

SCHOOL LEADERSHIP, ORGANIZATIONAL CULTURE, AND TEACHER PERFORMANCE: EVIDENCE FROM A MA'ARIF EDUCATIONAL INSTITUTION IN INDONESIA

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Abstract

Teacher performance remains a critical issue in educational management, particularly in institutions where leadership practices and organizational culture have not consistently supported teaching behaviour. This study aims to analyze the effects of principal leadership style and organizational culture on teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang, Indonesia. The study is grounded in situational leadership, organizational culture, and teacher performance perspectives, which emphasize adaptive direction, shared values, and professional instructional responsibility. A quantitative explanatory survey design was employed, involving 111 teachers selected from a population of 154 through proportionate stratified random sampling. Data were collected using observation and structured questionnaires and analyzed through validity and reliability tests, classical assumption tests, and multiple linear regression using SPSS version 27. The results show that principal leadership style and organizational culture have positive and significant effects on teacher performance. These findings highlight the need for adaptive leadership and stronger school culture.

Keywords: Principal Leadership Style; Organizational Culture; Teacher Performance

A. INTRODUCTION

Education plays a fundamental role in shaping the quality of human resources, as the education system is designed to develop students' competencies, character, and social responsibility in accordance with national educational goals (Law of the Republic of Indonesia Number 20 of 2003). Educational quality is not determined solely by curriculum design and learning facilities but also by teacher quality as the primary actor in classroom instruction (Syahputra et al., 2023). Teacher performance serves as a critical indicator of institutional effectiveness because it reflects teachers' ability to plan, implement, and evaluate learning professionally (Zein et al., 2024). Optimal teacher performance is influenced by the work environment, supervision, discipline, motivation, compensation, and leadership that can direct school members toward shared organizational goals (Husna & Prasetya, 2024). School

principals therefore hold a strategic position in educational management because appropriate leadership styles can shape how teachers work, communicate, and fulfil their professional responsibilities (Yusmawati et al., 2022).

The principal's leadership style is one of the key factors in strengthening teacher work effectiveness because principals are responsible for providing direction, support, participation, and task delegation according to teachers' readiness and organizational needs (Baharuddin & Umiarso, 2012). Situational leadership, which includes instructive, consultative, participative, and delegative styles, enables principals to adjust their leadership practices to teachers' conditions and the dynamics of school management (Robbins & Coulter, 2010). In addition to leadership, organizational culture is also a determining factor because shared values, norms, habits, and patterns of behaviour within schools can create a work climate that either supports or inhibits teacher performance (Schein, 2010). A strong organizational culture can enhance behavioural consistency, commitment, and work orientation among organizational members in achieving collective goals (Robbins, 2001). The relationship between principal leadership, organizational culture, and teacher performance indicates that improving educational quality should be understood as a managerial process involving leadership behaviour, cultural patterns, and teacher professionalism simultaneously (McShane & Glinow, 2008).

At Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang, teacher performance problems are reflected in lateness, inconsistent task completion, and weak responsibility in preparing instructional documents. Several teachers still teach without adequate lesson plans, rely heavily on textbooks, provide limited enrichment of learning materials, and conduct learning evaluations without sufficient procedural discipline. These problems are reinforced by the principal's leadership style, which has not fully demonstrated instructive, consultative, participative, and delegative practices in a proportional manner in managing school activities. Organizational culture also remains suboptimal, as indicated by disciplinary problems, untidy appearance, weak concern for colleagues, and ineffective work communication. These conditions show that teacher performance problems in this institution do not stand alone but are closely related to the principal's leadership patterns and the organizational culture formed in daily school practices.

Yulizar (2020) found that organizational culture and principal leadership influence teacher performance in public senior high schools in Tanjung Raja District, although the leadership styles examined were limited to autocratic, laissez-faire, and democratic styles. Philip C. van der Westhuizen (2020) revealed that a healthy and positive organizational culture is more likely to be found in high-achieving schools, whereas low-achieving schools do not demonstrate the same cultural strength in directing school members' behaviour. Mehmet Kızıloğlu (2021) found that school principals' leadership styles significantly influence organizational learning, with transformational and transactional leadership producing positive effects, while laissez-faire leadership negatively affects organizational learning through the mediating role of organizational culture. These three studies demonstrate that principal leadership and organizational culture contribute significantly to the dynamics of educational organizations.

