

The Influence of Perceptions of Principal Leadership Style and Organizational Culture on Teacher Performance: A Survey of Public Junior High Schools in East Jakarta

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Abstract

This study aims to investigate the influence of perceptions of principal leadership style and organizational culture on teacher performance, as well as the individual effects of each variable. Conducted at public junior high schools in East Jakarta, this research employed a quantitative correlational approach, utilizing questionnaires for data collection. The sample comprised 133 teachers from five selected public schools, representing approximately 5% of the total teacher population in the region. The findings reveal that: (1) perceptions of leadership style and organizational culture jointly influence teacher performance, as indicated by a significance value of $0.000 < 0.05$ and an F-value of $63.192 > 3.07$; (2) perceptions of principal leadership style significantly influence teacher performance, with a t-value of $6.567 > 1.656$ and a significance value of $0.000 < 0.05$; and (3) organizational culture significantly affects teacher performance, evidenced by a t-value of $6.461 > 1.656$ and a significance value of $0.000 < 0.05$.

Keywords: teacher performance; principal leadership style; organizational culture.

Introduction

Education plays a pivotal role in shaping human character and fostering social interaction, serving as a foundation for national identity and development. As Dodi (2019:121) argues, education functions as a critical driver of advancement in all facets of human life, economic, technological, security, skills, social, and cultural—and must be anchored in moral values to confront both internal and external challenges effectively.

In practice, teachers are the front-liners of educational implementation. Their performance is central to achieving educational goals. The strategic role of teachers is recognized in Indonesian Law No. 14 of 2005, Article 1, which defines a teacher as a professional educator responsible for instructing, guiding, directing, training, assessing, and evaluating students in

early childhood, primary, and secondary education. Accordingly, teacher performance is crucial for fostering the nation's golden generation as Indonesia approaches its centennial of independence.

According to Susanto (2013:211), several external factors influence teacher performance, notably the principal's leadership style, teacher competence, and work motivation. These factors have a complex impact on both the quality and quantity of educational outcomes. Leadership styles, rooted in a principal's character and disposition, vary across schools and play a crucial role in shaping teacher behavior and instructional methods.

Within any organizational structure, including schools, each member plays a distinct yet interconnected role in advancing institutional goals. Effective leadership is needed to bridge potential gaps between superiors and

subordinates, thus fostering increased efficiency and collaborative performance. Principals are expected to not only manage but also inspire their staff to achieve optimal results.

Claudia (2022:199) emphasized in her research that both principal leadership style and organizational culture significantly and positively influence teacher performance. These factors are strongly correlated, suggesting that the quality of school leadership and organizational culture directly impacts the quality of teaching. In a similar vein, Lumban Gaol (2017:214) highlighted that leadership and school reform in Indonesia are crucial yet underrepresented in academic literature, pointing to a need for further theoretical exploration and practical implementation in educational management.

Data from the Central Bureau of Statistics (2022) indicates that there are 10,115 public junior high school teachers in DKI Jakarta. This substantial figure underlines the need to maintain quality in educational leadership and teacher performance, given the proportional expectations tied to their quantity.

Previous research by Claudia (2022) on a foundation-based school found that both leadership style and organizational culture positively influence teacher performance individually and simultaneously. Similarly, Gulo, Nadeak, & Tampubolon (2021) confirmed that leadership style and organizational culture significantly contribute to teacher performance in public junior high schools in West Nias, both collectively and independently.

In essence, teacher performance is integral to achieving educational objectives, particularly in preparing students to be competent, ethical, and globally competitive. However, this performance is shaped not only by internal qualities but also by external influences, including leadership and organizational dynamics.

This research addresses a gap in studies that comprehensively examine how teachers' perceptions of principal leadership styles and organizational culture relate to their performance, specifically in the context of public junior high schools in East Jakarta. Given the strategic role of teachers, a nuanced understanding of these factors is crucial for improving educational management and

promoting teacher effectiveness through appropriate leadership and cultural support.

Method

This study was conducted from February to July 2024 in East Jakarta. It employed a quantitative approach using a causal-comparative (causal) design. According to Hermawan (2019), quantitative research is grounded in positivist philosophy and emphasizes objective phenomena that are analyzed statistically. Data collection for the independent variables (X_1 : perceptions of principal leadership style, and X_2 : organizational culture) was conducted using questionnaires, while teacher performance data (Y variable) was evaluated by school principals, who hold the authority to assess their teachers' performance.

