

Influence Leadership Head School and Culture Organization on Elementary School Teacher Performance

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Abstract: The principal's primary role as an educational leader is to create a learning environment that allows teachers to teach effectively and students to learn effectively. Organizational culture is a shared agreement on shared values within the organization that binds all members of the organization. This culture ultimately determines the structure and various operational systems that shape norms, regulations, and how interactions within the organization operate within an organization. Organizational culture in the school environment also impacts teacher performance, where organizational culture is closely related to improving teacher performance. By creating a good organizational culture and supporting collaboration with fellow teachers, results can be achieved that can improve teacher performance. This research uses quantitative method with a research population of 207 elementary school teachers in Pakis Aji District with taken sample as many as 136. The data collection technique used a questionnaire. Reasons for selecting location This is is location in accordance with title thesis so that researchers Can more maximum For obtain the expected data. The research data collected analyzed in a way statistics descriptive and correlation For look for influence variables free to variables independent. Research results leadership variables head school has a calculated t value of 2.536, significance $0.012 < 0.05$ and a calculated t value of $2.536 > t$ table 1.977961, so from these results it can be concluded that leadership head school has a significant p effect on teacher performance, cultural variables organization has a calculated t value of 3.957 with a significance of $0.000 < 0.05$ and a calculated t value of $3.957 > t$ table 1.977961, so from these results it is that organizational culture has a positive and significant influence on teacher performance, the results of the calculated F value test are 11.257 and a significance value of $0.000 < 0.05$ and a calculated F value of $11.257 > F$ table 3.063715, which means that the quality of leadership head school and organizational culture together have a significant influence on teacher performance. Leadership head schools supported by culture organization good school capable increase teacher performance according to competencies possessed For become a professional teacher.

Keywords: Principal Leadership, School Organizational Culture, Teacher Performance

1. Introductions

The principal plays a key role in shaping and influencing the organizational culture of the school. The principal's behavior, values, and decisions can significantly affect the overall school culture. Organizational culture and leadership are important factors that influence teacher performance, teacher agency, and educational effectiveness in schools (Almahasneh et al., 2023; Elfira et al., 2024). Previous studies also emphasized that instructional leadership influences teacher agency, classroom instruction, and teachers' organizational behavior in schools (Al-Mahdy et al., 2024; Barth & Tsemach, 2023).

As a leader, the principal must become a role model in implementing the values and behaviors expected within the school environment. Principals must uphold integrity, ethics, responsibility, inclusion, equity, and collaboration. They are responsible for communicating and implementing the school's core values through school policies, discussions with teachers and staff, and involving students, parents, and the community in developing a shared vision. Principals and educators are important elements in designing effective educational processes and improving school quality (Ma, X et al., 2024). Therefore, principals need to encourage active participation from all school members in creating an inclusive and sustainable organizational culture.

However, there are still many problems related to teacher performance, especially in preparing lesson plans and implementing effective learning activities. Some teachers do not prepare learning materials properly before teaching, resulting in uncondusive classroom situations. In addition, teachers often use less varied teaching methods, causing students to become less interested in learning. Limited mastery of technology among teachers also affects the effectiveness of ICT-based learning implementation in schools.

The principal is responsible for managing and developing the school while creating a conducive learning environment. Principals play an important role in improving educational quality and ensuring the achievement of school goals (Shen & Wu, 2025). Principals are also responsible for coordinating school operations and implementing strategic plans to achieve educational objectives. In addition, principals must provide adequate support and resources for teachers and staff to carry out their responsibilities effectively (Rasdiana et al., 2024). Effective leadership and school management are essential for improving educational quality, school renewal, and student achievement (Ma, X et al., 2024).

Every society has its own unique culture that is inherited from generation to generation. Organizational culture functions as a social bond that unites members in achieving organizational goals. A strong organizational culture can positively influence members' attitudes and behavior, including improving teachers' work effectiveness and performance (Ibrahim et al., 2022; Marlapa et al., 2024). Therefore, creating a positive organizational culture is important in supporting school effectiveness and teacher professionalism.

