

# The Influence of Principal Leadership and the Environment Work to Performance Elementary Teacher in Bae District, Kudus Regency

Kustam<sup>1</sup>, Ismaya, E. A.<sup>1</sup>, and Hariyadi, A.<sup>1</sup>

<sup>1</sup> Master of Primary Education, University Muria Kudus

\*Corresponding Author: 202303016@std.umk.ac.id

## To Cite This Article:

Custom, Ismaya, E. A., and Hariyadi, A. (2026). The Influence of Principal Leadership and the Environment Work To Performance Teacher Sd In Bae District, Kudus Regency. ICCCM Journal of Social Sciences and Humanities, 5(4). 66-71 <https://doi.org/10.53797/iccmjssh.v5i4.11.2026>

**Abstract:** As a primary element in the education system, teachers play a central role that cannot be ignored, especially since their role is always linked to various aspects of education. Based on initial observations, several indications of low teacher performance in Bae District, Kudus Regency were found. These include a lack of innovation in teaching methods, utilization of technology learning Which Still minimal, as well as management time Which Not yet optimal. Besides that, initiative Teacher in follow training or program development professional Also in a word low. Goal study This that is know influence leadership head school And culture environment The impact of work on teacher performance in Bae District, Kudus Regency. This research approach was quantitative. The population in this study were elementary school teachers in Bae District, Kudus Regency, with a sample size of 177 respondents. The sampling technique used was probability sampling with a simple random sampling technique. random sampling. Study in Bae District, Regency Holy with population 40 school The research period was from December 20, 2024, to February 10, 2025. The data collection method was through a questionnaire using a Likert scale of 1-5. Data analysis was carried out using multiple regression analysis. The data validation technique in this study used construct validity testing and Cronbach's alpha reliability testing on 30 teacher respondents in Dawe District, Kudus Regency. The results of the study showed that: 1) Principal leadership has a significant positive effect on the performance of elementary school teachers in Bae District, Kudus Regency. 2) Work environment culture has a significant positive effect on the performance of elementary school teachers in Bae District, Kudus Regency. 3) Principal leadership and work environment culture have a significant positive effect on the performance of elementary school teachers in Bae District, Kudus Regency. in a way simultaneous on performance Teacher Elementary School In Subdistrict Bae Regency Holy as big as 65.9%.

**Keywords:** Leadership Head School, Environment Work, Performance Teacher

## 1. Introductions

Education is a necessity very basic important for everyone individuals to develop themselves and achieve life goals. Through education, a person can explore their potential in cognitive, affective, and psychomotor aspects, so that they can become a better person and provide contribution for public. Education No only aim For transfer knowledge knowledge, but also to shape character, skills, and values necessary for social life. Education is an obligation because through education, humans can develop abilities, knowledge, and ever-evolving technology, while simultaneously building character. Furthermore, education is one way to realize Indonesia's national ideals, as stated in the Preamble to the 1945 Constitution, namely to enlighten the nation. As a universal right, education must be accessible accessible by all over inhabitant country without discrimination, with not quite enough answer government For guarantee and finance it. The success of the education system is largely determined by the quality of the human resources involved in it, most importantly the teachers.

Some factors that determine teacher performance are the principal's leadership and the work environment. (Jumarpati & Goddess, 2023). Leadership is behavior from somebody individual Which lead

activities something group to something objective Which want to achieved together. So from That A organizations and agency need leadership. Leadership in school led by a head school. According to Ikhsandi & Ramadan, (2024), principal leadership is the ability to mobilize resources. Which There is on something school And used in a way maximum For reach objective Which desired. This means that the principal can influence the achievement of the school's planned vision and mission. Leadership head school is component Which very important, Because head school play a role In the school management system, directing the input, process, and output of education in schools. The principal is responsible for the successful implementation of education by implementing school administration. with all over its substance, beside That head school responsible answer to quality existing resources so they can carry out their duties according to their respective roles and functions. Good leadership not only manages school administration but also inspires teachers to deliver their best performance.

