



The influence of school principals leadership and school culture on teacher performance

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ABSTRACT

Teachers play a key role as the primary human resources in educational institutions, and they have a significant influence on the quality of education. High teacher performance directly contributes to the improvement of educational quality. Competent, dedicated, and continuously developing teachers can create a positive learning environment, motivate students, and achieve better academic achievements. The influence of school leadership and school culture on teacher performance is crucial. Through effective school leadership and a positive school culture, teacher performance can be enhanced, their motivation can be maintained, and student learning outcomes can be improved. This study aims to examine the significant influence of school leadership and school culture on teacher performance. The research population consists of 30 teachers from the Private High School Yayasan Perguruan Keluarga. Data collection is done through interviews, documentation, and questionnaire distribution. The data is processed using SPSS. The data is analyzed using quantitative descriptive analysis, including multiple linear regression analysis, simple linear regression analysis, correlation and determination coefficients, F-test, and t-test. The results of the study indicate that: (1) Teacher performance is positively and significantly influenced by school leadership and school culture, both simultaneously and partially, (2) there is moderately high correlation between school leadership, school culture, and teacher performance. The implication of this research indicates that school principals have a crucial role in creating an environment that facilitates good teacher performance. By considering the implications of this research, it is expected that schools can achieve an improvement in the quality of education through enhanced teacher performance.

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INTRODUCTION

Education plays a crucial role in enhancing the human resources of a nation. Through quality education, individuals can maximize their potential, acquire necessary knowledge and skills, and develop positive attitudes and values. Good education not only enhances academic abilities but also shapes character, ethics, and essential social skills in everyday life (Mantiri, 2019); (Rusmini, 2017). With adequate education, society can produce skilled, innovative, and highly competitive workforce.

Private High School Yayasan Perguruan Keluarga is one of the leading educational institutions in the city of Pematang Siantar. As an excellent educational institution, Private High School Yayasan Perguruan Keluarga plays a role in creating quality human resources and developing the potential of students to become individuals who are faithful, devout to the Almighty God, possess noble character, are knowledgeable, creative, competent, independent, democratic, and responsible.

Teachers play a key role as the primary human resources in educational institutions, exerting significant influence on the quality of education (Lu, Y. L., & Lien, 2016); (Lomibao, 2016); (Drossel dan Eickelmann, 2017); (Lin, 2019). High teacher performance directly contributes to the improvement of education quality. Competent, dedicated, and continuously developing teachers can create a positive learning environment, motivate students, and achieve better academic outcomes. Recognizing the importance of teacher performance in supporting educational goals, Private High School Yayasan Perguruan Keluarga strives to enhance teacher performance regularly and continuously.

The performance assessment of teachers at Private High School Yayasan Perguruan Keluarga is guided by the (Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007). Based on interviews with the school principal and teachers at Private High School Yayasan Perguruan Keluarga, it is found that teacher performance is still not optimal. The phenomenon of teacher performance issues can be observed in the dimension of understanding student characteristics, where some teachers lack an understanding of the nature and character of students, as evidenced by the inadequacy of teaching strategies applied by teachers. Another phenomenon is evident in the dimension of work ethics, high responsibility, pride in being a teacher, and self-confidence. There are teachers who are overly confident and unable to accept feedback and criticism from students regarding the evolving learning process. The phenomenon of teacher performance is also observed in the dimension of continuous professional development through reflective practices, where teachers at Private High School Yayasan Perguruan Keluarga are less active in developing their professionalism through self-development, scientific publications such as action research or innovative works. It is known that continuous professional development can enhance the quality of classroom teaching as well as improve teacher professionalism (Nooruddin, S. & Bhamani, 2019); (Melesse, S. & Gulie, 2019); (Sherly, 2023).

The factors indicated to influence teacher performance are the school principal's leadership. This is consistent with research conducted by (Andriani, S., Kesumawati, N., & Kristiawan, 2018); (Purwoko, 2018); (Damayani, T., Arafat, Y. & Eddy, 2020); (Jaliah, Fitria, H., & Martha, 2020); and (Imansyah, M., Arafat, Y., & Wardiah, 2020), which found that school leadership has a positive and significant impact on teacher performance. However, other studies have stated that school leadership does not have a positive and significant impact on teacher performance (Giantoro, H.M. & Purnomo, 2019). The leadership of the principal of Private High School Yayasan Perguruan Keluarga is guided by the (Peraturan Menteri Pendidikan Nasional RI No. 13 Tahun 2007 Tentang Standar Kepala Sekolah/Madrasah, 2007). Based on interviews with teachers from SMA Yayasan Perguruan Keluarga, it was found that the leadership of the school principal is still not optimal. The phenomenon of leadership problems can be observed in the entrepreneurial dimension, where the entrepreneurial instincts of the school principal in managing the school as a learning resource for

students are still low. Another phenomenon is observed in the supervision dimension, where the school principal's ability to develop and enhance teacher professionalism is not yet optimal.

