

# Improving Early Childhood Education (ECE) Teachers' Performance Through Work Motivation, Servant Leadership and Organizational Culture

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**Abstract:** The purpose of this study is to investigate the various factors that influence the performance of Early Childhood Education (ECE) teachers in Cluster 3 of Gunungsindur District. These factors include job motivation, servant leadership, and organisational culture. Because instructors are directly involved in designing, implementing, and assessing learning activities, teachers' performance is a key factor in determining the quality of early childhood education. The efficiency of these strategies may, however, be affected by a variety of internal and external circumstances. A quantitative, survey-based strategy is utilised in this research. To determine both the partial and simultaneous effects of the independent variables on teacher performance, data were collected through questionnaires administered to early childhood education teachers. These questionnaires were then analysed using multiple regression. It is anticipated that the data will demonstrate that work motivation plays a key role in improving teacher performance and that the servant leadership of school principals helps cultivate supportive connections and professional commitment. Moreover, a constructive organisational culture helps strengthen collaborative efforts, discipline, and shared ideals in educational institutions.

**Keywords:** Teacher Performance; Work Motivation; Servant Leadership; Organisational Culture; Early Childhood Education; Learning Activities; Strategic Leadership; Human Development.

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## 1. Introduction

Early Childhood Education (ECE) plays a fundamental role in shaping children's cognitive, social, emotional, and moral development. The early years are widely recognised as a critical period in human development, during which appropriate educational stimulation significantly influences lifelong learning outcomes. In this context, teachers serve as the primary agents who directly interact with children and determine the quality of learning experiences [1]. Therefore, teacher performance becomes a central factor in ensuring the effectiveness and sustainability of early childhood education programs. High-

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performing teachers are characterised by their ability to design meaningful learning activities, implement developmentally appropriate practices, accurately assess children's progress, and build positive relationships with students and parents. Conversely, low teacher performance may hinder children's developmental potential and reduce the overall quality of educational institutions [2]. Teacher performance, however, does not occur in isolation. Various internal and external factors influence it. Internally, work motivation plays a significant role in motivating teachers to fulfil their responsibilities with dedication and professionalism. Motivation reflects the inner drive that encourages individuals to achieve goals, maintain commitment, and persist in the face of challenges [3]. Teachers with strong work motivation tend to demonstrate higher levels of creativity, responsibility, and enthusiasm in the classroom. They are more likely to engage in continuous professional development and to adapt instructional strategies to meet students' diverse needs. On the other hand, low motivation may lead to minimal effort, reduced innovation, and a lack of commitment to institutional goals [4]. In addition to motivation, leadership style within educational institutions significantly affects teacher performance. In recent years, servant leadership has gained attention as an effective leadership approach in educational settings.

Servant leadership emphasises leaders' commitment to serving others, prioritising subordinates' needs, fostering collaboration, and promoting personal and professional growth [5]. In the context of early childhood education, servant-leadership principles create supportive environments where teachers feel valued, respected, and empowered. Such leaders focus not only on achieving institutional targets but also on nurturing teachers' well-being and professional development. When teachers perceive their leaders as supportive and empathetic, they are more likely to develop trust and loyalty and experience increased work engagement, ultimately contributing to improved performance [6]. Another critical factor influencing teacher performance is organisational culture. Organisational culture refers to the shared values, beliefs, norms, and practices that shape behaviour within an institution. A positive organisational culture fosters teamwork, open communication, mutual respect, and a shared commitment to educational excellence. In early childhood education settings, a strong culture of collaboration and professionalism encourages teachers to share best practices, solve problems collectively, and maintain high standards of instruction. Conversely, a weak or negative organisational culture may create conflicts, reduce morale, and hinder effective collaboration, thereby negatively affecting teacher performance [7]. The interrelationship among work motivation, servant leadership, and organisational culture is particularly relevant in improving teacher performance. Work motivation may be strengthened by supportive leadership and a constructive organisational culture. Similarly, servant leadership can shape and reinforce positive organisational values that encourage professional commitment and accountability [8]. When these three elements function synergistically, they create an environment conducive to optimal teacher performance.