Besides leadership, the work environment is also a key factor in supporting teacher performance. Some teachers experience difficulties in establishing harmonious working relationships with leaders, fellow teachers, and others. And student consequence often happen misunderstanding, Good related affairs official duties and problem personal. In addition, an inadequate or incomplete work environment is caused by limitations or a lack of funds Which allocated. Environment Work Which adequate, like existence communication Which Good teamwork, adequate school facilities, and recognition for achievement can improve teachers' work enthusiasm. According to Sedarmayati in Madjidu, Usu, & Yakup (2022:447), the physical work environment, in the sense of all conditions surrounding the workplace, will affect employees both directly and indirectly. and in a way No direct. Environment Work must designed such appearance so that created work relationship Which tie worker with the environment. Environment Work Which Good if employee or employees can carry out activity in a way optimal, Healthy, safe And comfortable. Environment Work Which not enough Good can sue worker as well as time Which more Lots And No support obtained design system Work efficient .

In Subdistrict Bae, Regency Holy, performance Teacher Elementary School become attention important along with The government's efforts to improve the quality of education. Researchers conducted pre-observations using surveys , interviews, and direct observation during learning at several elementary schools in Bae District, Banyuwangi Regency. Holy. Results observation show there is a number of indication low performance Teacher in this area, like lack of innovation in method teaching, utilization technology learning Which Still minimal, and time management is not optimal. In addition, teachers' initiative in participating in training or development programs professional Also in a word low, so that they difficult adapt self with curriculum development and student needs. The work environment in several schools is also considered less than conducive, characterized by weak collaboration between teachers, inadequate learning support facilities, and limited communication. On the other hand, the varying effectiveness of principal leadership also contributes to this situation, with some principals deemed incapable of providing optimal direction, guidance, and motivation to teachers. This situation is feared to have a negative impact on the quality of education. education in level school base in Subdistrict Bae. By Because That, need done study to determine the extent to which the principal's leadership and work environment influence teacher performance in Bae District.

## 2. Study Literature

### 2.1 Leadership Head School

Leadership literally comes from the word "pimpin." The word "pimpin" means to direct, guide, or organize, to guide, and also to show or influence. Leaders have both physical and spiritual responsibility for the success of the work activities of those they lead. so that become leader That No easy And No will every person have similarities in in carrying out his leadership. According to Wahjosumidjo (2005) in Paendong et al . (2017), leadership is translated into terms of traits, personal behavior, influence on others, patterns, interactions, relationships Work The same between role, position from One position administrative, And persuasive, And perception from others about the legitimacy of influence.

Wahjosumidjo (1987:11) in Rusli et al . (2021) stated that leadership is something inherent in a leader in the form of certain characteristics such as: Personality, ability (ability), And ability (capability). leadership as series activity leader which cannot be separated from the position and style or behavior of the leader himself. Leadership is a process of interrelationship or interaction between the leader, followers and the situation. Meanwhile, according to Ardianto and Ismanto (2012) in Solin et al ., (2023) leadership defined by as ability somebody to lead, supervise and oversee the people in charge of the facilities or other individuals in his/her area.

In line with the opinion of Stoll (2010), the principal is defined as a leader who shapes culture school And grow community Study professional through improvement hope high standards, supporting teacher and student learning, and fostering a culture of inquiry. Through leadership And its management, head school create condition Which enable the community learners professional growth fertile or rather decreased. According to Bush (2020), principal leadership refers to the roles and responsibilities of individuals who oversee and manage educational institutions. This involves complex tasks. And demand For ensure welfare, development, And success school, staff, and his students.

Heck (2023) stated that leadership head school show that leadership contributes to improvement learning student through action strategic Which focus on changes in the constellation of sociocultural, structural, and academic processes. Wu & Shen (2022) stated general idea, leadership head school referring to on head school Which have influence to The primary functions of teaching, learning, and how schools operate. There are two main approaches to conceptualizing principal leadership. The first approach involves different leadership models that categorize a principal's leadership traits and behaviors, such as transformational leadership and instructional leadership. Instructional leadership focuses on the principal's behaviors and practices in teaching and curriculum, which are core school processes, while the transformational leadership model emphasizes setting direction and vision, developing human resources, and redesigning the organization to create change (Gumus et al., 2018; Leithwood & Sun, 2012).

## 2.2 Work Environment

The work environment includes the working relationships formed between fellow employees and the working relationship between subordinates and superiors as well as the physical environment in which employees work. According to Nitisemito in Khotimah et al. (2024:104) states that: "The work environment is everything that exists around workers that can influence them in carrying out the tasks assigned." The work environment is the components that refer to institutions or forces that interact directly or indirectly according to certain patterns, regarding organizations or companies that cannot be separated from the environment in which the organization or company is located (Karina et al., 2020:91).