Their findings provide an academic basis for understanding teacher performance more comprehensively through the interaction between principal leadership style, organizational culture, and the institutional context of schools.

This study is similar to previous studies in its concern with principal leadership and organizational culture as factors related to the effectiveness of educational institutions. It also shares the same school-based context by placing teachers and educational organizations as the primary units of analysis. The difference lies in the specific focus of this study, which examines principal leadership style through instructive, consultative, participative, and delegative dimensions rather than leadership in general or leadership typologies such as autocratic, democratic, transformational, transactional, and laissez-faire leadership. This study also positions teacher performance as the main dependent variable, measured through lesson planning, instructional implementation, and learning evaluation at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang. Furthermore, this study applies a quantitative approach by developing the research instrument through a Structural Equation Modeling measurement model and Confirmatory Factor Analysis before testing the effects using multiple linear regression.

Teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang presents a problem that has not been sufficiently explained by previous studies, which tend to discuss principal leadership and organizational culture in general terms. The most relevant gaps are methodological gap and empirical gap because prior studies have not specifically tested the constructs of instructive, consultative, participative, and delegative leadership styles together with organizational culture in relation to teacher performance within the context of a Ma'arif educational institution using an SEM-CFA-based instrument development approach. Previous research has also not adequately explained how organizational culture indicators, including innovation, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability, relate to teacher performance in lesson planning, instructional implementation, and learning evaluation.

The reliance of several prior studies on regression analysis alone limits the precision of construct measurement, whereas teacher performance problems require strong instrument validation to ensure that the relationships among variables are examined more accurately. This study therefore extends empirical and methodological understanding in educational management by positioning principal leadership, organizational culture, and teacher performance as an integrated analytical framework relevant to improving the quality of Ma'arif-based educational institutions.

The urgency of this study lies in the need to understand managerial factors that influence teacher performance in a more measurable and context-sensitive manner. Problems related to discipline, weak lesson planning, ineffective communication, and low task compliance indicate that improving teacher performance cannot be imposed solely on individual teachers. School principals need to identify leadership styles that are most appropriate for strengthening direction, motivation, participation, and task delegation. Organizational culture also needs to

be reinforced so that discipline, responsibility, collaboration, innovation, and outcome orientation become collective habits among school members. Therefore, this study is important because it provides an empirical basis for strengthening educational management, improving school culture, and enhancing teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang. This study aims to analyze the effect of the principal's leadership style and organizational culture on teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang.

The family is the smallest social unit in society and plays an important role in the process of shaping an individual's personality, values, and behavior (Rufaedah, 2020). In social life, the family does not only function as a place for fulfilling biological needs, but also as the main space for building emotional relationships, affection, and the socialization process between parents and children. Family harmony is one of the important aspects in maintaining stable relationships among family members, because a harmonious family can create a comfortable, safe, and supportive atmosphere for children's emotional development (Aminah et al., 2024).

However, social changes in the modern era have also influenced the dynamics of relationships within the family. Work demands, economic pressures, and the development of communication technology have reduced the intensity of interaction among family members. The phenomenon of dual-earner families is increasingly common in society. This condition often limits the amount of time parents and children spend together, causing family communication to become less optimal. In fact, good communication is one of the important factors in creating family harmony. Research conducted by Yulianti et al. (2023) shows that family communication patterns have a major influence on building closeness, openness, and a harmonious atmosphere among family members.

Amid limited time caused by the busy schedules of each family member, quality time becomes one of the efforts made to maintain emotional relationships within the family. Quality time does not always mean luxurious activities or major recreational events, but can take the form of simple activities such as eating together, having conversations, or sharing stories with one another. The presence of quality time allows more open communication between parents and children, making family relationships closer and more harmonious. Research conducted by Kussanti (2022) explains that family communication among working parents still plays an important role in maintaining emotional closeness and forming good relationships between parents and children.

On the other hand, technological development and gadget use also influence family relationships. The presence of gadgets can indeed support long-distance communication, especially for parents who work or are located in different places. However, excessive gadget use can also reduce direct interaction among family members. This situation causes family members to become absorbed in their own worlds even when they are in the same house. Such conditions have the potential to create emotional distance between parents and children if they are not balanced with good communication and quality time (Putranto & Awani, 2024).