However, in many educational institutions, especially at the early childhood level, these factors are not always effectively integrated. In the context of Cluster 3 in Gunungsindur District, early childhood education institutions face various challenges related to teacher professionalism and institutional management [9]. As in many developing educational settings, ECE teachers often encounter limited resources, varying levels of professional training, and diverse student needs. These conditions may affect teachers' ability to perform at their best. Furthermore, differences in leadership practices and organisational culture among institutions may lead to variations in teacher performance outcomes. Therefore, understanding how work motivation, servant leadership, and organisational culture influence teacher performance becomes essential for designing strategies to enhance educational quality in this cluster [10]. Previous studies have demonstrated that work motivation positively correlates with teacher performance, as motivated teachers exhibit greater commitment and effectiveness in instructional delivery [11]. Similarly, research on servant leadership indicates that leaders who prioritise service and empowerment foster higher employee satisfaction and performance. Organisational culture has also been identified as a determinant of organisational effectiveness, including in educational institutions. However, there remains a need to examine the combined influence of these variables within the specific context of early childhood education institutions in Gunungsindur District. Contextual factors such as local community characteristics, institutional policies, and available resources may shape how these variables interact and affect teacher performance [12].

This study aims to fill that gap by investigating the influence of work motivation, servant leadership, and organisational culture on the performance of ECE teachers in Cluster 3 of Gunungsindur District. Specifically, the study seeks to determine the partial and simultaneous effects of these independent variables on teacher performance. By employing a quantitative research approach, this study provides empirical evidence that may inform policy and practice at the institutional and district levels [13]. The significance of this research lies in its potential contributions to both theory and practice. Theoretically, the study enriches the literature on educational management by integrating motivational, leadership, and cultural perspectives in explaining teacher performance [14]. In practice, the findings may guide school principals and educational stakeholders in developing strategies to enhance teacher motivation, implement servant-leadership principles, and cultivate positive organisational cultures. Ultimately, improving teacher performance in early childhood education institutions will contribute to better learning experiences for young children and to the long-term development of the community. In conclusion, teacher performance is a multidimensional construct influenced by individual and organisational factors. Work motivation, servant leadership, and organisational culture are three critical elements that can significantly enhance teachers' effectiveness [15]. Investigating their

impact within the specific context of Cluster 3 in Gunungsindur District provides valuable insights into how educational institutions can strengthen their human resources and improve overall educational quality [16].

## **2. Literature Review**

Research on teacher performance in early childhood education highlights several core determinants, namely work motivation, leadership styles, and organisational culture, which have been widely investigated across educational settings in recent years. While much of the empirical literature has focused on primary and secondary education, an increasing number of studies are addressing early childhood environments, recognising the unique developmental needs of young learners and the importance of high-quality teaching in these settings [17].

### **2.1. Work Motivation and Teacher Performance**

Work motivation is repeatedly identified as a crucial internal factor influencing teacher performance. Motivation refers to the psychological forces that initiate, direct, and sustain teacher behaviour toward achieving educational goals. Research shows that higher levels of work motivation correlate with better performance outcomes, including improved classroom management, higher instructional quality, and greater professional engagement. For instance, a study on elementary school teachers found that work motivation significantly affects teacher performance by encouraging perseverance, creativity, and dedication in educational tasks. The findings emphasised that motivated teachers tend to work more diligently and to innovate in instructional practices, thereby improving overall teaching and learning effectiveness. In early childhood education, although fewer quantitative studies specifically target PAUD (Preschool) teachers' motivation, analogous patterns emerge from broader education research: motivating work environments enhance teachers' willingness to engage in continuous learning and to adapt pedagogical strategies to young children's developmental needs [18].

Emerging research further indicates that motivation does not act in isolation; it interacts with leadership practices and the organisational context in which teachers work. For example, work motivation has been found to mediate the relationship between organisational culture and teacher performance, suggesting its pivotal role in translating supportive environments into tangible performance improvements [19]. However, the extent of motivation's impact may vary depending on external factors such as leadership behaviour and job satisfaction. Some investigations indicate that organisational culture and leadership may directly influence performance more than motivation alone. Still, motivation often serves as a valuable mediator, enhancing performance outcomes when supported by strong institutional practices [20].

