

Teacher Performance in Relation to School Culture and Principal Leadership Style

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ABSTRACT

This study aims to evaluate the influence of school organizational culture and principal leadership style on teacher performance at SD Negeri 2 Rawalaut, both partially and simultaneously. Quantitative methods were used in this study, which were designed as a correlational survey. This study is a population study (total sampling) because all teachers at SD Negeri 2 Rawalaut, totaling 35 people. The tool used was a questionnaire with a five-choice Likert scale, which was tested for validity and reliability. Multiple linear regression analysis was used with the help of Jamovi version 2.7.24, which was preceded by prerequisite tests for normality, linearity, heteroscedasticity, and multicollinearity. The results of the study show that: (1) The principal's leadership style has a positive and significant impact on teacher performance, with a calculated t value greater than t table (3.45 greater than 2.034) and a significance of 0.002 less than 0.05; (2) School organizational culture has a positive and significant impact on teacher performance, with a calculated t value greater than t table (2.85 greater than 2.034) and a significance of 0.007 less than 0.05; and (3) Principal leadership style. Other variables outside this study influence 62.8% of the total, with a calculated F value greater than F table (9.48 greater than 3.285) and a contribution (R²) of 37.2%. These results indicate that improving school culture and improving the quality of principal leadership are two successful methods for improving teacher performance.

Informasi Artikel

Kata Kunci:

Kepemimpinan kepala sekolah, budaya organisasi sekolah, kinerja guru, sekolah dasar

ABSTRAK

Studi ini bertujuan untuk mengevaluasi pengaruh budaya organisasi sekolah dan gaya kepemimpinan kepala sekolah terhadap kinerja guru di SD Negeri 2 Rawalaut, baik secara parsial maupun simultan. Metode kuantitatif digunakan dalam penelitian ini, yang dirancang sebagai survei korelasional. Penelitian ini merupakan penelitian populasi (total sampling) karena semua guru di SD Negeri 2 Rawalaut, yang berjumlah 35 orang. Alat yang digunakan adalah kuesioner dengan skala Likert lima pilihan, yang diuji untuk validitas dan kepercayaan. Analisis regresi linier berganda digunakan dengan bantuan Jamovi versi 2.7.24, yang didahului dengan uji prasyarat untuk normalitas, linearitas, heteroskedastisitas, dan multikolinearitas. Hasil Studi menunjukkan bahwa: (1) Gaya kepemimpinan kepala sekolah berdampak positif dan signifikan terhadap kinerja guru, dengan nilai thitung lebih besar dari ttabel (3.45 lebih besar dari 2.034) dan signifikansi 0.002 kurang dari 0.05; (2) Budaya organisasi sekolah berdampak positif dan signifikan terhadap kinerja guru, dengan nilai thitung lebih besar dari ttabel (2.85 lebih besar dari 2.034) dan signifikansi 0.007 kurang dari 0.05; dan (3) Gaya kepemimpinan kepala sekolah. Variabel lain di luar penelitian ini memengaruhi 62,8% dari total, dengan nilai Fhitung lebih besar dari Ftabel (9,48 lebih besar dari 3,285) dan kontribusi (R²) sebesar 37,2%. Hasil ini menunjukkan bahwa meningkatkan budaya sekolah dan meningkatkan kualitas kepemimpinan kepala sekolah adalah dua metode yang berhasil untuk meningkatkan kinerja guru.