Balzer et al. (2004) stated that the work environment is all aspects of the workplace, both physical, social, and organizational policies, which affect employee comfort, productivity, and job satisfaction. Environment Which conducive can increase performance, temporary environment Which less supportive can lower motivation And effectiveness Work. In line with statement Balague & Saarti (2011), the work environment refers to a set of conditions in which an organization operates, including physical, social, and environmental factors. and psychological. This environment has a direct impact on the performance and quality of services provided. produced.

The work environment in schools is all aspects that can influence performance and job satisfaction. Teacher, Good in a way direct and No direct. According to Soetjipto (2008:87) in Sihalohe & Siregar (2020) stated that a conducive work environment is crucial for increasing the productivity of educators. A positive work environment will encourage teachers to make maximum contributions to the learning process, both directly through teaching and indirectly through interaction. with student And colleague Work. On the contrary, environment Work Which not enough support can reduce performance Teacher, cause delay in achievement target learning, as well as hinder effectiveness and efficiency system education in school. In line with Veitch (2018), environment Work Which Good No just reduce burden Work, but Also provide source Power Which support performance employee. Factor like tata location room Which push collaboration, access to light experience, And view natural can improve well-being, focus, and productivity.

So the work environment in an organization is very important to pay attention to. A condition environment Work it is said Good or in accordance if man can carry out activity in a way Optimal, healthy, safe, and comfortable. The work environment directly influences employees' performance. The definitions from several experts above show that different work environments significantly impact individual performance.

## 2.3 Performance Teacher

Term performance intended as translation from term performance . Performance is not a characteristics somebody like talent or ability, but embodiment from talent or ability That Alone. Performance is embodiment from ability in form work real. Performance in relation with position interpreted as results Which achieved Which related with function position

within a certain time period (Joen, Purnamawati, & Amiruddin, 2022: 9). According to Mulyasa (2013) in Muspawi (2021), performance has a fairly broad meaning because it relates to an individual's behavior in carrying out their work. Performance is a form of a person's work performance demonstrated in their appearance, actions, and work achievements as an accumulation of their knowledge, skills, values, and attitudes.

Teacher performance is a reflection of a teacher's attitudes, skills, values, and knowledge in carrying out their duties and functions, as demonstrated in their appearance, actions, and work performance (Muspawi, 2021). According to Supardi (2013) in Musyarofah, Haryati, & Miyono (2021:320), teacher performance is a condition that demonstrates a teacher's ability to carry out their duties at school and describes the actions displayed by the teacher during learning activities. Yamin & Maisah (2010:87) in Fanpada, Fantang, & Mautang (2023:765) say performance Teacher related to the teacher's overall activities in his/her responsibilities as someone who carries out the mandate and responsibility answer in teach, educate, foster, And develop for participant educate to direction the success you are aiming for.

Teacher performance is the result of a teacher's work, manifested in the form of knowledge, skills, values, and attitudes in carrying out their duties and functions, as demonstrated in their appearance, actions, and work achievements (Ariputri, Abdi, & Haerana, 2022:797). Teacher performance is the level of success of a teacher in carrying out their duties and responsibilities, as well as their ability to achieve the goals and standards set for them. The importance of teacher performance in the quality of education in schools, so a Teacher must operate his duties as educator And teacher, like Which has regulated in Regulation Director General Teacher And Power Education Ministry Education, Culture, Research and Technology Number 2626/B/HK.04.01/2023 Regarding the Teacher Competency Model. The regulation outlines several competencies that teaching staff must possess, including pedagogical, personality, and professional competencies. and social competencies that can serve as standards for teacher performance. These competencies can be used as a reference in carrying out the duties of an educator.

### 3. Methodology

The type of research used in this study is quantitative research to examine the influence of principal leadership and work environment culture on teacher performance. Bae District Elementary School Holy. Study This various causality, that is connection Which nature because consequence (Sugiyono, 2016). So there are two variables, namely the independent variable (influencing) and the dependent variable (influenced). With use method study quantitative researchers can evaluate quantity A phenomenon Which can be used later for comparison. One type of research method used in this writing is the survey method. Sujarweni, (2015) survey writing is writing that is done to collect information that is done by compiling a list of questions that are asked to respondents. Surveys are used to collect information from the public in the form of ideas or thoughts from a large number of people on certain topics or issues. Surveys are research that takes samples from a population and uses questionnaires as the main data collection tool (Effendi and Tukiran 2012:3). Method survey Which will used on writing This is questionnaire. Study This researching the influence of principal leadership and work environment culture on the performance of elementary school teachers in the sub-district Bae Regency Kudus. Population study This is Teacher Elementary School in Bae District, Regency Kudus. The population of this study was 318 teachers in public and private schools in Bae District, Kudus Regency.