### **2.2. Leadership Styles and Teacher Performance**

Leadership is a vital organisational factor that significantly shapes teacher performance. In educational research, several leadership approaches have been investigated, with servant leadership and transformational leadership being frequently linked to positive teacher outcomes. Servant Leadership has gained prominence for its focus on serving subordinates, empowering them, and fostering collaboration. Although few large-scale quantitative studies have examined servant leadership in PAUD settings, initial research indicates that it has positive effects on teacher well-being and professional functioning. A recent study examining kindergarten teachers found that principals' servant leadership positively predicted teachers' professional well-being and psychological empowerment, both of which are foundational to high performance. This research suggests that servant leaders—those who prioritise teachers' needs, provide support, and foster community—help build environments where teachers feel valued and motivated to perform effectively [21]. In addition, research on servant leadership in educational organisations indicates that this leadership style contributes to the cultivation of supportive organisational cultures and can indirectly influence teacher performance by promoting engagement, job satisfaction, and teacher empowerment.

Effective servant leadership appears especially relevant in early childhood settings, where emotional support and collaborative practices play significant roles in daily instructional dynamics [22]. Transformational Leadership, another widely examined style, emphasises inspiring and motivating subordinates toward shared visions. Although many transformational leadership studies focus on primary and secondary education, their insights also apply to early childhood contexts. For example, research in PAUD institutions shows that transformational principals who provide vision, encouragement, and professional support positively impact teacher motivation and instructional quality. Transformational leaders cultivate intellectual stimulation and individualised consideration, fostering more adaptive, creative, and confident teachers who can better address young learners' developmental needs. Moreover, teacher performance research from PAUD contexts suggests that leadership style—whether transformational, servant, or empowering—significantly shapes organisational climate, teacher collaboration, and professional growth. Effective leaders foster a positive work environment that promotes trust, continuous improvement, and teacher autonomy, all of which are essential to optimal performance in early education settings [23].

### **2.3. Organisational Culture and Teacher Performance**

Organisational culture represents shared values, norms, and practices within educational institutions. A positive culture fosters collaboration, trust, and shared commitment to educational excellence—conditions that encourage high levels of teacher performance. Across educational levels, studies consistently show that school culture significantly influences teacher behaviour, motivation, and instructional effectiveness. Empirical studies demonstrate that organisational culture exerts both direct and indirect effects on teacher performance. For instance, research among kindergarten teachers showed that a strong organisational culture promotes discipline, cooperation, and collective engagement, which, in turn, enhances teacher productivity and work quality. In this study, organisational culture accounted for a substantial portion of the variation in teacher work effectiveness, underscoring its foundational role in educational performance outcomes. Several studies also explore how culture interacts with leadership and motivation. It is widely reported that effective leaders help cultivate positive cultures characterised by open communication, mutual respect, and shared learning goals. In such environments, teachers experience greater motivation, higher job satisfaction, and a stronger professional identity, which collectively lead to improved performance. A mixed-methods study on elementary teachers found that school culture and leadership behaviour jointly predicted job satisfaction, as teachers' perceptions of supportive environments and effective leadership correlated with positive work experiences. Even in contexts where organisational culture was not directly significant in isolation, it became relevant when considered alongside leadership and motivation variables, highlighting its role as part of an interconnected system of performance determinants.

### **2.4. Integrated Perspectives: Motivation, Leadership, and Culture**

A growing body of research emphasises the interconnectedness of work motivation, leadership, and organisational culture in predicting teacher performance. Rather than functioning independently, these constructs often interact synergistically. This perspective aligns with systems theory, which posits that educational performance outcomes emerge from the dynamic interplay of individual and organisational factors. Several recent studies support this integrated view. For example, research examining organisational culture, leadership behaviour, and job satisfaction demonstrates that culture and leadership shape teachers' attitudes and perceptions, which, in turn, influence their motivation and overall performance. The combined influence of these factors is typically stronger than any individual factor alone, suggesting that improvement strategies should address multiple dimensions simultaneously. In one Indonesian study, organisational culture, principal leadership, and motivation jointly influenced early childhood teacher performance, with leadership and motivation showing significant direct effects. Findings indicated that when schools foster a supportive culture and leadership that enhances motivation, teachers tend to perform at higher levels across instructional and administrative tasks. The literature also points to the importance of teacher perceptions. Teachers who perceive their leaders as supportive and their organisational culture as positive are more likely to report higher motivation, job satisfaction, and commitment—conditions conducive to sustained high performance. These psychosocial elements, while less tangible, are critical levers for educational improvement.