The population of this study comprised all civil servant teachers (ASN) working in public junior high schools (SMP Negeri) in East Jakarta, totaling 2,654 teachers across 94 schools, each with a minimum of two years of service. The sampling technique used was proportional percentage sampling, set at 5%, resulting in:

- **Schools:** $5\% \times 94 = 4.7 \rightarrow$ rounded to 5 schools
- **Teachers:** $5\% \times 2,654 = 132.7 \rightarrow$ rounded to 133 teachers

Thus, the final sample consisted of 133 teachers from five selected schools, namely:

1. SMPN 9 Jakarta
2. SMPN 91 Jakarta
3. SMPN 106 Jakarta
4. SMPN 184 Jakarta
5. SMPN 251 Jakarta

The detailed sampling distribution is presented below:

Table 1. Sampling Technique

No.	School Name	Total Teachers	Sampling Proportion	Sample Size
1	SMPN 9 Jakarta	55	50%	28
2	SMPN 91 Jakarta	51	50%	26
3	SMPN 106 Jakarta	52	50%	26
4	SMPN 184 Jakarta	53	50%	27
5	SMPN 251 Jakarta	51	50%	26
	Total	—	—	133

Source: Primary Data, 2024

Data analysis techniques applied in this research included descriptive statistical analysis, multiple regression analysis, correlation coefficient analysis, coefficient of determination analysis, and hypothesis testing. Prior to hypothesis testing, classical assumption tests were conducted to minimize bias and ensure the validity of conclusions. These tests included normality, heteroscedasticity, linearity, and autocorrelation checks.

All statistical analyses were performed using SPSS version 26, which was also utilized to conduct hypothesis testing in this study.

Results and Discussion

Results

Before conducting inferential statistical tests, a classical assumption test was carried out to ensure the validity of the regression analysis. The results are summarized in Table 1.

Table 1. Classical Assumption Test Results

No	Type of Test	Result
1	Normality	Passed normality test
2	Linearity	Passed linearity test
3	Heteroscedasticity	Passed heteroscedasticity test
4	Multicollinearity	Passed multicollinearity test

Source: Primary Data, 2024

As shown in Table 1, all four assumptions were met. The data are normally distributed, linear, homoscedastic, and free from multicollinearity problems. These findings indicate that the regression model is appropriate and that further hypothesis testing can be performed with minimized risk of statistical bias.

Descriptive statistics were used to provide an overview of each variable's distribution, including teacher performance, perception of principal leadership style, and organizational culture.

Table 2. Descriptive Statistics

Variable	N	Mean	Median	Mode	Std. Deviation	Min	Max	Sum
Teacher Performance	133	102.53	104	106	9.530	82	120	13,637
Principal Leadership Style Perception	133	110.86	111	113	8.190	91	130	14,745
Organizational Culture	133	93.97	94	93	7.778	76	115	12,498

Source: Primary Data, 2024

The data indicate that the average teacher performance score was 102.53, which is categorized as high. With a standard deviation of 9.53, the distribution shows moderate variability. The mode (106) and median (104) are close to the mean, suggesting a balanced and representative distribution.

Similarly, the mean score for the perception of principal leadership style was 110.86, with a standard deviation of 8.19, suggesting that most respondents had a favorable perception of their principal's leadership style. The organizational culture variable had a mean of 93.97 and a standard deviation of 7.778, also reflecting a generally positive and consistent perception among teachers.

To assess the predictive strength of the independent variables on teacher performance, a multiple regression analysis was conducted. The results are shown in Table 3.

Table 3. Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.702	0.493	0.485	6.838

Source: Primary Data, 2024

The model demonstrates a strong correlation ($R = 0.702$) and explains 49.3% of the variance in teacher performance ($R^2 = 0.493$), indicating that nearly half of teacher performance can be accounted for by the combined influence of leadership style perception and organizational culture.

The results of the F-test (ANOVA) further confirm the significance of the model:

Table 4. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5909.982	2	2954.991	63.192	0.000
Residual	6079.115	130	46.762		
Total	11,989.098	132			

Source: Primary Data, 2024

With an F-value of 63.192 and a significance level of 0.000 (< 0.05), the regression model is statistically significant, confirming that the combined predictors have a meaningful influence on teacher performance.

The individual contribution of each predictor variable is presented in Table 5.

Table 5. Coefficients

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	-2.674	9.403	—	-0.284	0.777
Principal Leadership Style Perception	0.505	0.077	0.434	6.567	0.000
Organizational Culture	0.523	0.081	0.427	6.461	0.000

Source: Primary Data, 2024

The coefficient for principal leadership style perception ($\beta = 0.434$, $t = 6.567$, $p < 0.001$) indicates a statistically significant positive influence on teacher performance. Likewise, organizational culture ($\beta = 0.427$, $t = 6.461$, $p < 0.001$) also has a significant positive impact.

