

The Influence of Organizational Culture and Principal's Leadership on Teachers' Performance

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Abstract: This study examines the influence of organizational culture and principal's leadership on teacher performance in state senior high schools in Cengal District. A quantitative approach was employed using questionnaires distributed to 42 teachers. Data were analyzed using simple linear regression and multiple linear regression techniques in SPSS 26. Results indicate that organizational culture significantly influences teacher performance ($R^2 = 62.1\%$), while principal leadership shows a lower but significant impact ($R^2 = 11.1\%$). Combined, these two variables explain 33.0% of the variance in teacher performance, suggesting that additional factors contribute to performance outcomes. These findings emphasize the need for stronger leadership development programs and school culture improvements to enhance educational effectiveness.

Keywords: Organizational Culture, Principal's Leadership, Teachers' Performance

A. Introduction

Schools are complex and specific institutions, said to be complex because they are part of a larger, interconnected, and specific system because they have characteristics that are not possessed by other organizations, such as principals and teachers, and other components as educational actors who provide services for students have an important role and strategy in the success of students, including in creating a safe and comfortable school environment through an organizational culture that reflects basic values and influences the thoughts, attitudes, and actions of all school residents. Schools, as formal educational organizations, have human resources such as teachers, principals, education personnel, students, and school committees who work together to organize education for the benefit of student success. An organization, according to Lysova et al. (2019), is a means consisting of people who work together to achieve common goals. Teachers' performance, according to Karim et al. (2021), is the ability of a teacher to carry out actions in accordance with predetermined goals, which include aspects of planning teaching and learning programs, implementing teaching and learning processes, creating and maintaining

optimal classes, controlling optimal learning conditions, and assessing learning outcomes.

Schools, as an organization where the teaching and learning process takes place, require strong leadership and strong management for optimal effectiveness. Leadership is the ability to influence a group to achieve a vision or a set of goals. This source is formal, such as that given by managerial positions in an organization. An organization grants certain formal rights to its managers, but it is not a guarantee that they are able to lead effectively. A leader must be able to create a vision of the future and inspire members of the organization to achieve the vision (Kozioł-Nadolna, 2020). The highest leadership in a school is the principal. The principal is someone who is given the trust to be responsible for everything that happens in the school. The position of a principal is so important that it can affect the performance of teachers in the teaching and learning process (Kozioł-Nadolna, 2020). Through the vision and mission and existing work programs, a school with good quality will be realized.

The leadership of the principal plays an important role in the development of the school. The leadership spirit of the principal is at stake in the process of coaching teachers, administrative staff, and other school employees. As a leader, you must know and understand all matters relating to school administration and the potential of your teachers so that communication with teachers and school employees will help your performance, especially in solving problems faced by the school you lead (Robinson & Gray, 2019).

This is supported by the results of research conducted by Suzanna & Fauzan (2022) in the title of their research, *The Influence of Principal's leadership on the Performance of High School Teachers in Sintang Regency*, which shows that the principal's leadership has been proven to have a positive relationship and has a significant influence on the performance of high school teachers in Sintang Regency. In line with this, research conducted by Romadhon & MS (2021) with the title of her research *"The Influence of Leadership on Employee Performance at the Bandung City Education Office"* shows that simultaneously, leadership has a significant influence on employee performance, with an influence of 53%, and the remaining 47% is the influence of other variables that were not studied. Likewise, partially, leadership directs, and leadership support influences employee performance. According to Rostini et al. (2022), teachers' performance is greatly influenced by school management factors, namely the role of the principal, such as the leadership role, managerial role, and curriculum and instructional role.

In this case, organizational productivity in schools is supported not only by the leadership of the principal but also by organizational culture. The organizational culture formed in educational units is a reflection of the interaction patterns that occur in educational units. Improving teachers' performance can be encouraged

through the formation of a good organizational culture in schools. According to Yadav et al. (2022), high employee performance will support organizational productivity. Improving the performance of members is also closely related to how the organization develops the existing organizational culture. Furthermore, Azeem et al. (2021) said that this characteristic is called organizational culture. Organizational culture refers to the unique relationship of norms, values, beliefs, and ways of behaving that characterize how groups and individuals get things done.