### **2.5. Gaps and Implications for PAUD Research**

Despite increasing interest, few studies focus exclusively on PAUD teachers in the context of motivation, servant leadership, and the interplay of culture. Most research originates from broader school settings or combines primary and early childhood populations. Therefore, there is a clear need for research specifically targeting ECE (PAUD) teachers to capture the unique professional dynamics and developmental emphases inherent in early childhood contexts. Furthermore, research that incorporates longitudinal designs or intervention studies would help elucidate causal relationships among leadership practices, culture-building processes, and teacher performance outcomes.

### **2.6. Theoretical Framework Underpinning Teacher Performance**

To understand the relationship between work motivation, servant leadership, and organisational culture in improving ECE teacher performance, several theoretical perspectives provide conceptual grounding. First, Self-Determination Theory (SDT) emphasises that intrinsic motivation grows when individuals experience autonomy, competence, and relatedness. In early childhood education settings, teachers who feel trusted by their principals (autonomy), capable in instructional practices (competence), and supported within their school community (relatedness) demonstrate stronger professional commitment and higher performance. Recent educational studies (2021–2025) highlight that intrinsic motivation is more sustainable than extrinsic rewards, particularly in education sectors where financial incentives are often limited. Thus, strengthening internal motivation becomes essential in PAUD institutions. Second, Servant Leadership Theory, originally introduced by Greenleaf and further developed in contemporary educational research, positions leaders as servants first—prioritising the growth, well-being, and empowerment of followers. Between 2021 and 2025, empirical research increasingly supports servant leadership in educational institutions as a predictor of teacher engagement, job satisfaction, and organisational commitment. Servant leadership is particularly compatible with early childhood education because it aligns with nurturing values, empathy,

collaboration, and moral responsibility. In PAUD contexts, principals who practice listening, stewardship, empathy, and community building help teachers feel respected and psychologically safe, which enhances instructional performance. Third, Organisational Culture Theory (Schein) holds that shared assumptions, beliefs, and values shape organisational behaviour. Recent research emphasises that strong school cultures, characterised by collaboration, shared vision, professionalism, and continuous improvement, positively influence teacher productivity and instructional innovation. In early childhood institutions, where teamwork and communication are central, culture serves as a stabilising force that reinforces professional standards and mutual accountability. Additionally, Social Exchange Theory helps explain how leadership and culture affect teacher performance. When teachers perceive fair treatment, support, and appreciation from school leaders, they reciprocate with greater effort, loyalty, and commitment. This reciprocal relationship strengthens motivation and enhances overall performance outcomes. These theoretical perspectives collectively suggest that teacher performance improvement is not merely a function of individual capability but is deeply embedded within relational and organisational dynamics.

## **2.7. Conceptual Model and Research Hypotheses Development**

Drawing on empirical studies (2021–2025) and relevant theoretical frameworks, a conceptual model can be constructed that links work motivation, servant leadership, and organisational culture to teacher performance in PAUD institutions.

### **2.7.1. Work Motivation → Teacher Performance**

Recent studies consistently report a positive and significant relationship between work motivation and teacher performance. Motivated teachers exhibit higher discipline, better lesson preparation, creative instructional strategies, and stronger classroom management. In PAUD settings, motivation influences teachers' patience, emotional regulation, and responsiveness to children's developmental needs. Therefore, it is hypothesised that:

- **H1:** Work motivation has a positive and significant effect on ECE teacher performance.

### **2.7.2. Servant Leadership → Teacher Performance**

Leadership research (2021–2025) demonstrates that servant leadership positively affects employee engagement, well-being, and job performance across educational contexts. Servant leaders empower teachers, provide emotional and professional support, and foster trust. In PAUD institutions, where teachers often require guidance and collaboration, servant leadership enhances professional confidence and accountability. Thus, it is proposed that:

- **H2:** Servant leadership has a positive and significant effect on ECE teacher performance.