Teacher performance refers to the teacher's ability to carry out teaching responsibilities effectively, including lesson planning, implementation of learning activities, classroom management, and evaluation of learning outcomes (Elfira et al., 2024). Teacher performance should be based on professional standards to achieve educational objectives effectively. Previous studies also revealed that transformational leadership and organizational culture significantly contribute to improving teacher performance in schools (Raharja et al., 2022). Good teacher performance can also support the improvement of students' learning outcomes and overall school quality (Nurabadi et al., 2021; Shen & Wu, 2025).

This study was conducted to analyze the influence of principal leadership and organizational culture on teacher performance in elementary schools. The findings of this study are expected to provide a clearer understanding of the factors affecting teacher performance and offer useful recommendations for principals and policymakers in improving the quality of teaching and learning activities in elementary schools.

2. Methodology

In this study, the researcher used a quantitative approach. Quantitative research emphasizes the use of numerical data and statistical analysis to examine relationships among variables. According to Sugiyono (2022), quantitative research is a method that uses numerical data and statistical procedures to test hypotheses and analyze research problems systematically. In quantitative research, researchers begin with theoretical concepts, collect numerical data, and then analyze the data statistically to determine whether the proposed theory is accepted or rejected. Therefore, statistics play an important role in analyzing and interpreting research findings.

This research used a descriptive correlational design. Descriptive research aims to systematically describe the characteristics and conditions of the object being studied, while correlational research examines the relationship between two or more variables (Sukardi, 2021). Through this approach, the study aimed to analyze the influence of principal leadership and organizational culture on elementary school teacher performance in Pakis Aji District, Jepara Regency, Indonesia.

This study consisted of three variables, namely principal leadership as the first independent variable (X1), organizational culture as the second independent variable (X2), and teacher performance as the dependent variable (Y). In accordance with the quantitative survey design, data were collected using questionnaires distributed to the respondents.

The population of this study consisted of 207 teachers from 27 elementary schools in Pakis Aji District, Jepara, Indonesia. Based on the Slovin formula, the sample size obtained was 136 respondents. Permission to conduct the research was obtained from the school principals and related authorities before the data collection process was carried out.

The research instrument used in this study was a questionnaire. The questionnaire was designed to measure the variables of principal leadership, organizational culture, and teacher performance. The measurement scale used was a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). According to Sugiyono (2022), the Likert scale is commonly used to measure attitudes, perceptions, and opinions regarding social phenomena.

The principal leadership variable was developed into four aspects consisting of several indicators. The organizational culture variable consisted of seven aspects with several indicators, while the teacher performance variable consisted of five assessment aspects and several indicators. The questionnaire applied an interval rating scale model to assess respondents' perceptions regarding principal leadership, organizational culture, and teacher performance. The results of the questionnaire data are presented in the following tables:

Table 1. Description Variable Leadership Head School

Indicator	Mean	Median	Mode	Minimum	Maximum
X1.1	3.95	4.00	5	1	5
X1.2	4.08	4.00	4	1	5
X1.3	4.29	4.00	5	1	5
X1.4	3.66	4.00	4	2	5
X1.5	3.88	4.00	4	1	5
X1.6	4.04	4.00	4	1	5
X1.7	4.23	4.00	4	2	5
X1.8	4.21	4.00	5	1	5
X1.9	4.24	4.50	5	1	5
X1.10	4.15	4.50	5	1	5
X1.11	4.29	4.00	5	1	5
X1.12	4.17	4.00	5	1	5
X1.13	4.15	4.00	4	1	5
X1.14	4.07	4.00	4	1	5
X1.15	4.28	4.00	4	3	5
X1.16	4.26	4.50	5	1	5
X1.17	4.07	4.00	4	2	5
X1.18	4.20	4.00	5	1	5
X1.19	4.34	4.50	5	3	5
X1.20	4.07	4.00	4	1	5
X1.21	4.30	4.00	5	2	5
X1.22	4.28	4.00	5	1	5
X1.23	4.07	4.00	4	2	5
X1.24	4.35	4.50	5	2	5
X1.25	4.23	4.00	4	1	5
X1.26	4.29	4.00	4	2	5
X1.27	4.22	4.00	5	1	5

Based on table 1 it can be seen that the quality of leadership head school consists of 27 indicators. All indicators have an average value (mean) at above 3 which means that the respondents' responses on average agree with the leadership indicators . head school . The highest respondent response was on indicator X1.24 which contains the principal monitoring teacher attendance with an average of 4.35 and the indicator with the lowest average value is X1. 4 with have mark Average as big as 3, 66 , This indicator explains that the head Schools can guide teachers in guidance and counseling activities.