Another factor indicated to influence teacher performance is the school culture. This is consistent with research conducted by (Darmawan, 2019); (Komar, 2020); (Dahlan, M., Arafat, Y. & Eddy, 2020); (Pratiwi, N.L.A.M., Negara, I.G.A.O. & Putra, 2021); and (Fitrianiingrum, N.S., Aminin, 2022), which found that school culture has a positive and significant impact on teacher performance. However, another study states that school culture does not have a positive and significant impact on teacher performance (Risyani, S., Mulyanto, A.I. & Shadiq, 2021). The school culture of Private High School Yayasan Perguruan Keluarga is guided by the Working Book on Teacher Customs, which states that school culture includes aspects of greetings, smiles, greetings, politeness, and courtesy. Based on interviews with the school principal and teachers of SMA Swasta Yayasan Perguruan Keluarga, it was found that the school culture is still not optimal. The phenomenon of school culture problems can be observed in the greeting dimension, where there are still teachers who do not greet each other when they meet, resulting in an uncomfortable school atmosphere. Another phenomenon is observed in the politeness and courtesy dimension, where there are still teachers who are not friendly in welcoming guests, including parents or other visitors to the school.

This research is highly significant in realizing that these factors play a crucial role in creating a motivating and supportive learning environment for teachers to achieve optimal performance. The results of this study provide a deeper understanding of the importance of effective school leadership and a positive school culture in enhancing the overall quality of education.

RESEARCH METHOD

This research utilizes a combination of literature review and field research design. The study was conducted at Private High School Yayasan Perguruan Keluarga, located at Seram Street No. 15, Desa Bantan, Kecamatan Siantar Barat, Kota Pematang Siantar. The population of this research consists of all teachers of Private High School Yayasan Perguruan Keluarga, totaling 30 teachers, who were also selected as the saturated sample (Supriyanto, 2013). The data used in this study include qualitative and quantitative data from primary and secondary sources. Data collection was carried out through questionnaires, interviews, and documentation. The measurement scale employed is a Likert scale ranging from the lowest to the highest, expressed in words as follows:

Table 1. Likert scale

Statement Categories	Likert Scale
Excellent	5
Good	4
Fairly Good	3
Poor	2
Very Poor	1

Source: (Sugiyono, 2017)

The data analysis technique used is quantitative descriptive analysis. The quantitative testing includes research instrument testing, normality test, regression analysis, coefficient of determination test, and hypothesis testing. The research instrument testing was conducted at Private High School Taman Siswa Pematang Siantar, located at Kartini Street No.18, Kelurahan Banjar, Kecamatan Siantar Barat, Kota Pematang Siantar, with a sample size of 30 teachers. The research instrument testing consists of validity testing and reliability testing. The data was processed using the SPSS application.

RESULTS AND DISCUSSIONS

Instrument Testing

Validity testing is conducted to determine the extent to which a measurement instrument is accurate or precise in performing its measurement function, so that the data obtained can be relevant to the purpose of the measurement. The results of the validity testing can be seen in the following table:

Table 2. Validity test results

Variable	Item Instrument-Total Correlation	r-table	Results
School Principal Leadership	0.625	0.3	Valid
School Culture	0.681	0.3	Valid
Teacher Performance	0.646	0.3	Valid

Source: Data Processing Results (2023)

Based on the validity test results in Table 2 above, it can be concluded that all indicators of the variables in this study are valid because item instrument-total correlation > 0.3 .

Furthermore, reliability testing is used to measure the stability of indicators within a variable. A questionnaire is considered reliable if an individual's answers to the questions are consistent and stable over time. The results of the reliability test can be seen in the following table:

Table 3. Reliability test results

Variable	Cronbach's Alpha	Instrument Items	Results
School Principal Leadership	0.843	15	Reliable
School Culture	0.843	15	Reliable
Teacher Performance	0.843	42	Reliable

Source: Data Processing Results (2023)

Based on the reliability test results in Table 3 above, it indicates that all indicators have Cronbach's alpha values if item deleted > 0.70 . Therefore, it can be concluded that all indicators of the variables in the study are reliable.