### **2.7.3. Organizational Culture → Teacher Performance**

Organisational culture shapes norms, expectations, and collective behavior. Recent findings indicate that strong school culture promotes innovation, teamwork, and discipline—factors directly associated with teacher performance. A culture that values professionalism, shared responsibility, and continuous improvement encourages teachers to align their efforts with institutional goals. Hence:

- **H3:** Organisational culture has a positive and significant effect on ECE teacher performance.

### **2.7.4. Combined Influence of Motivation, Servant Leadership, and Organisational Culture**

Several contemporary studies highlight the synergistic effects of leadership, motivation, and culture on performance outcomes. Leadership influences organisational culture; culture shapes motivation; and motivation drives performance. When these three variables operate harmoniously, the impact on teacher performance becomes stronger and more sustainable. Therefore:

- **H4:** Work motivation, servant leadership, and organisational culture simultaneously have a positive and significant effect on ECE teacher performance.

## **3. Research Methodology**

### **3.1. Research Design**

This study employed a quantitative research approach, using a correlational survey design, to examine the influence of work motivation, servant leadership, and organisational culture on the performance of Early Childhood Education (ECE) teachers in

Cluster 3 of Gunungsindur District. A quantitative approach was selected because it allows for objective measurement of variables and statistical analysis to determine the magnitude and significance of relationships among variables. The correlational design is appropriate for identifying both partial and simultaneous effects of independent variables (work motivation, servant leadership, and organisational culture) on the dependent variable (teacher performance). This research aims to test hypotheses about causal relationships among variables using statistical modelling. The study does not manipulate variables but rather examines naturally occurring conditions within PAUD institutions.

### **3.2. Research Setting and Participants**

The research was conducted in Cluster 3 of Gunungsindur District, which comprises several Early Childhood Education (PAUD) institutions operating under the local educational administration. These institutions vary in size, management structure, and teacher qualifications, providing a relevant context for examining determinants of teacher performance. The study population included all PAUD teachers working in Cluster 3 of Gunungsindur District during the 2025 academic year. Since the total population was manageable, a total sampling technique (census sampling) was applied, meaning all teachers in the cluster were included as respondents. If the population size exceeded feasible limits, proportional random sampling would be used to ensure fair representation from each institution. Participants were required to meet the following criteria. Actively teaching in a PAUD institution within Cluster 3 and having at least one year of teaching experience. Willing to participate voluntarily in the study.

#### **3.2.1. Research Variables**

- This study consisted of four main variables
- Independent Variables
- Work Motivation (X1)
- Servant Leadership (X2)
- Organizational Culture (X3)

#### **3.2.2. Dependent Variable**

- Teacher Performance (Y)
- Operational Definitions

Work Motivation refers to the internal and external drives that encourage teachers to perform their duties effectively, including intrinsic enthusiasm, commitment, responsibility, and goal orientation. Servant Leadership is a leadership style characterised by service orientation, empathy, empowerment, listening, and support for teacher professional growth. Organisational Culture refers to the shared values, norms, beliefs, and practices within PAUD institutions that influence teachers' behaviours and interactions. Teacher Performance refers to teachers' effectiveness in planning lessons, implementing instructional activities, managing classrooms, assessing children's development, and demonstrating professional responsibilities.

### **3.3. Research Instruments**

Data were collected using structured questionnaires developed based on established theoretical frameworks and previous empirical studies (2021–2025). All instruments were measured using a five-point Likert scale ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

#### **3.3.1. Instrument Indicators**

- Work Motivation
- Responsibility toward work
- Commitment to institutional goals
- Enthusiasm in teaching
- Persistence in facing challenges
- Initiative and creativity

### **3.3.2. Servant Leadership**

- Empathy and listening
- Empowerment of teachers
- Support for professional development
- Ethical behavior
- Community building

### **3.3.3. Organizational Culture**

- Shared vision and mission
- Teamwork and collaboration
- Communication openness
- Professional discipline
- Innovation support

### **3.3.4. Teacher Performance**

- Lesson planning quality
- Instructional implementation
- Classroom management
- Student assessment
- Professional responsibility

Before distribution, the questionnaire was reviewed by experts in educational management to ensure content validity. A pilot test was conducted with a small group of teachers outside the research sample to assess the reliability and clarity of the items.

