

THE INFLUENCE OF PRINCIPAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND TEACHER COMPETENCE ON TEACHER PERFORMANCE IN JUNIOR HIGH SCHOOL IN PURWOKERTO DISTRICT

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Abstract

This study aims to evaluate how much the influence of school principal leadership, organizational culture, and teacher competence on teacher work performance in the State Junior High School environment in the Purwokerto District area. The research method used was a quantitative approach with a survey technique through the distribution of questionnaires to 190 teacher respondents, who were selected using the convenience sampling method. The data obtained was analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The findings of the study revealed that the leadership of school principals showed a positive and significant relationship to teacher performance. Teacher competence shows a positive and insignificant relationship. Meanwhile, organizational culture shows a negative and insignificant relationship with teacher performance. These results confirm the importance of the strategic role of school principals in encouraging teacher performance improvement through effective leadership. The implications of this study suggest that schools should focus more on strengthening leadership and developing organizational culture and teacher competencies in an integrated and sustainable manner.

Keywords: Principal's Leadership, Organizational Culture, Teacher Competence, Teacher Performance

1. INTRODUCTION

In today's modern era, education is essential to human life and is the foundation of every society (Adil et al., 2020; Jahantab, 2021; Kanya et al., 2021). The progress of a country is highly dependent on the quality of education and the ability of its people to access information. Therefore, the high level of education will have a major impact on the progress of the country (Li et al., 2024). Teachers are considered a key asset in education by governments and scientists (Alexander et al., 2017). The interaction of teachers and students is very important in supporting the learning and teaching process in the field of education, because it can develop their personalities and gain knowledge (Guilherme, 2019).

In Indonesia, the quality of teacher issues is still a serious concern, especially related to pedagogical abilities, knowledge, and skills (Rosser & Fahmi, 2018). Although the 2022 PISA results show an increase in Indonesia's position globally, its achievements in literacy, science, and mathematics are still below the world average (Salvador & Escote, 2024). One of the main factors causing low achievement is the uneven quality of teachers. This condition is also reflected in various regions, including in Purwokerto, Banyumas Regency, Central Java, which has a number of leading State Junior High Schools such as State Junior High Schools 1, 2, 3, 4, 5, 6, 7, 8 and 9 Purwokerto. These schools have been accredited A and have teachers with S1 qualifications or higher, but still face challenges in improving the overall quality of teacher performance. Therefore, it is crucial to investigate the several elements that influence Purwokerto State Junior High School teachers' performance in order to guarantee that educational quality actually increases uniformly.

The success of teachers in improving performance is also influenced by internal and external influences. One of the aspects that influences the sustainability and long-term success rate of an institution is the leadership of the principal (Estiyani & Hasanah, 2022). Responsible leadership is one of the characteristics of ideal leadership that can contribute to the success of an organization (Sahadi et al., 2020; Coronado-Maldonado & Benitez-Marquez, 2023). Elements like commitment, self-efficacy, and job happiness affect how well teachers perform, and strong principle leadership is crucial (Joo, 2020). The process of using teaching and learning activities to influence educators and learners in a classroom setting, sharing information and skills, cultural exchange, and sharing ideas is known as leadership (Amankwah & Guo-Hua, 2020). Several studies show that a school principal's leadership position has a favorable impact on teacher performance through improving teacher performance (Indajang, Sherly, et al., 2021; Iskandar et al., 2023; Junaris, 2023). However, research conducted by (Hasan, 2017; Yaman, 2020; Gandung, 2019) shows a negative influence on a teacher's performance.

Another factor that is no less important is the competence of teachers, which plays a big role in determining student learning outcomes (Diaconu-Gherasim et al., 2019). Another factor that is no less important is the competence of teachers, which plays a big role in determining student learning outcomes (Bagis et al., 2024; Kanya et al., 2021). Numerous studies indicate that enhancing teacher performance is positively impacted by a teacher's competency (Esteve-Mon et al., 2020; Ifinedo et al., 2020; Purba et al., 2024; Saban et al., 2020), however, research (Ihyamukti, 2024; Wu et al., 2020) demonstrates that a teacher's competence has no bearing on their performance.