Organizational culture contains values that must be understood, lived, and practiced together by all individuals/groups involved in it. In line with the results of research conducted by Setiyati (2014) on the influence of principal's leadership, work motivation, and school culture on teacher performance, it shows that according to the results of the partial correlation analysis for the third hypothesis, it is concluded that there is a significant positive influence between school culture and the performance of SMK Negeri teachers in Gunungkidul Regency. This means that a conducive school culture will affect the performance of SMK Negeri teachers in Gunungkidul Regency to increase. The results of this study emphasize that organizational culture is a determinant in improving teachers' performance in schools. Carpenter (2015) explains that school culture is something that is built from the results of a meeting between the values adopted by the principal as a leader and the values adopted by the teachers and employees at the school. A conducive academic school culture or school climate (physical and non-physical) is a prerequisite for the implementation of an effective teaching and learning process. A safe and orderly school environment, optimism and high expectations from school residents, school health, and student-centered activities are examples of school culture that can foster students' enthusiasm for learning.

Teachers are the determinants of success or failure in a learning process. Teachers are the ones who directly deal with students to transfer knowledge (transfer of knowledge) and at the same time educate (educator) with positive values through guidance and learning activities. Teachers have an obligation to shape and build the personality of students to become someone who is useful for their family, religion, country, and nation. In fact, in addition to being tasked with providing knowledge (transfer of knowledge), teachers are also responsible for managing learning activities (manager of learning), directing learning activities (director of learning), facilitating, and future planning (planner of future society). Therefore, teachers' performance must be based on the competence possessed by teachers as employees in schools whose job is to educate students because good performance will show the performance and professionalism of teachers in their duties, with good teachers' performance greatly supporting school productivity so that teachers' performance is linear with school productivity. The role of principal's leadership and organizational culture that supports teachers' performance must be displayed in the form of an atmosphere of effective education and in accordance with applicable regulations.

In line with the results of research conducted by Wahyuni (2016), which is based on the significant positive influence between the leadership of the principal, work motivation, and school culture together on the performance of teachers of State Vocational High Schools in Gunungkidul Regency. This can be interpreted that the increased leadership of the principal, good work motivation, and a conducive school culture provide support for the performance of teachers at State Vocational High Schools in Gunungkidul Regency to increase. Based on the results of observations and interviews conducted with several teachers of SMAN 1 Cengal, it was found that there are still many obstacles faced by teachers in teaching. In general, in relation to the function of the principal as a leader, there is a lack of leadership management in organizing educational units so that it can be a factor in the lack of desire for teachers to improve the quality of their performance. In addition, based on data from the infrastructure affairs section, it shows that limited facilities sometimes make teachers apathetic to innovative learning at school. Meanwhile, data on the potential of human resources such as teachers and education personnel at SMAN 1 Cengal have the potential to improve the quality of the learning process, so a leader is needed who can encourage the enthusiasm of teachers to continue to develop with all the limitations that exist and is able to create a school culture that can provide comfort and harmony among school residents at SMAN 1 Cengal.

Based on the description above, research on the influence of principal's leadership and organizational culture on teachers' performance is important to do because the variables can affect the quality of students and the quality of the school. The organizational culture variable is very important for schools because the form of organizational culture will present harmonious, comfortable, mutually respectful, cooperative, and collaborative educational unit environmental conditions in organizing the learning process in educational units. Likewise, the principal's leadership style is something new in this study because research that focuses on leadership is categorized as having only been carried out at SMAN 1 Cengal, while SMAN 1 Cengal is an educational unit that is far from the epicenter of the birth of educational policies in the area so that the impact of the policy cannot be felt directly so that in good governance of educational units to produce an educational implementation model that is oriented to the needs of students becomes an important thing, so the existence of managerial competence and leadership style of the principal greatly determines the success of the educational implementation process at SMAN 1 Cengal.