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1. Introduction

In order to develop the caliber of human resources from a young age, elementary education is an essential stage. At this level, schools are used to help pupils develop their character, abilities, and attitudes in addition to imparting knowledge. The development of a country's human resources is strategically based on elementary education. Teachers are the most important part of the learning process, and how well they do impacts elementary school success. Teachers are educators, facilitators, motivators, and agents of social change in addition to being instructors[1], [2]. One of the elements that affects the best possible accomplishment of educational objectives is teacher performance. Based on the field conditions, researchers made preliminary observations in February 2026 and discovered signs of issues with teacher performance, such as the fact that some teachers continued to collect learning materials late; clinical supervision results revealed an average pedagogical competency score of 68.5 (scale of 100), which was below the education office standard; and teacher participation in Teacher Working Group (KKG) activities was low, with only 17% of teachers attending the sub-district KKG. This phenomena is believed to be connected to both an organizational culture that is not yet fully collaborative and the principal's leadership style, which tends to be bureaucratic and not ideal for intellectual stimulation. This study was conducted in order to determine how the principal's leadership style and school organizational culture affected teachers' performance at SD Negeri 2 Rawalaut, both partially and simultaneously, since researchers believe that open communication between the principal and teachers is crucial to creating a comfortable work environment. This study aims to accomplish three objectives; (1) To ascertain the connection between the principal's leadership style and teacher performance; (2) To ascertain the connection between the school's organizational culture and teacher performance; and (3) To ascertain the connection between the principal's leadership style and the school's organizational culture and teacher performance. Teachers that do well will be able to make learning engaging, productive, and fun for their students. On the other hand, the classroom learning process will encounter challenges if the performance of the teacher is subpar. In actuality, a number of factors, both internal to the teacher and external to the school workplace, affect how well teachers function. Teachers are essential in efforts to raise the standard of education. As qualified educators, teachers are able to use their professional judgment to decide what is best for their students. The standard of education and graduates, as well as the general quality of the school, depend on professional teachers. Without the assistance of excellent and productive teachers, a strong educational program will yield subpar outcomes. Therefore, a team of qualified teachers is required for all programs to function well. Schools can create the best programs and curricula to guarantee exceptional graduates if they have highly skilled and professional teachers. One of the most important external factors is the leadership style of the principal. As the head of a school, the principal plays a critical role in planning, motivating, and coordinating all facets of the institution to achieve common goals. Transformational, democratic, and servant leadership ideologies have been shown to continuously increase teacher effectiveness[3], [4]. The school's principal's

leadership setting is thought to be connected to this issue. In order to direct, mentor, and inspire teachers to work professionally, the principal is essential. Effective leadership may foster a welcoming workplace, which will motivate educators to fulfill their duties [5].

The organizational culture of the school is another equally significant external aspect, in addition to the principal's leadership. The system of values, beliefs, conventions, and fundamental presumptions that all school employees share and that influence their conduct at work is referred to as organizational culture. The values, customs, norms, and patterns of interaction that emerge in the school setting and are shared by all members of the school community can be referred to as organizational culture[6], [7]. Harmonious working relationships, increased teacher cooperation, and the development of a favorable work environment are all facilitated by a positive organizational culture [8], [9]. The ability of a teacher to accomplish their professional responsibilities, which include lesson preparation, carrying out teaching and learning activities, performing evaluations, and continuously improving their own abilities, is reflected in their performance. Good performance will improve student learning outcomes as well as the quality of instruction[10]. Numerous earlier research have demonstrated a connection between enhancing teacher performance and the organizational culture and leadership style of the principal[11], [12]. While a positive corporate culture can contribute to a more productive workplace, transformational leadership is thought to be able to boost teachers' motivation and passion for their profession [13], [14]. In addition to offering useful suggestions for school principals and policy makers, this research is anticipated to make theoretical contributions to the advancement of educational science, especially in understanding the elements that affect teachers' efficacy in elementary schools.

2. Method

This study employs a correlational survey method and a quantitative methodology. The study's focus on quantifying the link between research variables using statistically analyzed numerical data led to the selection of a quantitative strategy. The research was conducted at Rawalaut 2 Elementary School, involving all teachers as respondents. A total of 35 teachers participated. Due to the relatively small population, the entire population was sampled using total sampling. This technique ensures that the data obtained accurately depicts the actual situation[15]. The research instrument was a questionnaire with a five-choice Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. To make sure that every question item was appropriate for use in the data collection procedure, The validity and reliability of the research tool were initially assessed. Twenty-four statements were used to measure the principal's leadership variable (X1). The ability of a leader to influence subordinates' beliefs, attitudes, and behaviors so they can put organizational objectives ahead of personal interests is known as transformational leadership. dealized influence, intellectual stimulation, inspiring drive, and customized consideration are the four primary components of transformational leadership. These four factors form a crucial basis for comprehending how

a leader may bring about constructive and long-lasting change within a company[4]. Thirty items that were modified from Stephen P. Robbins were used to measure the school organizational culture variable (X2) [8]. Organizational culture is the shared meaning system that distinguishes an organization from others. According to Robbins, a number of crucial traits, an organization's culture can be determined by looking at traits like innovation and risk-taking, attention to detail, outcomes orientation, people orientation, team orientation, aggression, and stability. These traits are a reflection of the fundamental principles that direct members of an organization's behavior. 25 items from the Individual Work Performance Questionnaire and National Education Ministerial Regulation No. 16 of 2007 were used to measure the teacher performance variable (Y) [16]. The four main elements of teacher competency are pedagogical competency, personality competency, social competency, and professional competency. A teacher's capacity to oversee students' learning is referred to as pedagogical competency; their strong and authoritative personality is referred to as personality competency; their ability to interact and communicate effectively is referred to as social competency; and their profound mastery of learning materials is referred to as professional competency. All responders were given Google Forms surveys to complete in order to collect data. The Jamovi application version 2.7.24 was then used to evaluate the gathered data using multiple linear regression techniques. The data were initially examined using analysis precondition tests, such as tests for normality, linearity, heteroscedasticity, and multicollinearity, before hypothesis testing was carried out.