It's also believed that organizational culture affects how well teachers perform. The culture and norms that members of an organization adopt define its values and beliefs and contribute to the institution's distinctive identity (Bagis et al., 2020; Robbins & Judge, 2019; Tadesse Bogale & Debela, 2024). Teachers' comfort levels in the institutions where they work can affect their morale and performance (Hai, 2023; Sebastian et al., 2019). On the contrary, the pressure experienced by teachers from various sources will certainly reduce their performance (Erichsen & Reynolds, 2020). Several studies suggest that the implementation of organizational culture in schools has the potential to positively impact a teacher's performance (Afandi & Supeno, 2016; Christin et al., 2023; Hasan, 2017; Indajang, Halim, et al., 2021; Kanya et al., 2021; Rivai et al., 2019; Satata et al., 2022; Yoga Mahardika et al., 2022). However, other study indicates that organizational culture has little effect on raising teacher performance (Atikah & Qomariah, 2021; Purba et al., 2024; Purnama et al., 2024).

Given this context, the purpose of this study is to duplicate the findings of Kanya et al., (2021). The previous study observed high school (SMA) teachers in the Greater Bandung area, while this study focused on junior high school (SMP) teachers in Purwokerto Regency. Furthermore, the methodological approach of this article is more sophisticated than previous research, using structural equation modeling based on partial least squares (PLS-SEM) as opposed to multiple linear regression analysis. By using Goal Setting Theory (GST) as a foundation to understand the dynamics of motivation in improving teacher performance, this research further supports theoretical research. Thus, this study complements the literature by using more advanced analytical approaches and empirical findings that allow critical reflection on organizational factors in the field of education. The impact of organizational culture, teacher competency, and principal leadership on teacher performance is the main emphasis of this study. It is intended that the findings of this study will increase knowledge of the variables influencing junior high school teachers' performance and offer useful assistance to educational institutions in creating policies that will raise educational standards throughout time.

2. LITERATURE REVIEW

Goal Setting Theory

The most widely used theoretical framework for goal-setting interventions is Goal Setting Theory (GST) (Locke & Latham, 2019). The motivation theory known as "goal setting theory" describes how task performance and achieved goals are related (Locke & Latham, 2002). This hypothesis was developed using an inductive methodology that looks at several empirical research from a variety of fields, including business, medicine, sports, and physical activity (Locke & Latham, 1991). A goal is the purpose or aim of an action, while an objective is the ultimate state that an individual is attempting to reach (Locke et al., 1981).

It has been demonstrated that goal-setting interventions grounded in Goal Setting Theory enhance task-related performance, and the theory posits that these effects transpire in four ways (Locke & Latham, 2002). First, goal-setting encourages people to ignore non-essential activities and focus their energy on actions that advance their goals. Second, setting goals energizes people and motivates them to work to achieve them. Third, persistence is influenced by purpose; More difficult goals require more work. Lastly, reaching objectives makes it simple to identify and develop task-relevant techniques (Jeong et al., 2023).

Principal's Leadership on Teacher Performance

The principal's position is crucial in helping instructors become more effective (Hasanah et al., 2023; Zahriani et al., 2021). Among these efforts is the implementation of academic supervision, one of the three primary responsibilities of administrators who have direct interaction with instructors (Rafli et al., 2021). The first stage in this vital advanced function is planning, organizing, and implementing programs, program management, school program evaluation, and preparation of action plans. In addition to serving as a supervisor, the principal's duties also include school management and administration (Maryati et al., 2020). Given the complexity, a principal must be someone who is competent, insightful, resilient, and has leadership traits that encourage the development of a peaceful and joyful learning atmosphere in the classroom (Saputra & Hidayati, 2024). This is consistent with studies that demonstrate how school principals' leadership greatly and favorably affects teacher performance (Indajang, Halim, et al., 2021; Iskandar et al., 2023; Junaris, 2023).

