuable than that is wanting to provide the best in order to improve the quality of learning in the classroom, resulting in quality or quality of graduates. The best service is shown by the teacher, so of course you will get a reward or award from the school leader, and in fact there are some teachers who feel the results of their work in bringing their students to achievements such as at local or national events or competitions, given the principal's award, or immediately given new responsibilities with its challenges, all of these awards continue to foster enthusiasm or achievement motivation in carrying out the tasks entrusted.

Based on the magnitude of the presentation value of Teacher's work discipline which is classified as good at 83%, it certainly deserves to be appreciated because the attitude of discipline becomes an activity that is very visible in all styles and movements of educational organizations in schools. The attitude of teacher discipline can be seen from respecting the time of entering school when studying in the classroom or college to carry out the tasks of education in school. Awareness of discipline behavior is strong in every teacher. However, there is only a perspective that needs to be considered, namely the relationship of work discipline with the ways in which school leaders treat teachers, such as giving incentives and punishments, for teachers there is unfair treatment shown by the principal, such as only people close to the head schools that tend to be rewarded and never get reprimand / punishment, while those who are not close to the school leader, only once get a reward and often get a reprimand/punishment for being considered a violator. Unfair treatment shown by school leaders is considered not to respect the work discipline behavior of some of these teachers.

Importance of quality culture for teachers to get an assessment of 64% is good. This teacher quality culture is one indication of the presence of teachers in schools to realize the noble ideals of education which is to create a complete Indonesian human being. Indonesian mankind namely qualified students can participate in today's competition. The coveted school is a school that consistently creates quality, humanistic and competitive education. All of this can be realized if there is a quality culture that is shown by all components of the school. A work culture that focuses on the quality or quality of inputs, processes, and outputs. It is indeed a challenge to make it happen if it is not accompanied by achievement motivation, work discipline and leadership support from the principal. Commitment to carrying out a teacher quality culture is challenged as there is an assumption that there are teachers who are still not satisfied with the quality culture in work, this is related to the leadership of principals who have not created a working system that promotes a quality culture in all teacher performance. So that the teacher will show every quality performance because there is already a system that demands every performance to run in the quality culture at the school. This is where leadership becomes a serious concern to run hopes for the creation of this quality culture.

The results of the study show that leadership style influential and significant effect on the quality culture of teachers. This shows that the leadership style has a linear relationship with the teacher's quality culture. Luthans argues that leadership is the focus and channel for most areas of organizational behavior [13]. Because someone leader is the driver of all available resources in the company. Better leadership in an organization will improve work culture. Leadership style is the norm of behavior used by someone to achieve

his goals. Leadership is a process where a person can become a leader through continuous activities so that he can influence the people he leads to achieve organizational goals. Strong leadership of the principal or the influence of leadership style variables is the principal only plays her/his function as head in an administrative or organizational structure, and this role has been able to influence the performance of each teacher and employee both individually and in groups.

Also, the results of the study show that achievement motivation contributes and significantly influences the quality culture of teachers. This means that the principal's leadership style is in line with the teacher's expectation to improve the teacher's quality culture in carrying out his duties as an educator in school. However, the challenge for principals is that they must be able to arouse and develop teacher achievement motivation through exercises. Mc Clelland [7] said that achievement motivation is not innate potential, so it is likely that this potential will be developed through exercises. The higher the teacher's achievement motivation, the higher the performance. Moreover, vice versa, the lower the teacher's achievement motivation causes the performance to decline. Based on the findings above, there is a correlation and a positive and significant contribution between teacher achievement motivation and teacher quality culture. The higher the teacher's achievement motivation, the more effective the quality culture. Vice versa. The implication is in the world of education that principals as leaders in schools must be able to create conditions that can foster teacher achievement motivation so that performance improves. Thus it can be said that teacher achievement motivation is an important factor in the effectiveness of the teacher quality culture.

The results of other studies show that discipline has a positive and significant influence on the teacher's quality culture. This shows the better/higher teacher discipline, the better their quality culture. Work discipline is always expected to be a feature of everyone in the organization. It is because with organizational discipline run well and can achieve its goals well too. Every employee must have a work discipline within the organization or company, such as complying with written and unwritten rules that have been set by the company because it can create a conducive and harmonious work environment so that it will have a positive impact on the performance of its employees. Discipline is the main capital that influences the level of teacher performance, where a work discipline is a form of respect, respect, obedience and obedience to the regulations that apply both in writing and unwritten and can carry it out and do not avoid receiving sanctions. Teacher discipline here is necessary so that all activities that are being and will be carried out run according to the prescribed mechanism.

V. CONCLUSIONS

The leadership style of the Principal, Achievement Motivation and Work Discipline significantly influence the teacher quality culture. In particular, the following conclusions can be drawn: 1) The principal's leadership style has a positive effect on the quality culture teacher. This means that the leadership style of the principal is by the expectations of the teacher improve the work culture of qualified teachers in carrying out their duties as educators in schools. 2) The motivation for achievement has a positive and significant effect on the quality culture. This means that teacher achievement motivation has contributed to the effectiveness of the teacher quality culture. The importance of motivation so that it is considered that without encouragement from someone, the hope of the development/progress of a job is trying to achieve. 3) The work discipline has a positive and significant effect on the quality culture; this can mean that the rules are by the duties and functions the school component is a concrete discipline that is obtained from every teacher who wants to develop and advance. The teacher is certainly required to be an example and role model for students. Moreover, one of the important things to realize a quality work culture is the high discipline that must be demonstrated by the teachers.

The Principal always fosters commitment to all teachers so that they uphold the spirit and values that have been set together; also with all related teachers evaluating the extent to which the overall components of the school system can be run for the progress of the school; and Developing a school culture as an implementation and institutionalization that leads to the habit of working inside and outside the school so the teacher is motivated to realize the goals of education in school through his professional performance. Good discipline reflects the teacher's sense of responsibility for the tasks given to him. This encourages work enthusiasm, the spirit of work for the realization of dreams. This must be considered by the school principals who lead the school in order to improve the quality of educational output in the institution. The motivation of teachers is an impulse that comes from within the teacher concerned as well as from the institution where he serves so that it can be a strength for him in carrying out his duties and obligations properly for the achievement of agreed organizational goals. Thus teachers who have achievement motivation are not driven by incentives alone, but because of the aim to improve the quality of their students for a better education future.

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