In summary:

- Hypothesis 1 is accepted: perceptions of principal leadership style and organizational culture together significantly influence teacher performance.
- Hypothesis 2 is accepted: perception of principal leadership style has a significant independent effect on teacher performance.
- Hypothesis 3 is accepted: organizational culture independently influences teacher performance in a significant and positive manner.

Discussion

The findings of this study provide empirical evidence supporting the significant role of both principal leadership style and organizational culture in shaping teacher performance within public junior high schools in East Jakarta. This section discusses the implications of each hypothesis in the context of prior literature and educational practice.

The regression analysis revealed that the perception of principal leadership style and organizational culture collectively contributed to 49.3% of the variance in teacher performance (see Table 3). The F-test result ($F = 63.192$, $p < 0.001$) confirms that this joint effect is statistically significant.

This finding aligns with the theoretical framework asserting that organizational outcomes, particularly in educational settings, are not solely the result of individual teacher competencies but are also shaped by leadership dynamics and institutional climate. The result supports Claudia's (2022) conclusion that leadership style and organizational culture significantly and positively impact teacher performance. Moreover, Handayani and Rasyid (2015) emphasized that principals play a micro-level managerial role in coordinating and directing teaching processes, which in turn directly influences teacher outcomes.

In this context, the principal serves not only as a manager but also as a leader who shapes the school's cultural ecosystem. An effective principal who cultivates a shared vision, nurtures collaboration, and upholds accountability will naturally foster a positive school culture. Such a culture empowers teachers, enhances morale, and supports instructional quality.

The study found that the perception of principal leadership style significantly influences teacher performance ($t = 6.567$, $p < 0.001$). This supports previous research by Yunita (2014), which showed that effective leadership contributes to more than 80% of performance improvement in high schools, and Rachmawati (2013), who identified a direct correlation between principal leadership and teacher productivity.

These results underscore the importance of how leadership is perceived by teachers. A principal who adopts a participative, instructional, or transformational leadership style tends to inspire confidence and motivate staff. As Wahab (2019) argues, effective leadership is about influencing, directing, and encouraging individuals to perform at their best under diverse conditions.

The implication is clear: when principals are perceived as supportive, strategic, and visionary, teachers are more likely to exhibit commitment,

resilience, and innovation in the classroom. Leadership perception thus functions as a catalyst that shapes how teachers respond to institutional goals and expectations.

The data analysis also confirmed a significant effect of organizational culture on teacher performance ($t = 6.461$, $p < 0.001$), in line with previous studies by Febriana et al. (2018), which found that a strong organizational culture enhances individual motivation and work efficiency.

Organizational culture reflects the shared values, norms, and practices that guide behavior within the school. A culture that promotes innovation, collaboration, mutual respect, and continuous improvement provides a psychologically safe and professionally enriching environment for teachers. This culture enables teachers to navigate challenges, adapt to change, and continuously enhance their practice.

Davidson (2007) notes that organizational culture affects employee performance either positively or negatively, depending on how well individuals identify with the values and expectations of the organization. In the case of schools, when a culture fosters professionalism, trust, and learning, teachers are more likely to take initiative, engage with their students meaningfully, and contribute to institutional growth.

Conclusions

Based on the statistical analyses and discussion of the findings, this study concludes that perceptions of principal leadership style and organizational culture significantly influence teacher performance in public junior high schools in East Jakarta. Specifically, the following conclusions can be drawn:

First, both the perception of the principal's leadership style and organizational culture jointly have a statistically significant and positive effect on teacher performance. This is evidenced by the F-value of 63.192 and a significance level of 0.000, indicating that nearly half (49.3%) of the variance in teacher performance can be explained by these two variables. This finding highlights the importance of integrated school leadership and a positive institutional culture in achieving professional teaching excellence.

Second, the perception of the principal's leadership style independently influences teacher performance. A principal's approach to leadership, whether participative, transformational, or instructional, can shape the professional motivation, autonomy, and engagement of teachers. Effective school leadership thus serves as a structural and psychological driver of teacher performance.

Third, organizational culture also exerts a strong and independent influence on teacher performance. Schools characterized by shared values, collegiality, trust, and innovation tend to create an environment where teachers are more committed, collaborative, and productive. The presence of such a culture can sustain high performance even amidst limited resources or external pressures.

These findings reaffirm the view that improving teacher performance requires more than just professional development. It also demands attention to the systemic conditions, leadership and culture under which teachers operate.

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