In addition, the location of SMAN 1 Cengal, which is far from the interaction of city life, has a variety of cultural patterns, meaning that the local culture of the area still influences the thoughts, behaviors, and actions of everyone in the school so that the construction of organizational culture that must be built in schools is a construction of organizational culture that is able to accommodate all thoughts, behaviors, and actions of different school residents so that leadership is needed that understands the living conditions of the community in the area. This research is certainly

expected to be able to contribute to educational units, especially educational units that are the location of the research, such as contributions in providing scientific information about managerial competence and the application of the principal's leadership style that can grow and develop the educational ecosystem that occurs in educational units with the community environment around the educational unit environment. In addition, research can be scientific information that leadership style is related to the formation of a communication climate in educational units, with the formation of a harmonious communication climate creating an atmosphere of interaction in the learning process that supports the achievement of educational goals.

Leadership and organizational culture significantly impact teacher performance in educational settings (Koziol-Nadolna, 2020). However, many schools in rural areas, such as Cengal District, face challenges in leadership effectiveness and school culture development. Previous studies have found that organizational culture contributes significantly to employee performance in corporate settings (Tan, 2019), but limited research exists on its impact within the educational sector. Similarly, while school principals play a vital role in influencing teacher motivation and effectiveness (Robinson & Gray, 2019), their specific impact on teacher performance remains underexplored. This study addresses this gap by examining how organizational culture and leadership styles affect teacher performance in state senior high schools in Cengal District.

Study	Key Findings	Gap Identified
Koziol-Nadolna (2020)	Leadership influences teacher motivation	Does not analyze organizational culture
Yadav et al. (2022)	Organizational culture improves productivity	Focuses on corporate, not school settings
Robinson & Gray (2019)	Principals impact teacher effectiveness	Lacks empirical data on rural schools

While previous research highlights the importance of leadership and organizational culture, few studies have investigated their combined effect on teacher performance in rural educational settings. This study bridges this gap by examining their joint impact on teacher performance in state high schools in Cengal District.

B. Methods

The research was conducted at SMA Negeri 1 Cengal and SMA Negeri 27 OKI. This research was conducted for 4 (four) months, starting from November 2023 to February 2024. The research method used in this study is a quantitative research method with a quantitative descriptive approach, considering that the data to be processed is questionnaire data which is the focus of the research using statistical

procedures to determine the influence between the variables studied. This is in accordance with the opinion of Ghanad (2023), which states that quantitative research is a type of research that produces findings that can be achieved using statistical procedures or other means of quantification (measurement). Quantitative research method, according to Sugiyono (2022), is a research method based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, and data analysis that is quantitative or statistical, with the aim of testing the established hypothesis. The population in this study was all teachers of SMAN 1 Cengal and SMAN 27 OKI, with a total of 42 teachers (data sources came from the administration of SMAN 1 Cengal and the administration of SMAN 27 OKI).

According to Sugiyono (2019), a sample is part of the number and characteristics possessed by the population. Furthermore, Majid (2018) argues that a sample is part of a population that has the characteristics and number needed to adequately reflect the research population. If the population is large and the researcher cannot study everything in the population, for example due to limited funds, manpower, and time, then the researcher can use a sample taken from that population. Arikunto (2010), who stated that if the subjects are less than 100 people, all should be taken; if the subjects are large or more than 100 people, 10-15%, 20-25%, or more can be taken. However, because the population is less than one hundred, all populations are taken as research samples. According to Sugiyono (2022), a questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents to be answered. With a questionnaire, researchers can provide a number of questions to respondents according to the problems in the study.

The type of questionnaire used in this study is a closed questionnaire with the type of scale used being an interval scale. A closed questionnaire is a questionnaire that is presented in such a way that respondents only need to give a check mark (✓) in the appropriate column or place. Arikunto (2019) stated that a closed questionnaire is a direct questionnaire, namely, a questionnaire that already has answers so that respondents only need to choose their answers. Data in the form of questionnaires were distributed using a Likert scale. According to Sugiyono (2017), the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Likert scale with a range of 1-5. The types of observations that will be applied by researchers are non-participant observation types and systematic observation types. Researchers use non-participant observation because in their research they do not participate in all kinds of activities carried out by the observer. The use of systematic observation aims to ensure that the observations carried out by researchers are structured and do not deviate from the research flow. Observation is used to observe the condition of learning facilities, classroom management, and the effectiveness of learning activities carried out at SMA Negeri 1 Cengal and SMA Negeri 27 OKI.