H1: The Principal's leadership has a positive and significant effect on teacher performance

Organizational Culture on Teacher Performance

A strong culture can affect how well a person performs even in a competitive environment, sometimes even more than other factors such as organizational structure, leadership, and financial analysis tools (Rivai et al., 2019). An organizational culture that is adaptive enough to change over time can improve performance. A strong organizational culture will allow the company to provide all the guarantees teachers need to expand, develop, and promote the school, claim Kottler and Heskett (1997). It's important to start educating instructors about company culture from an early age. They have a variety of expectations and traits when they first start working. Employees will assimilate the company's culture through onboarding, training, and customization (Dang et al., 2021). This will further develop into a group culture and, eventually, a personal culture. Teachers will have a sense of belonging, unity, and freedom to work at the highest level if the process of assimilating organizational culture into personal culture is successful. Teachers and institutions alike benefit from this situation. According to research findings by (Afandi & Supeno, 2016; Christin et al., 2023; Hasan, 2017; Indajang, Halim, et al., 2021; Kanya et al., 2021; Rivai et al., 2019; Satata et al.,

2022; Yoga Mahardika et al., 2022), Organizational culture and teacher performance are significantly and favorably correlated.

H2: Organizational Culture has a positive and significant effect on teacher performance

Teacher Competence to Teacher Performance

Teachers are an important and vital component that must be prioritized because they are closely related to all other components of the education system. Especially in the formal classroom environment, teachers have a great influence on students' academic development (Delos Reyes & Torio, 2021; Shanks et al., 2017). Students' achievement is also influenced by teachers, particularly during the teaching and learning process. According to previous research, instructors have a responsibility to help this nation reach its full potential. This is a noble but difficult undertaking. Therefore, teachers who have the necessary abilities for their duties and responsibilities as educators are very important. Instructors are the factors that have the greatest influence on the development process and superior educational outcomes. Therefore, without the assistance of a competent and professional infrastructure, any reform project that seeks to raise the standard of education would not function as intended (Lavoué et al., 2018). Maba (2017) and Nurhattati et al. (2020) define good teacher performance as when a teacher possesses the requisite abilities, background, integrity, competence, drive, accountability, and enthusiasm to achieve the goal of implementing a predetermined plan. A number of studies (Esteve-Mon et al., 2020; Ifinedo et al., 2020; Purba et al., 2024; Saban et al., 2020) have found that teacher competence has a positive impact on their performance.

H3: Teacher competence has a positive and significant effect on teacher performance.

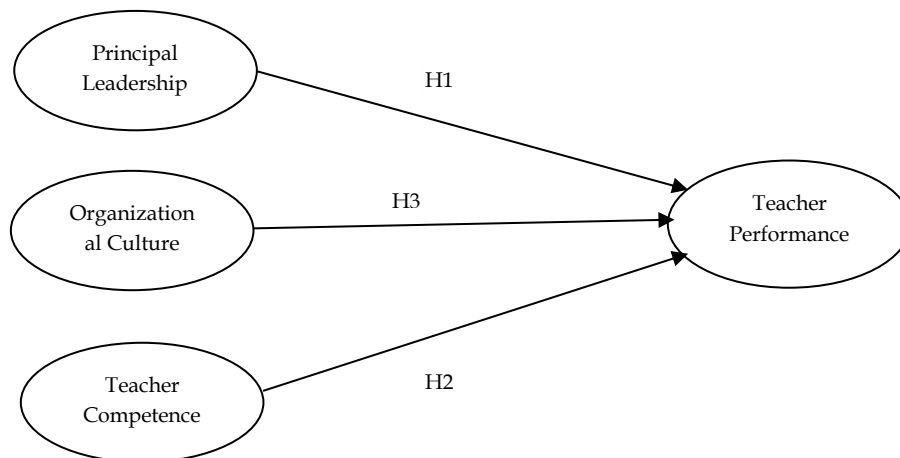


Figure 1. Conceptual framework

3. METHODOLOGY

This study employs a quantitative methodology to determine whether organizational culture, teacher competence, principal leadership, and teacher performance are statistically correlated (Sugiyono, 2018). This study uses original data obtained directly. A questionnaire is employed as the data collection tool that contains statements or questions about the organizational culture, teacher performance, competence, and leadership of the principal. Teachers who participated in the survey were given questionnaires that were distributed online using Google forms.