Normality Test

Normality test is used to determine the formula that will be used in hypothesis testing and to determine whether the data is normally distributed or not. The normality test uses the Kolmogorov-Smirnov test. The results of the normality test can be seen in the following table:

Table 4. Normality test results

Variable	N	K-S Test	Asymp. Sig. (2-Tailed)
School Principal Leadership	30	0.830	0.497
School Culture	30	0.676	0.751
Teacher Performance	30	0.999	0.271
Total	30	0.823	0.507

Source: Data Processing Results (2023)

Based on the normality test results in Table 4, it can be seen that the Asymp. Sig (2-tailed) for school principal leadership is 0.497, for school culture is 0.751, for teacher performance is 0.271, and for the overall total is 0.507. All of these values have Asymp. Sig (2-tailed) greater than the alpha value of 0.05. Therefore, it can be stated that each variable's data is normally distributed.

Regression Analysis

The objective of this research is to analyze the simultaneous and partial effects of school leadership and school culture on teacher performance in Private High School Yayasan Perguruan Keluarga. The results of multiple linier regression results can be seen in the following table:

Table 5. Multiple linear regression results

		Coefficients ^a		
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	67,049	17,290	
	School Principal Leadership	1,069	,375	,484
	School Culture	,590	,328	,305

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

Based on the multiple linear regression results in Table 5 above, the obtained model equation is $\hat{Y} = 67.049 + 1.069 X_1 + 0.590 X_2$. This means that if school principal leadership increases by one unit, it will increase teacher performance by 1.069 units. Similarly, if school culture increases by one unit, it will increase teacher performance by 0.590 units. Therefore, it can be concluded that school principal leadership and school culture have a positive influence on teacher performance, in Private High School Yayasan Perguruan Keluarga in Pematang Siantar City.

Simple linear regression was conducted to test the partial effects of school leadership and school culture on teacher performance. The results of the simple linear regression test can be seen in the following table:

Table 6. The results of the simple linear regression test school principal leadership’s effect on teacher performance

		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
		1	(Constant)	76,836
	School Principal Leadership	1,476	,310	,669

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

Based on the results of the simple linear regression test school principal leadership’s effect on teacher performance in Table 6 above, the obtained regression equation is $\hat{Y} = 76.836 + 1.476X$. This means that if school principal leadership increases by one unit, it will increase teacher performance by 1.476 units. Therefore, it can be concluded that there is a positive influence of school principal leadership on teacher performance in Private High School Yayasan Perguruan Keluarga in Pematang Siantar City.

Table 7. The results of the simple linear regression test school culture’s effect on teacher performance

		Coefficients ^a		
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	94,775	16,022	
	School Culture	1,157	,293	,598

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

Based on the results of the simple linear regression test school culture’s effect on teacher performance in Table 7 above, the obtained regression equation is $\hat{Y} = 97.775 + 1.157X$. This means that if school culture increases by one unit, it will increase teacher performance by 1.157 units. Therefore, it can be concluded that there is a positive influence of school culture on teacher performance in Private High School Yayasan Perguruan Keluarga in Pematang Siantar City.

Correlation Coefficient and Determination Coefficient

The correlation coefficient is used to calculate the strength of the relationship between school principal leadership, school culture, and teacher performance. The results of the correlation coefficient and determination coefficient calculations can be seen in the following table:

Table 8. Correlation coefficient and determination coefficient results school principal leadership and school culture on teacher performance

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712 ^a	.506	.470	8.243

a. Predictors: (Constant), School Principal Leadership, School Culture

b. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

Based on the correlation coefficient results in Table 8 above, a correlation value (r) of 0.712 is obtained, which means there is a moderately high correlation between school principal leadership, school culture, and teacher performance in Private High School Yayasan Perguruan Keluarga in Pematang Siantar City. Furthermore, the determination coefficient value (R) of 0.506 is obtained, which means that 50.6% of the high or low teacher performance at Private High School Yayasan Perguruan Keluarga in Pematang Siantar City can be explained by school principal leadership and school culture, while the remaining 49.4% is influenced by other factors such as motivation, career development, compensation, job satisfaction, discipline, and other variables that were not examined in this research

Hypothesis Testing

Hypothesis testing is conducted to determine whether the variables of school principal leadership and school culture being tested have a significant influence on teacher performance, both simultaneously and partially. The results of the hypothesis testing can be seen in the following table:

Table 9. F test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1882,021	2	941,010	13,849	.000 ^b
	Residual	1834,646	27	67,950		
	Total	3716,667	29			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), School Principal Leadership, School Culture

Source: Data Processing Results (2023)

Based on the F Test Results in Table 9 above, the obtained F-value is 13.849 > F-table with (0.05; 2 vs 27) at 3.35 or significance of 0.000 < α 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that school principal leadership and school culture have a positive and significant influence on teacher performance at Private High School Yayasan Perguruan Keluarga in Pematang Siantar City, consistent with previous research conducted by (Keizer, H.D. & Pringgabayu, 2017); (Darmawan, 2019) and (Pratiwi, N.L.A.M., Negara, I.G.A.O. & Putra, 2021).