3. Results and Discussion

According to the characteristics of the 35 instructors who responded, 74.3% of them were female, 42.9% were between the ages of 41 and 50, and 57.1% had worked for more than ten years. Most educators had a significant amount of professional experience.

The principal's leadership style (X1) received a total score between 100 and 110 with an average of 105 (standard deviation of 3.06), according to descriptive statistics of the research variables. The overall score for school organizational culture (X2) ranged from 119 to 132, with an average of 126 (standard deviation of 3.65). The overall score for teacher performance (Y) ranged from 107 to 118, with an average of 113 (standard deviation of 3.12). An instrument test was carried out following an examination of the variables' descriptive statistics.

The first instrument test was a validity test using Pearson Product Moment on 25 respondents outside the sample (teachers of SD Negeri 3 Rawa Laut). The r-table limit ($df=23$, $\alpha=0.05$) was 0.396. The test results showed that variable (X1) principal leadership style had 24 valid items (r-count 0.405–0.560), variable (X2) school organizational culture had 30 valid items (r-count 0.397–0.616), while variable (Y) teacher performance had 25 valid items (r-count 0.402–0.648). After the second validity test, the reliability test with Cronbach's Alpha produced coefficients for $X1 = 0.843$; $X2 = 0.875$; $Y =$

0.860. All values were > 0.70 , so the instrument was declared reliable. After school, in-person data collection took place in the teacher's room for 20 to 30 minutes. Teachers were requested to respond honestly and without coercion, and anonymity was assured. Three steps of data analysis were performed using Jamovi 2.7.24. To get the mean, standard deviation, minimum, and maximum scores, first use descriptive statistics. Second, the data can be considered normally distributed because the precondition test revealed the significance value of normality $X1$ (0.152), $X2$ (0.375), and Y (0.319) for all variables > 0.05 . The Omnibus ANOVA Test result $X1$ (0.005) and $X2$ (0.026) of both variables had a p value < 0.05 , according to the linearity test, indicating a linear relationship between variables $x1$ and $x2$ to y . According to the Breusch Pagan heteroscedasticity test (0.081) > 0.05 , each predictor's residual variance is constant. There was no multicollinearity, according to the multicollinearity test, with a tolerance value (0.938) > 0.10 and a VIF (1.07) < 10 . Third, to test the hypothesis, the data analysis test used both basic and multiple linear regression.

Tabel 1. Ringkasan Hasil Uji Hipotesis 1

X1 to Y

Model	R	R ²
1	0.515	0.265

Sample size of N=35

Model Coefficients – kinerja

Predictor	Estimate	SE	t	p
Intercept	57.700	15.975	3.61	<.001
kepemimpinan	0.525	0.152	3.45	.002

(Sumber: Hasil oleh data penelitian, 2026)

$Y = 57.7 + 0.525X1$ is the result of the first hypothesis test using simple linear regression $X1$ against Y based on the data analysis in Table 1. The significance level is 0.002 ($p < 0.05$), the regression coefficient (B) is 0.525, and the t-test is 3.45. The β (Beta) value is 0.525, meaning that teacher performance increases by 0.525 standard deviations for every standard deviation rise in leadership style. The leadership style of the principal is responsible for 26.5% of the difference in teacher performance., according to the R Square value of 0.265. $H1$ is therefore approved.

Tabel 2. Ringkasan Hasil Uji Hipotesis 2

X2 to Y

Model	R	R ²
1	0.445	0.198

Sample size of N=35

Model Coefficients – kinerja

Predictor	Estimate	SE	t	p
Intercept	64.907	16.789	3.87	<.001
budaya	0.380	0.133	2.85	.007

(Sumber: Hasil oleh data penelitian, 2026)

$Y = 64,907 + 0.38X_2$ is the result of testing the second hypothesis using a straightforward linear regression of X_2 against Y based on the data analysis in Table 2. Regression coefficient (B) = 0.38, t -test = 2.85, significance 0.007 ($p < 0.05$), $\beta = 0.38$ indicates that teacher performance increases by 0.38 standard deviations for every standard deviation rise in organizational culture, $R^2 = 0.198$. This suggests that 19.8% of the variation in teacher performance may be attributed to the school's organizational culture, which is less than the contribution of leadership style. H2 is approved.