Teachers who work at Banyumas Regency's State Junior High Schools make up the study's population. The author distributed a questionnaire to 350 State Junior High School teachers in four sub-districts in Banyumas Regency: South Purwokerto, East Purwokerto, West Purwokerto, and North Purwokerto (dapo.dikdasmen.go.id, 2025) to test the hypothesis. The sampling strategy employed in this investigation is a convenience sampling technique with a probabilistic sample strategy (Suliyanto, 2018). Using the Likert scale, each respondent's answer choice is given a value or weight and arranged in several steps (Sugiyono, 2018:152). Thus, the sample used in this study amounted to 190 respondents. The Partial Least Squares (PLS) analysis program version 3.0 and the Structural Equation Model (SEM) analysis tool were used in this study (Hair et al., 2017).

In this study, the Leadership of School Principals is measured with 22 indicator items and is compiled based on the following parameters found in Minister of National Education Regulation Number 16 of 2007 : i) educator, ii) manager, iii) administrator, iv) supervisor, v) leader, vi) innovator, vii) motivator. Organizational culture is measured by 19 indicator items with dimensions: i) behavioral rules, ii) norms, iii) belief values, iv) philosophy, v) terms and conditions, and vi) organizational climate. Teacher competence is measured by 16 indicator items and prepared based on the Regulation of the Minister of National Education Number 16 of 2007 with the following dimensions: i) pedagogic competence, ii) personality competence, iii) social competence, iv) professional competence. In addition, teacher performance is measured by 15 indicator items and compiled based on the Decree of the Minister of Education Number 14 of 2005 and consists of 15 indicators with dimensions: i) educate, ii) teach, iii) guide, iv) train, v) direct, vi) assess, and vii) evaluate.

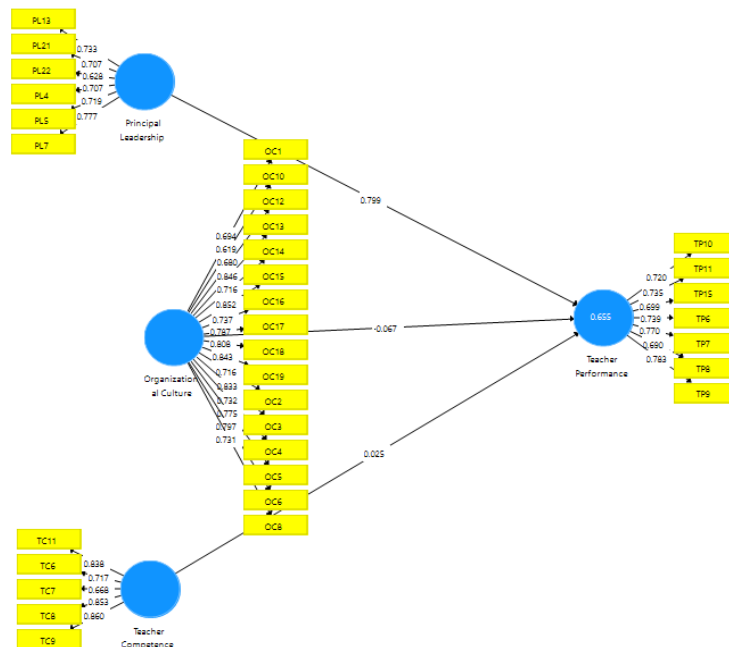
4. RESULTS AND DISCUSSION

This study uses the Partial Least Square (PLS), to find answers to hypotheses that are basically predictive. PLS is used to reduce the residual variance of dependent variables when expressing parameter models (I. Ghazali & Latan, 2015). State junior high school instructors in the four subdistricts of Banyumas Regency South Purwokerto, East Purwokerto, West Purwokerto, and North Purwokerto were subject to restrictions in this study. In this study, respondents filled out 190 questionnaires that were distributed online through google form. All questionnaire data has been collected and prepared for analysis, with a 100% response rate.

Characteristics of Respondents

According to the data collected from the respondents, women make up the majority of respondents (55.00%), while men make up as much as 45.00%. Meanwhile, the age of respondents was mostly 30-39 years old, which was 56.00%, this shows that this age range is a productive and adaptive career phase. Teachers at this age tend to be very enthusiastic and open to innovation. Therefore, to direct the potential of the principal, active and inspirational leadership is essential. Morale and better results in the company are influenced by a friendly work environment and a fair compensation system. To maximize teacher performance at productive age, these three components support each other. The last formal education of the majority of respondents was Bachelor (S1) with a total of 97.92%.