Based on a population of 318 elementary school teachers in Bae District, Kudus Regency, the sample size for this study was 177 teachers, rounded up to the nearest 177. The sampling technique used was in study This is probability sampling with cluster sampling . Probability sampling is a technique taking sample Which give opportunity The same for every element or member population For chosen to be member sample (Sugiyono, 2019;129). Because region study Which Enough wide, researchers using the method cluster sampling . Cluster sampling is method taking sample Where population study divided into groups or clusters that represent the entire population. In this study, the population area was divided into villages in Bae District.

### 3. Discussion

Based on results study variables leadership head school own coefficient values B positive value of 0.648 with a Sig. value of 0.000. The Sig. value of the principal leadership variable shows mark Which more small from mark significance of 0.05. So that matter This show that H1 accepted or there is influence Which positive And significant between leadership head school to teacher performance. Matter This in line with study Which done by Pitriani R And Muhlis Civil (2021) results research shows that leadership head school influential significant to performance Teacher in State Vocational School 1 Papalang. Then, another study by Pratiwi et al., (2021) showed a significant influence between leadership and head school to performance Teacher in Elementary School Group I Tegallalang. Final study by West Java & Susilo (2021) showed that principal leadership influences the performance of public elementary school teachers in Kajoran District, Magelang Regency. Interviews with one respondent revealed that the principal, as a school leader, must possess the characteristic of *ing ngaro sing. tuladha*. Moment in front Can become example Which Good for its members. Ing middle Mangunkarso Can become a mediator between members and *tut wuri handayani* becomes a motivator for its members. A strategy is needed to improve performance Teacher with apply discipline Work, coaching to Teacher, facility Which Enough for teaching and learning activities, giving sanctions to teachers who violate, giving rewards to teachers who excel, the principal in the context of developing teacher performance can do this by providing motivation and supervising teachers. As the principal who has the duty to lead all school residents and mobilize resources Power Which There is in school, Head school own role Which very important. Good or whether or not Teacher performance is very dependent on how a leader can influence the teacher's behavior in carrying out his duties.

Then, research on environmental variables Work (X2) has a positive coefficient B value of 0.156 with mark Sig. as big as 0.190. Mark Sig. on variables environment Work show mark Which more small from a significance value of 0.05. so this shows that H2 is accepted or there is a positive influence And significant between leadership head school to performance Teacher. Matter This in line with Research conducted by Koloay et al., (2023) found that the work environment also had a significant influence on teacher performance, indicating that the work environment influenced the improvement of teacher performance. Then, another study by Konadi, Kamaruddin, & Hidayati (2022) show that environment Work influential significant towards satisfaction Work Teacher. Study by Mufajar, Isjoni, & Chairilisyah (2022) show that existence A positive and significant influence between the work environment and teacher performance was found. Furthermore, research by Mukti et al. (2022) found that the work environment significantly influenced teacher performance. Finally, research by Pratiwi et al. (2021) found that school culture significantly influenced teacher performance.

A teacher's potential and abilities can be optimally realized if the environment supports them. Without adequate school support, a teacher cannot maximize their abilities. implementation of the learning process. So that a good school environment will be able to improve performance a teacher. Thus the research results show that there is a positive and significant influence of the environment work environment on teacher performance. The results of the analysis can also be interpreted as meaning that a good work environment will also improve teacher performance and vice versa if it is lower/less Good environment Work so the more low Also performance Teacher. Environment Work will directly influence the performance of elementary school teachers in Dawe District, Kudus Regency. Then, based on the research results, the significance value of the F test was smaller than 0.05, namely 0.000, which means that the variables of Principal Leadership and Work Environment have a joint or simultaneous influence on the dependent variable, namely Teacher Performance. Therefore, in this case, H3 is accepted or there is a positive and significant influence. significant Leadership Head School And Environment Work to Performance Teacher. Then from test results determination simultaneous obtained that mark Adjusted R Square as big as 0.659 or as big as 65.9%. Matter it shows that 65.9% variables performance Teacher capable explained by variables leadership head school and work environment. The remaining 34.1% is explained by factors outside the research.