From the perspective of Talcott Parsons' structural functional theory, the family is viewed

as a social system consisting of interconnected parts, each of which has its own function in maintaining social balance. According to Parsons, each family member has roles and functions that must be carried out so that the family system can run properly. In structural functional theory, Parsons proposed the AGIL concept, consisting of Adaptation, Goal Attainment, Integration, and Latency or Pattern Maintenance. Family harmony can be achieved when each family member performs their role properly through communication, cooperation, affection, and responsibility. Conversely, when these functions do not operate optimally, disharmony may arise within the family (Hidayatullah & Rozak, 2024).

This study is important because the phenomenon of limited family time due to work demands is increasingly common, particularly among families in which both parents work. Nevertheless, every family still has its own way of maintaining a harmonious relationship with children, one of which is through quality time. Therefore, this study focuses on how parents and children perceive family harmony, the forms and roles of quality time in maintaining parent-child relationships, and the obstacles and efforts made by families in dealing with disharmony.

B. LITERATURE REVIEW

Situational Leadership

Situational leadership explains leadership effectiveness as the capacity of leaders to adjust their behavioural style to the readiness, competence, and motivation of subordinates in performing organizational tasks (Hersey & Blanchard in Robbins & Coulter, 2010). In school management, principals are not merely administrative actors but instructional and organizational leaders who must provide direction, support, participation, and delegation according to teachers' needs and institutional conditions (Baharuddin & Umiarso, 2012). Adaptive leadership enables principals to guide teachers toward more disciplined, responsible, and goal-oriented professional behaviour. This perspective positions the school principal as a managerial actor who reads organizational conditions, builds communication, and creates a work climate that supports teacher performance. It is relevant to this study because the problem of teacher performance at Ma'arif Hidayatul Ummah Educational Institution is closely related to how the principal instructs, consults, involves, and delegates responsibilities to teachers. Indicators:

- Instructive leadership
- Consultative leadership
- Participative leadership
- Delegative leadership

Organizational Culture

Organizational culture refers to a system of shared values, norms, beliefs, assumptions, and behavioural patterns that shape how organizational members think, act, and interact in achieving collective goals (Schein, 2010). It functions as a behavioural guide because collectively accepted values distinguish one organization from another and influence the

internal working patterns of its members (Robbins, 2001). In educational institutions, organizational culture is reflected in discipline, responsibility, communication, work orientation, collegial concern, and collective commitment to learning quality. A strong organizational culture strengthens behavioural consistency, reduces work deviations, and creates a more orderly, productive, and outcome-oriented school environment. This construct is relevant to this study because teacher performance problems are not shaped only by principal leadership but also by the daily work culture embedded in the school organization. Indicators:

- Innovation and risk-taking
- Attention to detail
- Outcome orientation
- People orientation
- Team orientation
- Aggressiveness
- Stability

Teacher Performance

Teacher performance refers to the degree to which teachers successfully carry out their professional duties in accordance with established standards, responsibilities, and instructional goals (Sedarmayanti in Husna & Prasetya, 2024). It is not limited to attendance or administrative compliance but includes the ability to plan instruction, implement learning activities, and evaluate learning outcomes systematically. High-performing teachers are able to manage classrooms, deliver relevant learning materials, apply appropriate instructional methods, and build educative interactions that support student development (Syahputra et al., 2023). Teacher performance is also linked to professional competence, work discipline, responsibility, and the ability to facilitate students' understanding of subject matter (Zein et al., 2024). This construct is central to the study because it serves as the main outcome through which the effects of principal leadership style and organizational culture are examined. Indicators:

- Lesson planning
- Instructional implementation
- Learning evaluation

C. RESEARCH METHODOLOGY

This study employed a quantitative explanatory survey design to examine the effects of the principal's leadership style and organizational culture on teacher performance. This design was selected because the study sought to test the direction, strength, and statistical significance of relationships among measurable variables rather than merely describe the observed phenomenon. The quantitative approach allowed the constructs of leadership style, organizational culture, and teacher performance to be operationalized into indicators and measured through standardized numerical data. An explanatory survey was considered

appropriate because the study focused on teachers' perceptions within a defined educational institution and aimed to explain how managerial and cultural factors shape teacher performance. In educational research, quantitative survey designs are particularly relevant for testing causal relationships among variables in a systematic, objective, and generalizable manner within a specified population (Creswell & Creswell, 2018; Kadir, 2017).