Structural Model



Picture 2. Structural Model

Partial Least Squares (PLS) analysis is carried out in three rounds. In the first and second rounds, several indicators showed a loading factor value below 0.6 (Ghozali, 2015), So a re-analysis is needed in the third stage.

Uji Outer Model

Table 1. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Reliabilitas Komposit	Rata-rata Varians Diekstrak (AVE)
Organizational Culture	0.958	0.868	0.957	0.583
Principal Leadership	0.806	0.814	0.861	0.509
Teacher Competence	0.857	0.901	0.892	0.626
Teacher Performance	0.857	0.860	0.891	0.539

Sumber :

The analysis's findings demonstrate that every construct in the study model exhibits adequate measurement quality in terms of reliability and convergent validity. This can be seen from the value of Cronbach's Alpha and Composite Reliability coefficients for each major variable that is above the minimum threshold of 0.70 (Hair et al., 2017), which reflects the instrument's high internal consistency. Furthermore, the analysis's findings showed that the Average Variance Extracted (AVE) value was greater than > 0.5 . (Fornell & Larcker, 1981). In order for this research model to be utilized with a high degree of confidence in the quality of the data to further investigate the association between variables.

Test Inner Model**Table 2.** R Square

	R Square	Adjusted R Square
Teacher Performance	0.655	0.649

The model's independent variables—the principal's leadership, organizational culture, and perceived teacher competence—can account for roughly 64.9% of the variation in teacher performance, according to the Adjusted R Square value of 0.649, which is based on the analysis results shown in Table 2. Stated otherwise, this model demonstrated a rather strong capacity to describe the factors influencing teacher performance, with the remaining 35.1% being influenced by variables not included in the model.

Table 3. Path Coefficients

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (O/STDEV)	P Values
Organizational Culture -> Teacher Performance	-0.067	-0.061	0.071	0.936	0.350
Principal Leadership -> Teacher Performance	0.799	0.760	0.109	7.329	0.000
Teacher Competence -> Teacher Performance	0.025	0.037	0.057	0.447	0.655

Based on table 3's analytical findings. The p-value of $0.350 > 0.05$ indicates that the association between organizational culture and teacher performance is not significant, and the comparatively small coefficient (-0.067) suggests that organizational culture has a very high negative effect on teacher performance. Furthermore, there is a positive coefficient (0.799) This demonstrates that the leadership of the principle has a very high positive coefficient on teacher performance, and the p-value of $0.000 < 0.05$ indicates that the association is significant. In addition, teacher competence has a relatively small coefficient (0.025) This shows that teacher performance and teacher competence have a weakly positive correlation, but the p-value of $0.655 > 0.05$ suggests that the association is not significant.

Discussion**Principal's Leadership on Teacher Performance**

Based on the study's findings, it was discovered that school administrators' leadership significantly and favorably influences teacher performance. So the first hypothesis in this study was accepted. This shows that the quality of leadership applied by the principal is directly correlated with the effectiveness of teachers in carrying out their professional duties in school (Kanya et al., 2021). Principals who are able to show communicative, visionary, and supportive leadership will create a conducive work atmosphere and encourage teachers to work more optimally (Sofia et al., 2023). According to Kreitner and Angelo (2014), good leadership will inspire its followers to have motivation and the ability to take meaningful actions. The performance of subordinates will improve as a result. The leadership style that schools employ has a significant impact on teacher performance as well; prior studies have demonstrated a

favorable correlation between teacher performance and transformational or democratic leadership styles (Shabana Akhtar & Naeem Akhtar, 2024). The performance of its members will improve when there is strong leadership combined with organizational management skills (Purba et al., 2024). The results of this study are in line with research from (Indajang, Halim, et al., 2021; Iskandar et al., 2023; Junaris, 2023) It demonstrates the findings that the degree of teacher performance can be impacted by the principal's positive leadership.