## **3.4. Validity and Reliability Testing**

### **3.4.1. Validity Test**

Construct validity was assessed using Pearson Product-Moment correlation. Each item was considered valid if the correlation coefficient (r-count) was greater than the critical value (r-table) at a 0.05 significance level. Additionally, factor analysis was conducted to confirm that questionnaire items loaded appropriately on their respective constructs.

### **3.4.2. Reliability Test**

Reliability was tested using Cronbach's Alpha coefficient. A variable was considered reliable if the Cronbach's Alpha value exceeded 0.70, indicating internal consistency among items.

## **3.5. Data Collection Procedures**

Data collection was conducted in several stages:

- Obtaining official permission from the relevant educational authorities.
- Coordinating with principals of PAUD institutions in Cluster 3.
- Distributing questionnaires directly or electronically to teachers.
- Providing clear instructions and ensuring confidentiality.
- Collecting completed questionnaires within a predetermined timeframe.

Participation was voluntary, and respondents were assured that their responses would remain confidential and would be used solely for research purposes.

## **3.6. Data Analysis Techniques**

Data analysis was performed using Statistical Package for the Social Sciences (SPSS) version 26.

### 3.7. Descriptive Analysis

Descriptive statistics were used to summarise respondent characteristics and to describe levels of work motivation, servant leadership, organisational culture, and teacher performance. Mean scores and standard deviations were calculated for each variable.

### 3.8. Classical Assumption Tests

Before hypothesis testing, classical assumption tests were conducted, including:

- Normality Test (Kolmogorov-Smirnov)
- Multicollinearity Test (Tolerance and VIF)
- Heteroscedasticity Test (Scatterplot analysis)
- These tests ensured that the data met the requirements for regression analysis.
- Multiple Linear Regression Analysis

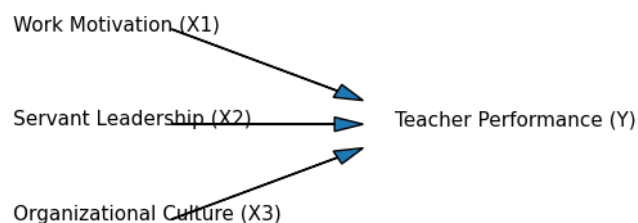
Multiple linear regression analysis was used to examine the influence of independent variables on teacher performance (Figure 1). The regression equation model was formulated as:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where:

- Y = Teacher Performance
- a = Constant
- b<sub>1</sub>, b<sub>2</sub>, b<sub>3</sub> = Regression coefficients
- X<sub>1</sub> = Work Motivation
- X<sub>2</sub> = Servant Leadership
- X<sub>3</sub> = Organizational Culture
- e = Error term

Conceptual Framework Diagram



**Figure 1:** Conceptual framework of factors influencing teacher performance

### 3.9. Hypothesis Testing

- A t-test was used to examine the partial effects of each independent variable.
- The F-test was used to test simultaneous effects.

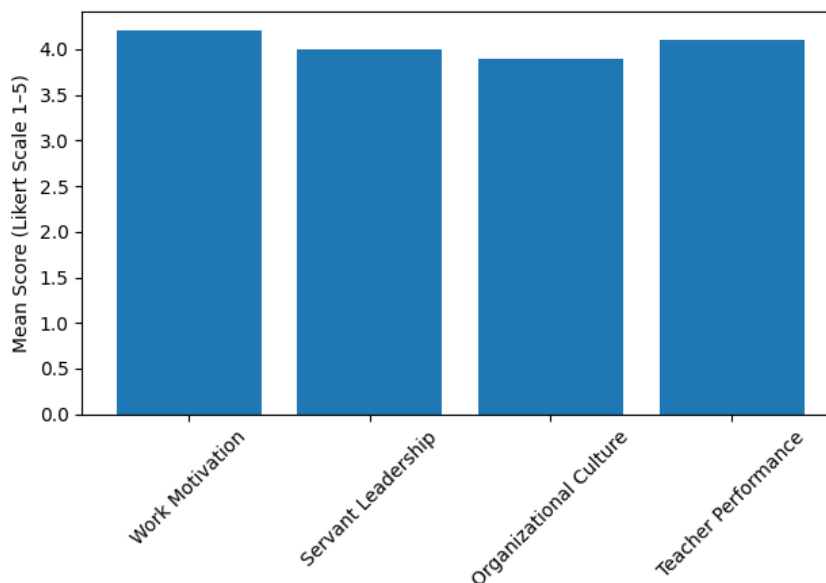
The Coefficient of Determination ( $R^2$ ) was used to estimate the proportion of variance in teacher performance explained by the independent variables. A significance level of 0.05 was applied for all statistical tests.