Data were collected through observation and a structured questionnaire. Observation was used to obtain an initial empirical understanding of the principal's leadership practices, organizational culture, and teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang. The questionnaire served as the primary data collection instrument because it enabled the systematic measurement of respondents' perceptions using a Likert-type scale. The population consisted of 154 teachers, from which 111 respondents were selected using the Slovin formula at a 5% margin of error. The sampling technique applied was probability sampling with a proportionate stratified random sampling procedure, as the teachers were distributed across several educational units; therefore, proportional representation was required to ensure that each school unit was adequately represented in the sample (Riduwan, 2012; Siregar, 2013).

Data analysis consisted of descriptive and inferential statistical procedures. Descriptive analysis was used to summarize the characteristics of each variable through mean scores, standard deviations, minimum and maximum values, and score classifications. Prior to hypothesis testing, the research instrument was assessed through content validity using Aiken's index, construct validity using Confirmatory Factor Analysis, and reliability testing using construct reliability and variance extracted. The data were then examined through classical assumption tests, including normality, multicollinearity, heteroscedasticity, and linearity, to ensure the appropriateness of the regression model. Multiple linear regression was used to test the hypotheses because the study examined the effects of two independent variables, namely the principal's leadership style and organizational culture, on one dependent variable, namely teacher performance (Aiken, 1985; Ghozali, 2018; Hair et al., 2019).

D. RESULT AND DISCUSSION

Research Context and Sample Profile

Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang, Gresik Regency, served as the research context because it encompasses multiple educational units, including Kober Muslimat NU 150 Hidayatul Ummah, TKM NU 134 Hidayatul Ummah, MI Hidayatul Ummah, MTs Hidayatul Ummah, MA Hidayatul Ummah, and SMK Hidayatul Ummah. This context is relevant to the focus of the study because the institution reflects managerial and pedagogical issues related to the principal's leadership style, organizational culture, and teacher performance in instructional practice. The research subjects were teachers as the main unit of analysis, with a population of 154 teachers and a sample of 111 respondents representing the diversity of educational units under one Ma'arif-based institution. The institution's multi-level educational structure makes it analytically significant because leadership dynamics, work

culture, discipline, communication, and teachers' professional responsibility operate within a relatively complex organizational setting. This contextual profile provides an empirical basis for interpreting how principal leadership and organizational culture contribute to teacher performance in a more situated and analytically precise manner.

Validity Test Results

The data processing results indicate that all instrument items across the three research variables obtained correlation coefficients higher than the r-table value of 0.186. This finding confirms that the instruments for principal leadership style, organizational culture, and teacher performance met the item validity criteria.

Table 1. Validity Test Results for Principal Leadership Style (X1)

Variable	Item No.	r-count	r-table	Description
Principal Leadership Style (X1)	X1.1	0.783	0.186	Valid
	X1.2	0.837	0.186	Valid
	X1.3	0.838	0.186	Valid
	X1.4	0.719	0.186	Valid

Source: Primary data processed using SPSS version 27, (2026).

Table 2. Validity Test Results for Organizational Culture (X2)

Variable	Item No.	r-count	r-table	Description
Organizational Culture (X2)	X2.1	0.675	0.186	Valid
	X2.2	0.747	0.186	Valid
	X2.3	0.802	0.186	Valid
	X2.4	0.894	0.186	Valid
	X2.5	0.731	0.186	Valid
	X2.6	0.703	0.186	Valid
	X2.7	0.676	0.186	Valid

Source: Primary data processed using SPSS version 27, (2026).

Table 3. Validity Test Results for Teacher Performance (Y)

Variable	Item No.	r-count	r-table	Description
Teacher Performance (Y)	Y.1	0.750	0.186	Valid
	Y.2	0.902	0.186	Valid
	Y.3	0.888	0.186	Valid

Source: Primary data processed using SPSS version 27, (2026)

The r-count values for principal leadership style ranged from 0.719 to 0.838, while organizational culture ranged from 0.675 to 0.894, and teacher performance ranged from 0.750 to 0.902. Since all values exceeded the r-table value of 0.186, all instrument items were declared valid and were therefore appropriate for subsequent analysis.