#### 4. Conclusion

Based on the results of research and discussion "The Influence of Principal Leadership and the Environment Work To Performance Teacher Elementary School in Subdistrict Bae, Regency Holy", obtained conclusion as follows:

There is a positive and significant influence of principal leadership on teacher performance with a positive coefficient B. of 0.648 and value Sig. of 0.000. Mark Sig. on variables principal leadership shows a lower value from a significance value of 0.05. So that this This shows that H1 is accepted or there is a positive and significant influence between principal leadership and teacher performance at elementary schools in Bae District, Kudus Regency.

There is a positive and significant influence of the work environment on teacher performance with a positive coefficient B. as big as 0.156 And mark Sig. as big as 0.190. Mark Sig. on variables environment Work shows a value smaller than the significance value of 0.05. So this indicates that H2 is accepted or there is a positive and significant influence between principal leadership and teacher performance at elementary schools in Bae District, Kudus Regency.

There is a positive and significant influence of Principal Leadership and Work Environment on Elementary School Teacher Performance in Bae District, Kudus Regency, amounting to 65.9%. The remaining 34.1% is explained by factors outside the research variables.

#### Acknowledgement

The author would like to express his gratitude to the participants for their participation. He would also like to express his gratitude to his postgraduate supervisor at Muria Kudus University for his guidance and constructive analysis of the research findings.

#### Conflict of Interest

The authors declare there is no conflict of interest.

#### References

- Baharuddin, Bindarto, & Irdawati. (2023). The influence of the work environment on the performance of elementary school teachers in Sumarorong District, Mamasa Regency. *The Addition of Sodium Benzoate and Potassium Sorbate (Anti-inversion) and Stirring Speed as Efforts to Inhibit the Inversion Reaction in Sugarcane Juice*, 105–123.
- Bahri, S. (2018). *Methodology study business complete with technique processing data SPSS*. Andi Offset.
- Balagué, N., & Saarti, J. (2011). Resource management. In *Managing your library and its quality*. Chandos Publishing.
- Balzer, W. K., Smith, P. C., & Burnfield, J. L. (2004). Boredom. In *Encyclopedia of applied psychology* (Vol. 1, pp. 289–294).

- Bush, T. (2020). *Theories of educational leadership and management*. SAGE Publications.
- Caksana, N. P. E. (2019). The influence of principal leadership style and work environment on teacher performance with work motivation as an intervening variable at SMAN 1 Tulungagung. *Journal of Applied Management Research (Penataran)*, 4(2), 82–92.
- Decent, O., Asrori, & Hidayat. (2015). Influence motivation to performance teacher in school base Ujung Batu 013 state. *Journal of Economic Faculty Students*, 3(1), 1–17.
- Efendi, M. N., & Winarsih, T. (2022). Analysis of teacher performance improvement at SMK Antarctica Surabaya. *Edumonika*, 6(2), 112.
- Princess, A. Z., Fallenia, F. D., & Syafitri, R. (2023). Framework think study quantitative. *Tarbiyah: Journal of Education and Teaching Science*, 2(1), 160–166.
- Ridwan, M. B. A. (2015). *Book the basics statistics*. Alfabeta.
- Son, I. S., Hendriani, S., & Ibrahim, R. (2015). Analysis factors that influence performance teacher of State Vocational School 4 Pekanbaru. *Join FEKON*, 2(1), 1.
- Sugiyono. (2016). *Educational research methods: Quantitative, qualitative, and R&D approaches*. Alfabeta.
- Sugiyono. (2017). *Research methods: Quantitative, qualitative, combination, and R&D approaches*. Alfabeta.
- Sujarweni, V. W. (2015). *Methodology study business & economy*. Library New Press.
- Suknaisith, A., Wongwanich, S., & Piromsombat, C. (2014). Development of teacher performance in educational measurements and evaluation through self-monitoring strategies. *Procedia - Social and Behavioral Sciences*, 116, 1683–1688. <https://doi.org/10.1016/j.sbspro.2014.01.456>
- Usman, H. (2022). Leadership model instructional head school. [Journal Name Missing], 322–332.
- Usman, H., & Raharjo, N. E. (2013). Learning leadership strategies for the implementation of the 2013 curriculum. *Jurnal Cakrawala Pendidikan*, 5(1), 1–13. <https://doi.org/10.21831/cp.v5i1.1253>
- Veitch, J. A. (2018). How and why to assess workplace design: Facilities management supports human resources. *Organizational Dynamics*, 47(2), 78–87. <https://doi.org/10.1016/j.orgdyn.2018.01.002>