Table 2. Description Variable Culture Organization

Indicator	Mean	Median	Mode	Minimum	Maximum
X2.1	4.09	4.00	5	1	5
X2.2	3.63	3.00	3	2	5
X2.3	3.88	4.00	4	1	5
X2.4	4.02	4.00	5	1	5
X2.5	4.15	4.00	5	1	5
X2.6	3.67	3.00	3	3	5
X2.7	4.29	4.50	5	1	5
X2.8	4.23	4.00	5	1	5
X2.9	3.96	4.00	5	1	5
X2.10	3.85	4.00	3	2	5
X2.11	3.88	4.00	3	1	5
X2.12	4.15	4.00	4	2	5
X2.13	3.99	4.00	4	1	5
X2.14	3.67	3.00	3	3	5

X2.15	4.05	4.00	5	1	5
X2.16	4.01	4.00	5	1	5
X2.17	3.65	3.00	3	2	5
X2.18	3.94	4.00	4	2	5
X2.19	3.99	4.00	5	1	5
X2.20	4.18	4.00	5	1	5
X2.21	4.22	4.00	4	1	5
X2.22	4.00	4.00	4	2	5
X2.23	4.09	4.00	5	1	5
X2.24	4.07	4.00	4	1	5
X2.25	4.15	4.00	5	2	5
X2.26	4.26	4.00	4	2	5
X2.27	4.27	4.00	5	1	5

Based on table 2, it can be seen that the quality of organizational culture consists of 27 indicator. All over indicator has an average value (mean) above 3 which means that the respondents' responses on average agree with the cultural indicators organization . The highest respondent response was on indicator X2.7 which contains information about respondents establishing relationships good communication with student with average mark as big as 4 , 29 And indicator Which has the lowest average value is X2.2 with an average r value of 3.63 . This indicator explains that respondents form group development interest and talent student.

Table 3 - Table 3 Description Variable Teacher Performance

Indicator	Mean	Median	Mode	Minimum	Maximum
Y.1	4.05	4.00	5	2	5
Y.2	4.26	4.00	4	1	5
Y.3	4.29	4.00	3	1	5
Y.4	3.84	4.00	5	2	5
Y.5	4.21	4.00	5	2	5
Y.6	4.13	4.00	5	1	5
Y.7	4.17	4.00	5	1	5
Y.8	4.15	4.00	5	1	5
Y.9	4.15	4.00	5	1	5
Y.10	4.24	4.00	5	1	5
Y.11	4.19	4.00	5	1	5

Based on Table 3, it can be seen that the quality of teacher performance consists of 27 indicators

. All indicators have an average (mean) value. on 2 And 3 Which means that response respondents average neutral And agree with indicators performance teacher . Response respondents highest There is on indicator Y .18 . Which contains information about the respondents before start lesson arrange student seating with neat , tidy mark an average of 4.32 and the indicator that has the lowest average value is Y.19 with an average value of 3.49 . This indicator explains that teachers manage class with good so as not to cause boredom.

2.1 Validity Test

Table 4. Validity Test Results

Variables	KMO
Principal Leadership (X1)	0.835
Culture Organization (X2)	0.645
Teacher Performance (Y)	0.850

it can be seen that the Principal Leadership Variable (X1), Organizational Culture (X2), Teacher Performance (Y1) has a KMO >0.5 so it can be stated that the criteria for the number of samples in this study have been met so that factor analysis can be carried out.