Tabel 3. Ringkasan Hasil Uji Hipotesis 3

X_1 and X_2 to Y

Model	R	R ²	Overall Model Test			
			F	df ₁	df ₂	p
1	0.610	0.372	9.48	2	3	<.001

Sample size of N=35

Model Coefficients – kinerja

Predictor	Estimate	SE	t	p
Intercept	30.73	19.030	1.61	.11
budaya	0.288	0.124	2.33	.026
kepemimpinan	0.439	0.148	2.96	.005

(Sumber: Hasil oleh data penelitian, 2026)

The equation $Y = 30,373 + 0.439X_1 + 0.288X_2$ is the result of the third hypothesis test utilizing multiple linear regression based on Table 3's data analysis. $X_1 = 0.439$ ($t = 2.98$, $p = 0.005$) and $X_2 = 0.288$ ($t = 2.33$, $p = 0.026$) are the regression coefficients. The values of β for X_1 and X_2 are 0.439 and 0.288, respectively. F -count = 9.48, significance = 0.000, and adjusted R Square value = 0.372. This shows that the two independent factors concurrently account for 37.2% of the variation in teacher performance. Leadership style ($\beta = 0.439$) is more prevalent than organizational culture ($\beta = 0.288$). H3 is approved.

Previous research on the effects of organizational culture and principle leadership on teacher performance is consistent with the finding that the principal's leadership style has a large and positive impact on teacher performance [13] which discovered that principal leadership has a modest to significant impact on teacher effectiveness. The principal of SD Negeri 2 Rawalaut was evaluated as being fairly good in the areas of idealized influence (being a role model) and inspirational motivation (communicating a clear school vision). However, there is still space for improvement in the areas of individual consideration (paying attention to each teacher's development needs) and intellectual stimulation (getting instructors to try out new ways). The principal's hectic schedule as the leader of the city's KKKS is probably the reason for the low level of teacher stimulation. There are other reasons why the leadership contribution of 26.5% is not higher than that of certain other research, which reach 50%. Because their encounters with the principal are less frequent, teachers rely more on their own independence and their peers. The direct impact of leadership is somewhat diminished because there may be a larger socio-functional gap between the principal and the teachers. Nonetheless, organizational culture continues to have a substantial indirect impact.

Organizational culture, as another variable, contributed 19.8% of the variance in teacher performance. Teachers in Rawa Laut, most of whom have served for more than 10 years, consistently develop strong emotional bonds with the school as a second family. They engage in positive behaviors (arriving on time, helping colleagues, completing administrative tasks) not simply because the principal orders them to.

Despite their low association, the two variables each contribute differently to teacher performance, as evidenced by the simultaneous effect of 37.2%. The leadership style of the principal has a more direct effect, as evidenced by the fact that its regression coefficient ($\beta = 0.439$) is higher than that of the school's organizational culture ($\beta = 0.288$). But it's crucial to remember that teacher effectiveness is also impacted by the school's organizational culture, so some of the leadership effect happens indirectly through culture. To put it another way, the principal of SD Negeri 2 Rawa Laut may not directly encourage teachers to perform well, but he also fosters a culture that enhances teacher performance by establishing group norms and values (e.g., by modeling discipline, facilitating collaborative meetings).

The study's findings indicate that teacher performance at SD Negeri 2 Rawalaut is positively impacted by the principal's leadership. This is due to the fact that the principal is the highest authority in a school, and their leadership style will significantly affect instructors' performance. As a leader in the school, the principal is entirely accountable for all he oversees, including instructors, personnel, and the advancement of the institution. In addition, the principal should be able to create a favorable school climate by fostering high-quality learning during the teaching process [17], [18]. The results of this study are in line with previous research showing a significant beneficial relationship between the leadership style of the principal and teacher performance [19]. These results suggest that teachers perform better in the classroom when the principal has stronger leadership abilities. A principle who can give instructors guidance, encouragement, and support will contribute to the development of a more favorable and productive workplace.

The principle is the driving force behind the educational organization, hence their leadership is essential to carrying out school operations. When the principal is able to foster effective communication, recognize and reward teachers for their work, and include them in decision-making, teachers are typically more motivated. The results of the study are in line with research [5] which asserts that transformative leadership from the principal can improve teachers' motivation and productivity.