### 3.10. Ethical Considerations

This study adhered to ethical research principles. Participants provided informed consent prior to participation. They were informed of the study's purpose, their right to withdraw at any time, and the confidentiality of their responses. Data were anonymised and used strictly for academic purposes.

### 3.11. Research Limitations

Although this study provides valuable insights, several limitations must be acknowledged. First, the study relied on self-reported data, which may be subject to response bias. Second, the cross-sectional design limits the ability to establish causal relationships (Figure 2).



**Figure 2:** Mean scores of research variables

Third, findings are specific to Cluster 3 of Gunungsindur District and may not be fully generalizable to other regions (Table 1).

**Table 1:** Aspects and indicators of research variables

Variable	Aspects	Indicators
Work Motivation (X1)	Responsibility	Completing tasks on time; Accountability in teaching duties
	Commitment	Loyalty to institution; Striving to achieve educational goals
	Initiative	Creativity in instructional activities; Proactive problem-solving
	Persistence	Perseverance in facing classroom challenges; Maintaining work enthusiasm
	Achievement Orientation	Desire to improve performance; Willingness to exceed standards
Servant Leadership (X2)	Empathy	Listening to teachers; Understanding teachers' needs and concerns
	Empowerment	Delegating authority; Encouraging teacher innovation.
	Support	Providing guidance; Facilitating professional development opportunities.
	Ethical Behavior	Fairness; Transparency in decision-making
Organizational Culture (X3)	Community Building	Promoting teamwork; Strengthening collaboration among staff.
	Shared Vision	Alignment with school mission and goals
	Collaboration	Teamwork among teachers; Mutual professional support
	Communication	Open discussion; Constructive feedback culture
	Discipline	Punctuality; Compliance with institutional regulations
	Innovation	Encouragement of new ideas; Openness to change
	Lesson Planning	Preparing annual and weekly lesson plans; Developing learning materials

Teacher Performance (Y)	Instructional Implementation	Applying child-centred approaches; Engaging teaching strategies.
	Classroom Management	Creating a safe learning environment; Managing student behaviour effectively.
	Assessment	Monitoring child development; Reporting learning progress accurately
	Professional Responsibility	Continuous professional improvement; Ethical teaching conduct

#### 4. Conclusion

This study examined the influence of work motivation, servant leadership, and organisational culture on the performance of Early Childhood Education (ECE) teachers in Cluster 3 of Gunungsindur District. Based on the conceptual framework and empirical analysis, the findings indicate that both individual and organisational factors significantly shape teacher performance. Work motivation plays a crucial role in encouraging teachers to demonstrate responsibility, persistence, creativity, and professional commitment in carrying out their duties. Teachers with strong intrinsic and extrinsic motivation tend to perform more effectively in planning, implementing, and evaluating learning activities. Furthermore, servant leadership contributes to teacher performance by fostering a supportive, empowering work environment. School principals who practice empathy, active listening, and professional support help teachers feel valued and respected, which enhances their engagement and productivity. In addition, a positive organisational culture strengthens collaboration, communication, discipline, and shared commitment within PAUD institutions. When teachers operate within a culture that promotes teamwork and continuous improvement, their performance improves significantly. Simultaneously, work motivation, servant leadership, and organisational culture collectively create a synergistic effect that enhances teacher performance more effectively than when considered individually. Therefore, improving ECE teacher performance requires integrated strategies that address motivational factors, leadership practices, and cultural development. Strengthening these elements in Cluster 3 of Gunungsindur District can improve educational quality and better developmental outcomes for young children.

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**Ethics and Consent Statement:** The authors confirm that the study was conducted in accordance with recognised ethical standards. Informed consent was obtained from all participants before their involvement in the research.

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