One of the data needed in this study is in the form of documents, so it is necessary to use data collection techniques by means of documentation. Documentation techniques are a method of collecting data that produces important notes related to the problem being studied so that complete, valid, and not estimated data will be obtained. Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and descriptions that can support research. Based on the understanding above, in this study documentation is used to obtain additional information about the organizational culture and leadership of the principal and teacher performance.

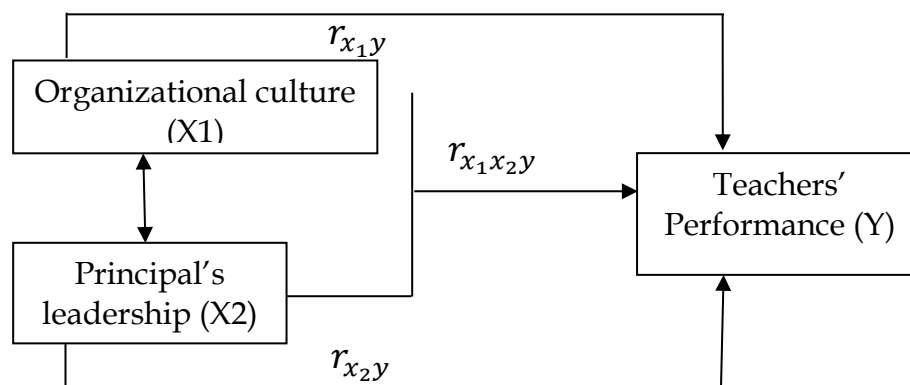


Figure 1. Research Framework

The study employed Cronbach's Alpha to test the internal reliability of the questionnaire, yielding a reliability coefficient of **0.82**, indicating strong internal consistency.

C. Results and Discussion

The Influence of Organizational Culture on Teacher Performance

Organizational culture can be defined as a set of values, beliefs, assumptions, or norms that have long been in effect, agreed upon, and followed by members of an organization as a guideline for behavior and solving organizational problems (Tan, 2019). The results of the study confirmed that there is an influence of organizational culture on teacher performance. In line with the results of research conducted by (Putri et al., 2023), one of the conclusions said that school culture has a significant influence on the performance of kindergarten teachers in Banyuasin III District, Banyuasin Regency in partial testing. In line with the opinion of Ahmady et al. (2016), organizational culture is an invisible social force that can move people in an organization to carry out work activities. Unconsciously, each person in an organization learns the culture that applies in their organization. Moreover, if he is a new person, in order to be accepted by the work environment, he tries to learn what is prohibited and what is required, what is good and what is bad, what is right and what is wrong, and what should be done and what should not be done in the organization where he works. So, organizational culture socializes and internalizes

the members of the organization. First, culture has a differentiating role. This means that work culture creates a clear distinction between one organization and another. Second, organizational culture brings a period of identity for members of the organization. Third, organizational culture facilitates the growth of commitment to something broader than individual self-interest. Fourth, organizational culture increases the stability of the social system.

In accordance with this function, the existence of organizational culture is very important to be presented or created in the educational unit environment because organizational culture has values that can be developed to support teacher performance, such as the opinion of Adinew (2024) that the function of work culture is as a social glue in uniting members in achieving organizational goals in the form of provisions or values that must be said and done by employees. According to Joseph & Kibera (2019), there are two main dimensions in organizational culture that can be described and compared between organizations, namely strengths and content. What is meant by the strength dimension in this case is the extent to which norms and values are clearly formulated and the extent to which norms and values are clearly formulated and the extent to which they are seriously implemented. What is meant by the content dimension in culture is the values, norms, and styles that are specifically set as characteristics for an organization. Since the content dimensions set to analyze an organization are the same, the results cannot be compared.