Reliability Test Results

The reliability test was conducted using Cronbach's Alpha through SPSS version 27. The results indicate that all research variables obtained Cronbach's Alpha values above 0.70, showing that the instruments had acceptable internal consistency.

Table 4. Reliability Statistics for Principal Leadership Style (X1)

Cronbach's Alpha	N of Items
0.884	4

Source: Primary data processed using SPSS version 27, (2026)

Table 5. Reliability Statistics for Organizational Culture (X2)

Cronbach's Alpha	N of Items
0.901	7

Source: Primary data processed using SPSS version 27, (2026)

Table 6. Reliability Statistics for Teacher Performance (Y)

Cronbach's Alpha	N of Items
0.872	3

Source: Primary data processed using SPSS version 27, (2026)

The Cronbach's Alpha values for principal leadership style, organizational culture, and teacher performance were 0.884, 0.901, and 0.872, respectively. Since all values exceeded the recommended threshold of 0.70, the three instruments were considered reliable and suitable for further analysis.

Classical Assumption Test Results

Classical assumption testing was conducted before multiple linear regression analysis to ensure that the regression model met the required statistical assumptions. The tests included normality, multicollinearity, heteroscedasticity, and linearity, using SPSS version 27.

Table 7. Normality Test Results

Test	Unstandardized Residual	Sig.	Conclusion
Kolmogorov-Smirnov	0.071	0.200	Normally distributed

Source: Primary data processed using SPSS version 27, (2026)

The normality test showed a significance value of 0.200, which was greater than 0.05. This result indicates that the residual data were normally distributed and met the normality assumption.

Table 8. Multicollinearity Test Results

Independent Variable	Tolerance	VIF	Conclusion
Principal Leadership Style (X1)	0.642	1.558	No multicollinearity
Organizational Culture (X2)	0.642	1.558	No multicollinearity

Source: Primary data processed using SPSS version 27, (2026)

The multicollinearity test showed that both independent variables had tolerance values above 0.10 and VIF values below 10. These results indicate that there was no multicollinearity between principal leadership style and organizational culture in the regression model.

Table 9. Heteroscedasticity Test Results

Independent Variable	Sig.	Conclusion
Principal Leadership Style (X1)	0.421	No heteroscedasticity
Organizational Culture (X2)	0.586	No heteroscedasticity

Source: Primary data processed using SPSS version 27, (2026)

The heteroscedasticity test showed that the significance values for principal leadership style and organizational culture were 0.421 and 0.586, respectively. Since both values were greater than 0.05, the regression model did not indicate heteroscedasticity.

Table 10. Linearity Test Results

Relationship	Deviation Linearity Sig.	from	Conclusion
Principal Leadership Style (X1) → Teacher Performance (Y)	0.318		Linear
Organizational Culture (X2) → Teacher Performance (Y)	0.254		Linear

Source: Primary data processed using SPSS version 27, (2026)

The linearity test indicated that the significance values of deviation from linearity were greater than 0.05 for both relationships. These results confirm that the relationships between principal leadership style and teacher performance, as well as organizational culture and teacher performance, were linear.

Overall, the results of the classical assumption tests showed that the regression model fulfilled the assumptions of normality, absence of multicollinearity, absence of heteroscedasticity, and linearity. Therefore, the data were appropriate for further analysis using multiple linear regression.

Hypothesis Testing Results

Hypothesis testing was conducted using multiple linear regression to examine the partial and simultaneous effects of principal leadership style and organizational culture on teacher performance. The analysis was based on three main outputs from SPSS version 27, namely the model summary, ANOVA, and regression coefficient tables.

Table 11. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.764	0.584	0.576	2.914

Source: Primary data processed using SPSS version 27, (2026)

The model summary shows an R Square value of 0.584, indicating that principal leadership style and organizational culture explain 58.4% of the variance in teacher performance. The remaining 41.6% is explained by other factors outside the regression model.

Table 12. ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1284.800	2	642.400	75.810	<0.001
Residual	915.200	108	8.474		
Total	2200.000	110			

Source: Primary data processed using SPSS version 27, (2026)

The ANOVA results show an F-value of 75.810 with a significance level of <0.001. This result indicates that principal leadership style and organizational culture simultaneously have a significant effect on teacher performance.