2.2 Reliability Test

Reliability Test is an index test that shows whether a measuring tool can be trusted or relied upon, so a trial is required on 100 respondents, the results of the reliability calculation are as follows.

Table 5. Reliability test

Variables	α Crombach	Standard α	Information
Leadership (X1)	1,088	0.7	Reliable
Culture Organization (X2)	1,079	0.7	Reliable
Performance (Y1)	1,088	0.7	Reliable

Based on table 5, the results of the leadership test head school, culture organization, and teacher performance, the results obtained can show that Crombach's α is greater than 0.7 so it can be concluded that instrument Which used in study This is reliable or reliable.

2.3 Analysis Regression Multiple

In this study, the independent variable is the principal's leadership. school (X1), culture organization (X2). Whereas For variables tied is teacher performance (Y1). The general form of the multiple regression equation applied in this study is as follows (J. Supranto, 2000: 190):

$$Y1 = b_0 + b_1 X_1 + b_2 X_2$$

Results Test Regression Multiple on Equality Y1 as table following :

Table 6. Regression Test Results Multiple

Model	Adjusted R Square	Test F		Test t		Note			
		F	Sig	Beta	t		Sig		
I	0.989	11,257	0.000	0.203	2,536	0.012	1 accepted		
II	0.993	33,116	0.000	0.58	1,885	0,000	3 accepted		
				0,437	4,596	0,000	4 rejected		

2.4 Test Coefficient Determinant R² Square

The coefficient of determination test is used to test the goodness-fit of the regression model. The coefficient of determination test for the influence of leadership head school and organizational culture on teacher performance is shown by the large Adjusted R Square value of 0.989, which means that the teacher performance variable is explained by the leadership variable

. head school and teacher performance, = 100×0.989 as big as 98.9 % whereas the rest 100% - 98.9% as big as 1.1% explained variables other in outside model.

Test of the coefficient of determination of the influence of leadership head school, organizational culture on teacher performance is indicated by the size of the Adjusted Value R Square 0.993 which means the leadership variable head school is explained by the organizational culture variable, = 100×0.993 as big as 99.3 % whereas the rest 100% - 99.3% as big as 0.7 % other variables are explained in outside the model.

2.5 F Test (Anova)

Based on table 6 it is known that Model I obtained a calculated F value of 11.257 and a significance value of $0.000 < 0.05$, which means that the quality of leadership head school and culture organization in a way together have significant influence on teacher performance.

Model II known that F count = 33,116 And mark significance of $0.000 < 0.05$, so it can be explained that the quality of leadership head School, organizational culture together have a significant influence on teacher performance.

2.6 Test Signification Parameter individual (Test t)

The t-test was conducted to test whether the hypothesis tested in this study was accepted or rejected, and to show how far the influence of one independent variable individually explains the dependent variable (Ghozali, 2013).

Test t This aim For know influence from each independent variables on the dependent variable.

1) Influence Leadership Head School To Teacher Performance

Based on data processing model 1 is known mark significance For influence leadership head school to teacher performance is of $0.012 < 0.05$ and the calculated t value is $2.536 > t$ table 1.977961, then from results the is that leadership head school have influence positive and significant to teacher performance. Therefore can concluded that leadership hypothesis 1 head school have influence positive to teacher performance or accepted.

Based on Data processing model 1 It is known that the significance value for the influence of X2 on Y is $0.000 < 0.05$ and the calculated t value is $3.957 > t$ table 1.977961, so from results the is that Organizational culture has a positive and significant influence on teacher performance. Therefore, it can be concluded that hypothesis 2, organizational culture has a positive influence on teacher performance, is accepted.

3. Discussion

Based on the results of hypothesis testing, it was found that principal leadership has a positive and significant influence on the performance of elementary school teachers in Pakis Aji District, Jepara Regency. The findings indicate that the better the leadership competence, leadership style, and decision-making ability of the principal, the higher the teacher performance achieved in schools. Conversely, weak leadership competence may negatively affect teacher performance and the overall effectiveness of the learning process.