The Influence of Principal's leadership on Teachers' Performance

The principal is the highest leader in the educational unit; of course, he has the responsibility and authority to manage the educational unit, including improving teacher performance. The role of the principal is very strategic in improving teacher performance, so the principal must have leadership that can accommodate all interests in the educational unit, so the principal must be creative, innovative, and dynamic. As stated by Andriani et al. (2018), who said that the principal as a leader in the school is required to have creativity, motivational leadership, and effective leadership so that he can motivate all teachers according to their roles and functions effectively and efficiently. The results of this study indicate that there is an influence of the principal's leadership on teacher performance, meaning that the principal with the leadership traits he has must be able to contribute to improving teacher performance. So the principal must have managerial competence, technical competence, and socio-cultural competence. In addition, the principal applies a leadership style in managing the educational unit because the leadership pattern will be able to influence the behavior of the components in the educational unit. The results of this study are in line with the results of research conducted by Juniarti et al. (2020), which concluded that 1) there is a very significant positive influence between the principal's leadership style and teacher performance; 2) there is a very significant positive influence between job satisfaction and teacher performance; and

3) there is a positive influence between organizational commitment and job satisfaction together on teacher performance.

Furthermore, Pawirosumarto et al. (2017) said that leadership style is one of the ways used by a leader to influence, direct, and control the behavior of others to achieve a goal. Leadership style is a certain way, pattern, and ability used by a leader in behaving, communicating, and interacting to influence, direct, encourage, and control other people or subordinates so that they can do a job so as to achieve a goal. Leadership style shows directly or indirectly regarding a leader's belief in the abilities of his subordinates. This means that leadership style is behavior and strategy as a result of a combination of philosophy, skills, traits, and attitudes, which are often applied by a leader when trying to influence the performance of his subordinates. In line with the opinion of Elvi Juniarti et al. (2020), it was said that the leadership style applied by the principal as a leader in the school must be able to move and direct the behavior of teachers to act and work as well as possible in order to achieve common goals that have been set, in accordance with the style and characteristics of the climate and personal teachers as subordinates.

In order to carry out his leadership, a principal is required to have knowledge and skills as a leader. This knowledge and skills can be obtained through theoretical learning experiences or from his experience in practice while being a leader. And the need for evaluation steps from each method or leadership style applied to anticipate unwanted things. The balance and suitability of the leadership style applied will create the goals to be achieved. The elements of the principal's leadership are the influence he has and the ability to use that influence and the effects of that influence on the people who are to be influenced, namely teachers, employees, and other school residents. The management of the principal's leadership function can influence teacher performance; thus, the success of educational goals will be easily achieved. So, the evaluation indicator of the principal's leadership style gets the highest score.

In addition, a principal has a primary source of power in influencing others. As stated by Friedrich et al. (2016), it also argues "Leader as the individual in the group given the task of directing and coordinating task-relevant group activities." From this understanding, it shows that a leader is a member of a group who has the ability to direct and coordinate performance in order to achieve goals. The main source of a leader's power is that he can influence subordinates, namely power that comes from the organization and power that comes from his personality. A leader can influence members or subordinates because he holds legitimate power in the organization. In addition, he also has the power to force (the opposite of reward) so that subordinates cannot refuse orders from their leader, as well as his personal strength; the leader is seen as an expert in his field because it is very natural that he can influence his subordinates, and the leader is also competent in giving direction so that subordinates can do it with a common goal.