Table 13. Regression Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	8.214	2.186		3.758	<0.001
Principal Leadership Style (X1)	0.421	0.087	0.446	4.839	<0.001
Organizational Culture (X2)	0.368	0.094	0.361	3.915	<0.001

Source: Primary data processed using SPSS version 27, (2026)

The regression coefficient results show that principal leadership style has a positive and significant effect on teacher performance, with a coefficient value of 0.421, a t-value of 4.839, and a significance level of <0.001. Organizational culture also has a positive and significant effect on teacher performance, with a coefficient value of 0.368, a t-value of 3.915, and a significance level of <0.001. These findings indicate that stronger principal leadership practices and a more supportive organizational culture are associated with higher teacher performance. Based on these results, the first hypothesis, which states that principal leadership style affects teacher performance, is accepted. The second hypothesis, which states that organizational culture affects teacher performance, is also accepted, while the third hypothesis, which states that principal leadership style and organizational culture simultaneously affect teacher performance, is accepted.

Discussion

The Effect of Principal Leadership Style on Teacher Performance

The results show that principal leadership style has a positive and significant effect on teacher performance, with a regression coefficient of 0.421, a t-value of 4.839, and a significance value of <0.001 . This finding indicates that stronger leadership practices are associated with higher levels of teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang. In this context, leadership is not merely reflected in the principal's formal authority but in the capacity to provide clear instruction, build consultation, encourage participation, and delegate responsibilities according to teachers' readiness. The finding is consistent with situational leadership assumptions, which emphasize that effective leaders adapt their leadership style to the needs and maturity of subordinates (Hersey & Blanchard in Robbins & Coulter, 2010). Practically, this result suggests that teacher performance can improve when principals provide more structured direction, strengthen professional communication, and create clearer expectations regarding lesson planning, instructional implementation, and learning evaluation.

The Effect of Organizational Culture on Teacher Performance

The results also demonstrate that organizational culture has a positive and significant effect on teacher performance, with a regression coefficient of 0.368, a t-value of 3.915, and a significance value of <0.001 . This finding confirms that teacher performance is closely related to the shared values, norms, work habits, and behavioural patterns embedded in the school organization. A supportive organizational culture can strengthen discipline, responsibility, teamwork, attention to detail, and outcome orientation among teachers. This result aligns with the view that organizational culture shapes members' behaviour and provides a shared framework for how organizational goals are understood and pursued (Schein, 2010; Robbins, 2001). In the context of this study, the presence of punctuality issues, weak lesson preparation, inconsistent task completion, and limited professional concern among teachers indicates that strengthening organizational culture is essential for improving teacher performance in a sustainable manner.

The Simultaneous Effect of Principal Leadership Style and Organizational Culture on Teacher Performance

The simultaneous test shows that principal leadership style and organizational culture jointly have a significant effect on teacher performance, as indicated by an F-value of 75.810 and a significance value of <0.001 . The R Square value of 0.584 indicates that the two independent variables explain 58.4% of the variance in teacher performance, while the remaining 41.6% is influenced by other factors outside the model. This finding suggests that teacher performance should not be understood only as an individual issue but as the result of interaction between leadership practices and the organizational environment. Principal leadership provides direction, motivation, participation, and delegation, while organizational culture reinforces behavioural consistency, shared responsibility, and collective commitment to school goals. Therefore, improving teacher performance at Ma'arif Hidayatul Ummah

Educational Institution requires an integrated managerial strategy that combines adaptive school leadership with the strengthening of a disciplined, collaborative, and performance-oriented organizational culture.

E. CONCLUSION

This study concludes that the principal's leadership style and organizational culture have a positive and significant effect on teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang. The findings indicate that adaptive principal leadership, particularly through clear direction, consultation, participation, and delegation, plays an important role in strengthening teachers' lesson planning, instructional implementation, and learning evaluation. Organizational culture also contributes to teacher performance by reinforcing discipline, collaboration, responsibility, and outcome-oriented work behaviour within the school environment. Practically, school leaders and foundation managers need to strengthen leadership development, instructional supervision, and school culture programs, while future studies should expand the research setting, apply mixed-methods designs, and include additional variables such as teacher motivation, job satisfaction, and school climate. This study is limited to one Ma'arif-based institution, yet its findings provide policy implications for developing more systematic principal training, teacher performance evaluation, and organizational culture strengthening to support sustainable improvement in educational quality.

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