Table 10. t Test results school principal leadership on teacher performance Coefficients^a

Model	t	Sig.
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	(Constant)	4,507	,000
1	School Principal Leadership	4,761	,000

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

Based on the t Test Results in Table 10 above, the obtained t-value for variable school principal leadership is $4.761 > t$ -table with $df = n-k-1$ ($30-1-1=28$) at 2.048 or significance of $0.000 < \alpha$ 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that school principal leadership has a positive and significant influence on teacher performance at Private High School Yayasan Perguruan Keluarga in Pematang Siantar City, consistent with previous research conducted by (Andriani, S., Kesumawati, N., & Kristiawan, 2018); (Purwoko, 2018); (Damayani, T., Arafat, Y. & Eddy, 2020); (Jaliah, Fitria, H., & Martha, 2020); (Imansyah, M., Arafat, Y., & Wardiah, 2020). The role of school principal leadership in enhancing teacher performance is crucial for the overall development and success of an educational institution. A competent and effective school principal serves as a visionary leader who sets clear goals, establishes a positive and collaborative work environment, and provides support and guidance to teachers. By fostering a culture of professionalism, continuous learning, and innovation, the school principal creates an atmosphere where teachers feel motivated and empowered to excel in their roles. They promote effective communication, provide constructive feedback, and facilitate professional development opportunities to enhance teachers' pedagogical skills and subject knowledge. Additionally, the school principal plays a vital role in resource allocation, ensuring that teachers have access to necessary tools, materials, and support systems to deliver high-quality instruction. Through their strong leadership, school principals inspire and inspire teachers, fostering a sense of purpose, commitment, and collective responsibility towards student success. This research finding contradicts the study conducted by (Giantoro, H.M. & Purnomo, 2019). The research findings indicate that school principal leadership does not have a positive and significant influence on teacher performance.

Table 11. t Test results school culture on teacher performance

		Coefficients ^a	
	Model	t	Sig.
	(Constant)	5,915	,000
1	School Culture	3,947	,000

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

Based on the t Test Results in Table 11 above, the obtained t-value for variable school principal leadership is $3.947 > t$ -table with $df = n-k-1$ ($30-1-1=28$) at 2.048 or significance of $0.000 < \alpha$ 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that school culture has a positive and significant influence on teacher performance at Private High School Yayasan Perguruan Keluarga in Pematang Siantar City, consistent with previous research conducted by (Darmawan, 2019); (Komar, 2020); (Dahlan, M., Arafat, Y. & Eddy, 2020); (Pratiwi, N.L.A.M., Negara, I.G.A.O. & Putra, 2021); (Fitrianingrum, N.S., Aminin, 2022). School culture plays a crucial role in influencing teacher performance within an educational institution. A positive and supportive school culture fosters an environment where teachers feel valued, respected, and motivated to excel in their professional roles. It sets the tone for collaboration, teamwork, and a shared vision among teachers. A strong school culture promotes open communication, encourages innovation and creativity, and provides opportunities for professional growth and development. When teachers are part of a school culture that prioritizes student learning, continuous improvement, and a sense of community, they are more likely to be engaged, committed, and invested in their teaching. Additionally, a supportive school culture promotes trust, collaboration, and shared decision-making among teachers, which can lead to the effective implementation of instructional strategies, improved classroom management, and

ultimately, enhanced teacher performance. This research finding contradicts the study conducted by (Risyani, S., Mulyanto, A.I. & Shadiq, 2021). The research findings indicate that school culture does not have a positive and significant influence on teacher performance.

CONCLUSION

Based on the research findings on the influence of school principal leadership and school culture on teacher performance at Private High School Yayasan Perguruan Keluarga, it can be concluded that (1) Teacher performance is positively and significantly influenced by school leadership and school culture, both simultaneously and partially, (2) there is moderately high correlation between school leadership, school culture, and teacher performance. Due to the limitations of the researcher, it is hoped that other researchers can utilize different independent variables not employed in this study to yield better results. Furthermore, it is expected that they can select research subjects from other educational institutions to provide diverse input and information for those institutions as well. The implication of this research is the importance of effective leadership and a positive school culture in improving teacher performance. School principals play a crucial role in creating an environment that facilitates good teacher performance. By considering the implications of this research, it is hoped that schools can achieve an improvement in the quality of education through enhanced teacher performance. This research only addresses teacher performance influenced by the factors of school principal leadership and school culture. The research has not yet addressed all factors that affect teacher performance.

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