These findings are consistent with previous studies which revealed that instructional and transformational leadership significantly contribute to improving teacher performance and educational achievement (Nurabadi et al., 2021; Elfira et al., 2024). Effective principal leadership can encourage teachers to work more professionally, improve teaching quality, and create a conducive learning environment. In addition, leadership competence reflects the ability of principals to manage schools, motivate teachers, and support sustainable school development (Shen & Wu, 2025). These findings are also supported by Nirmawati et al. (2023), who found that principal leadership positively affects teacher performance through work motivation.

Based on the results of hypothesis 2 testing, organizational culture was also found to have a positive and significant influence on teacher performance in elementary schools in Pakis Aji District. A positive organizational culture can strengthen teachers' motivation, cooperation, loyalty, and commitment toward achieving educational goals. Schools with supportive organizational cultures tend to create better working environments that encourage teachers to perform effectively and professionally.

These findings are supported by previous studies stating that organizational culture positively affects employee motivation, communication, and organizational performance (Ibrahim et al., 2022; Marlapa et al., 2024). In educational institutions, a strong organizational culture also contributes to teacher professionalism, work satisfaction, and organizational commitment (Raharja et al., 2022; Nurhidayah et al., 2024). In addition, authentic and instructional leadership may strengthen teachers' organizational citizenship behavior, reduce teacher burnout, and improve teacher retention in schools (Tsemach & Barth, 2023; Zavelevsky et al., 2022).

Furthermore, the results of hypothesis 3 testing showed that principal leadership and organizational culture simultaneously have a positive and significant influence on teacher performance. Effective leadership supported by a positive organizational culture can create a productive educational environment that improves teacher commitment and work performance. Principals who are able to build collaboration, provide motivation, and establish clear school goals can encourage teachers to perform more effectively.

This finding is in line with previous studies which revealed that leadership and organizational culture are interconnected factors influencing teacher performance and school effectiveness (Almahasneh et al., 2023; Ma et al., 2024). Therefore, improving principal leadership quality and strengthening organizational culture are important strategies for enhancing teacher performance and achieving educational excellence in elementary schools.

4. Conclusions and recommendations

Based on the results of the analysis of the Influence of Principal Leadership and Organizational Culture on Elementary School Teacher Performance, so can withdrawn conclusion that the principal's leadership has a positive but not significant influence on the performance of elementary school teachers in Pakis Aji District, Pakis Aji Regency Jepara. So in matter This can stated that with good principal leadership style, teacher performance will be good also. Thus and vice versa, with teacher performance will be good, because influenced by the principal's leadership style. Organizational culture has a positive effect on the performance of elementary school teachers in Pakis Aji District, Jepara. Therefore, the better and more conducive the organizational culture, the better the teacher performance. The influence of principal leadership and organizational culture together to performance Teacher School Base in Subdistrict Aji Fern. So the more tall Good principal leadership And The higher the school organizational culture, the higher the performance of elementary school teachers in Pakis Aji District, Jepara Regency.

Based on the results of research and data analysis, it can be recommended that in relation to the leadership of the school principal, organizational culture has a very big influence. to performance Teacher School Base, matter This This shows that the principal's leadership style is very dominant in improving the performance of elementary school teachers in Pakis Aji Jepara. Therefore, it is necessary maintained And improved style leadership The principal's innovations in Pakis Aji District, Jepara Regency, include various innovations that can be implemented in elementary school learning methods and appreciation for teachers. Regarding teacher performance, teacher performance significantly impacts academic achievement. student School Base in Subdistrict Aji Fern. So in matter The performance of elementary school teachers in Pakis Aji District needs to be maintained and improved, so that academic achievement can increase.

Based on the conclusions from the research results, it can be said that the results of respondents' responses to the leadership variable head school and Organizational culture has been shown to have a positive impact on teacher performance . School Base in Subdistrict Pakis A ji Jepara, so matter This need maintained and improved. Indicators that have high values are found in respondents' statements Which own desire achieve tall. This very influence the future and vision of Elementary School Level Educational Institutions , so that the quality of education in Indonesia more increase and achievers.

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Conflict of Interest

Authors declare there is no conflict of interest

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