Organizational Culture on Teacher Performance

The study's hypothesis is denied because organizational culture variables have a negative and negligible impact on teacher performance, according to the data analysis results. This indicates that in the context of the educational institutions studied, organizational culture has not been able to play a role as a factor that supports improving teacher performance (Akase et al., 2025). The direction of negative influence indicates a tendency that the higher the teacher's perception of the prevailing organizational culture, the more likely it is to decrease in performance, although statistically the relationship is not strong enough to be considered meaningful.

The absence of this significant influence can be interpreted as that teachers' performance is more influenced by other factors that are more real and directly felt, such as leadership patterns, motivational encouragement from within, and the availability of supporting facilities in the learning process (Bumay et al., 2023). In addition, another possibility that arises is that the cultural values of the organization have not been fully embedded and implemented in the daily professional activities of teachers, so they have not been able to have a real impact on their performance. Therefore, with the active involvement of all school components, deliberate initiatives are required to enhance the organizational culture and ensure that these values are consistently integrated into school operational policies and practices, in order to contribute optimally to improving the quality of teacher performance. These results are consistent with a number of research (Purnama et al., 2024) which claims that, in the absence of strong leadership and the backing of a standardized work system, organizational culture does not always significantly improve teacher effectiveness. Thus, it is important for the school not only to shape the organizational culture normatively, but also to ensure that the values developed are truly a reference in behavior, decision-making, and interaction patterns between school residents. This study aligns with findings from (Atikah & Qomariah, 2021; Purba et al., 2024; Purnama et al., 2024) which shows a negative and insignificant influence on teacher performance.

Teacher Competence to Teacher Performance

The study's conclusions show that teacher competency is positively related to performance, but this effect is not statistically significant. A positive relationship direction reflects a tendency that increased competence is followed by improved performance (Ifinedo et al., 2020). Although the strength of these relationships is not enough to be empirically meaningful in the context of this study. This shows that competence, although important, has not yet become a dominant factor in determining teachers' work performance under the conditions studied.

Another possibility that can explain this result is that teachers' competencies have not been fully optimized due to other obstacles, both in terms of work environment, administrative burden, and inadequate institutional support. Competent teachers do not always show high performance if they are not supported by a performance evaluation system, proportionate incentives, and a conducive work environment. Therefore, creating a supportive work environment and an institutional framework that allows for the full utilization of competencies

must go hand in hand with the plan to enhance teacher performance. These findings are in line with research from (Esteve-Mon et al., 2020; Ifinedo et al., 2020; Purba et al., 2024; Saban et al., 2020) It claims that teacher performance is positively impacted by teacher competency.

5. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the leadership of the principal is a factor that has a positive and significant influence on teacher performance. This shows that the effectiveness of the leadership carried out by the principal plays an important role in creating a work environment that supports and motivates teachers to improve their professional performance. It has been demonstrated that a leadership style that is visionary, communicative, and interactive actually affects how well teachers perform in the classroom.

On the other hand, although neither is statistically significant, organizational culture and teacher competency have both positive and negative relationships with teacher performance. These findings indicate that in the context of the educational institutions studied, these two variables have not made a strong enough contribution to improving teacher performance. Organizational culture may not have been thoroughly internalized in teachers' work activities, while their competencies have not been fully maximized due to limited structural support and work environment. Therefore, improving teacher performance requires not only strengthening leadership aspects, but also systemic improvement of the implementation of organizational culture and optimizing the use of teacher competencies in learning practices.

Implication

Enhancing school administrators' leadership abilities is a strategic priority in attempts to raise the caliber of teacher performance, according to this result, which has practical consequences for policymakers and school administration. In addition, institutional interventions are needed to build an organizational culture that is not only normative, but also applicable and integrated in teachers' daily work practices. In terms of competence, teacher training and professional development must be supported by relevant mentoring and incentive systems so that these competencies can be optimally actualized in teaching tasks.

Limitations

There are some limitations to this research that should be noted. First, the study's scope is restricted to specific educational units, so generalization of results needs to be done with caution. Second, the quantitative approach used has not explored in depth the contextual dynamics or subjective perceptions of teachers related to the variables studied. To provide a more thorough and in-depth picture of the elements influencing teacher effectiveness, more research is advised that employs a qualitative or mixed method and expands the sample and context.

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