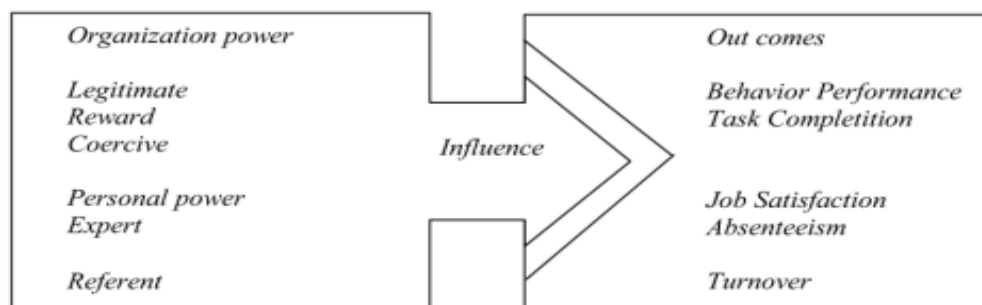


Figure 2. Influence of Leaders on Subordinates

Several elements that the principal has in managing educational units and influencing school residents to work together to achieve organizational goals include influencing teachers to improve teacher performance. According to Said Ashlan & Akmaluddin (2021), there are three elements, namely: (1) Leadership is a relationship concept, (2) Leadership is a process, (3) Leadership must persuade others to take action. A successful leader is a leader who has certain personal abilities and is able to read the conditions of his subordinates and his environment. Regarding educational leadership, according to Connolly et al. (2019), it is an ability and process of influencing, coordinating, and moving other people who are related to the development of educational science from the implementation of education and teaching so that the activities carried out can be more efficient and effective in achieving educational and teaching goals. In line with the research results of Erwin Prabowo et al. (2023), they concluded that there was an influence of principal's leadership on the performance of junior high school teachers in Pangkalan Lampam District by 16.1%. Based on the results of research conducted by other researchers and by the researchers themselves, it was emphasized that principal's leadership influences teachers' performance because the principal, as the leader of the educational unit, is responsible for the success of the education implementation process in the educational unit, which is the obligation of his authority, including being responsible for teacher performance, so the principal's leadership becomes an important and strategic thing in motivating and encouraging teachers' performance towards better and improving his service to students.

The Influence of Organizational Culture and Principal's leadership on Teacher Performance

Schools are complex, unique, and distinctive organizations, which are certainly different from other organizations. It is said to be complex because schools are organizations that contain various dimensions that are interrelated and mutually determine each other. According to Suryanti (2020), organizational culture can be divided into two dimensions, namely: 1) External environments dimension, which contains five essential things, namely: (a) mission and strategy; (b) goals; (c) means to achieve goals; (d) measurement; and (e) correction. 2) Internal integration dimension, which contains six main aspects, namely: (a) common language; (b)

group boundaries for inclusion and exclusion; (c) distributing power and status; (d) developing norms of intimacy, friendship, and love; (e) reward and punishment; and (f) explaining and explainable ideology and religion. Considering the opinion above, the organizational culture that occurs in schools has an important role in building better teachers' performance because organizational culture adheres to values that are held firmly by all school residents, and these values become commitments that are implemented in carrying out duties as teachers. The results of research conducted by Suryanti (2020) concluded that organizational culture has a major influence on the level of leaders and employees so that the effectiveness of the work process that occurs can run well if the organizational culture that occurs is in accordance with the systematic work performance of the organization concerned. Organizational culture functions as a mechanism for making meaning and control that guides and shapes the attitudes and behavior of employees or leaders in the organization; indirectly, it will also create a mechanism that makes the work of the organization concerned effective.

The regression results indicate that organizational culture has a stronger impact ($R^2 = 62.1\%$) on teacher performance compared to leadership ($R^2 = 11.1\%$). This suggests that fostering a positive school culture may be more influential in improving teacher performance than principal leadership alone.

The success of teachers in improving the quality of education will create their own satisfaction for the work that has been done. The conducive school organizational culture at Labura State Senior High School 1, which is scattered with innovation, its ability is maintained, respect for fellow school residents is well maintained, oriented towards optimal results, caring about small things, prioritizing teamwork orientation, and being aggressive in competing, will encourage teachers to be enthusiastic in working so that their performance can be built optimally. Schools as complex organizations are unique and distinctive because of their complex, unique, and distinctive nature; schools as organizations need leaders who are able to coordinate at a higher level. The leader in the school is the principal. So it is not uncommon for the success of the school to be the success of the principal. A successful principal is a principal who is able to understand the school organization as a complex, unique, and distinctive organization and is able to carry out his role and functions as a principal. As someone who is given the responsibility to lead the school.