In addition to the principal's leadership, it has been shown that the school's organizational culture influences teacher performance. Teachers will be able to work more comfortably and intentionally in a school setting with a positive work culture. Teachers' sense of accountability and excitement for their profession can be boosted by positive working relationships among school personnel. The enhanced teacher collaboration in creating educational resources at Elementary School 2 Rawalaut is indicative of this.

Learning activities in schools are given significance by the school culture; if the school culture is weak, learning activities will not be conducive and the atmosphere established will be ineffective, and vice versa [20]. The presence of school culture is essential because it shapes each student's identity, fosters the growth of a dedication to something greater than personal interests, fortifies the social structure—that is, it acts as a social glue that unites members within the school by establishing proper standards for what must be done in the school environment—and functions as a mechanism for generating meaning and control that can subsequently affect students' attitudes and behavior. The results of this study are in line with earlier studies showing that teacher performance is positively impacted by school culture [21]. Teachers working together, communicating openly, and helping one another finish duties are all signs of a positive organizational culture. These circumstances may contribute to a peaceful workplace, freeing up educators to concentrate more on raising the standard of instruction. The results of this study corroborate earlier research that discovered a strong link between enhanced teacher performance and school organizational culture [13].

Improved teacher performance is a result of both the school's organizational culture and the principal's leadership. This implies that the leadership structure and work culture that emerge within a school have an impact on its ability to improve educational quality in addition to the individual skills of its instructors.

School culture and the leadership of the principal together account for 37.2% of teacher performance. These findings show that factors, each of which has an effect on teacher performance, account for about 62.8% of performance of teachers. Both internal and external variables are included in this list. Ability, talents, personality, perception, passion to become a teacher, field experience, and family background are examples of internal elements that emerge from within the teacher [22]. On the other hand, external elements that affect a teacher's performance include things like pay, infrastructure and facilities, and the physical workspace [18]. Based on this, the study demonstrates the relationship between teacher performance and school culture and principal leadership. Teacher performance will be positively impacted by high levels of principal leadership and school culture. This is due to the fact that the principle is in charge of educating and inspiring students as well as the community within the school setting to meet the educational objectives established by the school [17]. The findings of this study are consistent with those of the study "The Contribution of Principal Leadership, Work Climate, and Work Motivation to Teacher Performance at SMP Lab Undiksha," which found a significant 58.70% contribution between principal leadership and teacher performance at SMP Lab Undiksha. School culture refers to the unique traits, personality, and perception of the school [23]. Teachers' conduct in carrying out tasks in line with their different roles is said to be shaped by school culture, which can also aid teachers in comprehending the importance and significance of the work they do there. School culture has a beneficial effect on teacher performance because teachers who have a positive school culture will automatically apply that culture successfully by all school members. This implies that a favorable school culture and effective principal leadership will help teachers function at their best and can greatly enhance teacher performance.

The research findings do, however, also suggest that factors other than those included in this study have an impact on teacher performance. These elements include organizational communication, professional competency, work environment, and job motivation [24].

4. Conclusion

The researcher can draw the following conclusions from the study: (1) Teacher work outcomes are positively and significantly impacted by the principal's leadership, with a value of 26.5%. These findings show that teacher performance at SD Negeri 2 Rawa Laut improves with the principal's leadership and vice versa. (2) With a score of 19.8%, the organizational culture of the school has a favorable and significant impact on teacher work outcomes. This demonstrates that teacher productivity increases with an organization's culture and vice versa. (3) With a value of

37.2%, Teacher work outcomes are positively and significantly impacted by the school's organizational culture and the principal's leadership style. The results of teacher work will improve with improved organizational culture and principle leadership, and vice versa.

The organizational culture of the school and the leadership style of the principal work together to enhance teacher performance. Therefore, in order to consistently raise the standard of instruction in schools, administrators are needed to exercise effective leadership and create a healthy corporate culture[8], [13].

Overall, work outcomes are positively and significantly impacted by the organizational culture and leadership of the principal. On the other hand, teacher performance will suffer if organizational culture and principal leadership deteriorate[25].

The researcher suggests that future academics and other stakeholders conduct this study based on the results of the data analysis and conclusions. To enhance teacher performance, principals should use efficient strategies and communication. Additionally, educators should continuously promote a positive organizational culture within the school. Future research aimed at improving knowledge and educational standards can build on the findings of this study.

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