Teachers' performance is largely determined by the leadership of the principal by carrying out the role of principal, such as the role of motivator, educator, manager, leader, innovator, motivator, administrator, and supervisor. Of course, with this role, he can encourage teachers' performance in schools. The role of the principal includes:

1. Educator The principal is highly committed to optimizing learning in order to achieve student character and competence. The main focus of the principal is on the quality of student learning. All policies and programs carried out are always focused on efforts to provide the best learning experience for students.
2. Manager The principal plays a role in managing the educational process driven by educators. Learning management is carried out collaboratively with a focus on strengthening student competencies.
3. Administrator administers all educational activities related to learning and governance.
4. Supervisor Supervises the implementation of education to achieve optimal results. Supervision is carried out on the learning process and the atmosphere that supports the learning process.
5. Leader: Becomes a leader with an orientation towards efforts to create a learning atmosphere and learning process that can achieve optimal educational results.
6. Innovator Encourages and develops new ideas in the learning process and school governance. Service innovation is needed to strengthen the adaptability of school management to changes that occur.
7. Motivator motivates school residents in carrying out their duties and functions and encourages teachers to build effective collaboration to improve the quality of student learning.

A principal as a leader of an educational unit in improving teachers' performance must have resilience in managing educational units, such as broad-minded characteristics, being able to make decisions, and others, as emphasized by Marta et al. (2023), who said that the characteristics of a strong principal can be described as follows: 1. Has a long-term vision (vision) and knows what actions to take (mission) and understands well about the methods to be taken (strategy); 2. Has the ability to coordinate and harmonize all existing limited resources to achieve goals or to meet school needs; 3. Has the ability to plan and implement decisions well; 4. Has the ability to make decisions and is skilled (fast, precise, agile, and accurate); 5. Having the ability to mobilize the resources owned to achieve goals and being able to inspire to do important things in achieving the goals of the school; 6. Having tolerance for differences in each person; 7. Having the ability to fight the enemies of the principal, namely indifference, suspicion, imitation, arrogance, liars, rigidity, and two-facedness in attitude and action.

Leadership is very much determined by the work situation or condition of members or subordinates and the supporting resources of the organization. Therefore, the type of organization and work situation are the basis for forming a person's leadership pattern. So based on this thinking, leadership in education (such as the principal) is certainly very different from leadership in other organizations. Because schools are institutions that have their own characteristics and unique characteristics. In elementary and secondary educational institutions, the so-called

top manager is the principal or head of the madrasah whose role is to mobilize, influence, and provide encouragement to all components in the school institution to be able to achieve the educational goals that they want to achieve in the school institution they lead (Djunaidi, 2017). As the results of the study by Putri et al. (2023), which concluded that the data was normally distributed, there were no symptoms of heteroscedasticity and multicollinearity, so the test was continued with parametric statistical analysis. So it was concluded that the leadership of the principal partially has a significant influence on teacher performance. Likewise, school culture has a significant influence on teachers' performance in partial testing. The conclusion is that the leadership of the principal and school culture has a significant influence on the performance of kindergarten teachers in Banyuasin III District, Banyuasin Regency.

While this study confirms that organizational culture significantly influences teacher performance, the relatively low impact of principal leadership ($R^2 = 11.1\%$) suggests that other leadership factors (e.g., decision-making styles) may play a role. Future studies should explore specific leadership behaviors to determine their direct impact.

D. Conclusion

Based on the results of the review of the findings in this study, there are several things that are the points of conclusion as follows:

1. There is an influence of organizational culture on teachers' performance in State Senior High Schools in Cengal District;
2. There is an influence of principal's leadership on teachers' performance in state senior high schools in Cengal District; and
3. There is an influence of organizational culture and principal's leadership on teachers' performance in State Senior High Schools in Cengal District. The relationship between organizational culture variables and principal's leadership on teachers' performance is 57.5% (R) and is included in the strong relationship category; the contribution of the influence of organizational culture variables and principal's leadership on teachers' performance is 33.0% (R Square), which is included in the low influence contribution. It is assumed that there are other variables that influence teachers' performance besides these two variables.

This study highlights the importance of fostering a strong organizational culture to improve teacher performance. Schools should invest in professional development programs that enhance both school culture and leadership effectiveness.

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