

The Influence of Leadership Style on Organizational Culture at SMA Negeri 3 Muaro Jambi

Suryadi¹, Mohamad Muspawi¹, K. A. Rahman¹
Universitas Jambi, Jambi, Indonesia

Corresponding author e-mail: Yadit@Live.com

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Abstract: The purpose of this research is to examine the potential impact of the principal's leadership style on organizational culture at SMA Negeri 3 Muaro Jambi. Participants in this research consisted of all 47 teachers at the school, with data collected through questionnaires and documentation. To ensure the accuracy and precision of analysis, use the SPSS application for data analysis. The findings of this research show that there is a significant relationship between the principal's leadership style and organizational culture, as evidenced by the correlation coefficient and significance value (sig) of less than 0.05. The t test further confirms the significance of the coefficient thereby providing further evidence of a significant relationship between the principal's leadership style and organizational culture at SMA Negeri 3 Muaro Jambi. In conclusion, this research emphasizes the important and noteworthy role of leadership style in shaping organizational culture. The uniqueness of this research lies in confirming the influence of leadership style on organizational culture at SMA 3 Muaro Jambi, thereby contributing to a deeper understanding in the educational institutional context.

Keywords: Leadership Style, Organizational Culture, SMA Negeri 3 Muaro Jambi

A. Introduction

In the context of educational institutions, the leadership of the school principal plays a central role in guiding and directing the development of the institution. One important aspect that needs to be considered is how the principal's leadership style can shape and influence the school's organizational culture. School organizational culture includes values, norms and patterns of behavior that form the basis for carrying out educational activities. Therefore, research on the influence of the principal's leadership style on school organizational culture is very important.

The importance of leadership style in shaping school organizational culture shows the complexity of the internal dynamics of educational institutions. A number of studies have highlighted that the right leadership style can stimulate innovation in research (Sembiring et al., 2024) showing leadership that inspires, supports, and models innovation can have a significant impact on an organization's ability to create

and implement innovation, research (Fauzi et al., 2023) which states that the better the leaders' leadership style, the more work motivation will increase. Furthermore, research (Rosalina & Wati, 2020) shows that there is a relationship between leadership style and work discipline and work discipline and employee performance is proven to have a significant influence. positive and significant. Conversely, when leaders are ineffective or fail to meet institutional requirements, this can lead to imbalance and tension in the organizational culture. Therefore, it is very important to have a comprehensive understanding of how the principal's leadership style influences the school's organizational culture to maximize performance and successfully achieve educational goals.

The purpose of this research is to introduce a new perspective on the impact of principal leadership styles on organizational culture in schools. In contrast to previous research, this research aims to explore further than the conventional dimensions of leadership style and explore aspects of emotional involvement and collective intelligence. Thus, this research will expand our understanding of how principals' leadership styles influence school organizational culture, enabling the exploration of innovative concepts that can enhance the growth and progress of educational institutions.

In the development of society and the country, education is one of the keys. In this sector, schools act as the main institutions that contribute to the development of individual potential and create quality citizens. How a school operates and interacts with its stakeholders is greatly influenced by the organizational culture within it. Organizational culture in schools includes values, norms, and practices that form a unique learning environment. This culture affects not only teachers and school staff, but also students, parents, and the surrounding community. In this context, the role of a school principal as the main leader in the school becomes very important. According to (Santosa et al., 2019) organizational culture influences the norms of behavior applied to members of the organization, determining what is permitted and prohibited. Organizational culture also shapes the way organizational members behave and interact, and has a significant impact on the way they work.

The role of organizational culture in determining the growth of an organization cannot be underestimated. When organizational culture in an organization is able to stimulate the enthusiasm of its members, it will have an impact on improving organizational performance. This performance improvement is achieved through the support and dedication of individuals within the organization (Prayoga & Yuniati, 2019). Therefore, it is clear that organizational culture plays an important role in influencing individual performance. Furthermore, the impact of organizational culture extends to teachers' attitudes, behavior and performance in the workplace. When an organization has a positive and conducive culture, it will influence the way teachers carry out their duties. A strong organizational culture in schools is very important because it helps guide teachers, staff and students, resulting in better work

outcomes and providing a sense of certainty and direction for growth and development.

The importance of human resources in achieving organizational goals cannot be overstated. Human resources play an active role in expediting various activities in an organization. The success of these activities, both in the fields of physical and non-physical development, is very dependent on the quality of human resources. To create quality human resources, educational institutions act as providers of formal education. These institutions encourage innovation in learning, thereby increasing student participation in school. As stated by (Irawan & Haryani, 2023), teachers must continue to innovate and bring new approaches to the classroom. By doing this, schools gain public trust in preparing and educating the next generation. This is important so that this nation remains able to compete on the global stage, where social activities are increasingly influenced by global competition. Continuous efforts are needed to improve the quality of human resources, ensuring that future generations have good competence and readiness. The quality of education in turn depends on the readiness and ability of the human resources involved in the educational process.

Leadership style is how a leader acts and behaves towards the people he leads. This includes the things they do that we can see and the things they think or feel inside themselves, (Maryani et al., 2020). A leader's style shows how much confidence he has in the skills and abilities of the people he leads. This is like a way of doing things and making decisions that comes from their thoughts, abilities and feelings towards the people they lead.

In an organization, the importance of the leadership factor cannot be overstated, because the leader is responsible for guiding and directing the organization towards its goals. Leadership has a major influence on the function and longevity of a company. A leader has the power to greatly influence the realization of company goals. A commendable leader is a leader who has the ability to influence and guide his subordinates towards achieving organizational goals. An effective leadership style includes the ability to influence, motivate, direct and mobilize individuals under one's responsibility based on existing circumstances and conditions, thereby fostering a culture of enthusiastic dedication to achieving organizational goals.

The importance of leadership factors cannot be underestimated in an organization, because it is the leader who holds the responsibility to guide and direct the organization towards its goals. According to (Supandi, 2023) leadership plays an important role in the function and sustainability of a company. The influence of a leader is very important in achieving company goals. A skilled leader has the ability to exert influence and effectively guide his or her subordinates toward desired outcomes. An effective leadership style includes the ability to influence, motivate, direct and mobilize individuals according to various situations and circumstances, so

as to instill a sense of enthusiasm and dedication in employees to achieve organizational goals.

The principal acts as a leading figure in the school, assuming great responsibility in managing various aspects of the institution and actively contributing to the overall goals, vision and mission of the institution. The leadership approach implemented by a school principal has a huge influence on the organizational culture in the school. A skilled and effective leadership style has the innate ability to uplift and inspire dedicated staff members, foster high levels of motivation and foster an atmosphere conducive to effective learning. Conversely, a leadership style that is ineffective or inappropriate to a school's unique needs can trigger disharmony and instability in the organizational culture, thereby negatively impacting the functioning of the institution as a whole.

However, despite the important role that principals play in shaping organizational culture in educational institutions, there remains a marked lack in our comprehensive understanding of how their leadership styles specifically impact the dynamics of organizational culture in various school settings. Several studies have provided evidence to suggest that strong and efficient leadership plays an important role in fostering a positive and inclusive school culture. However, there are also a number of studies that highlight significant differences in the influence of leadership style, which depend on contextual factors.

Diverse school contexts, such as school type (e.g., public, private, or religious school), student demographics, and community social environment, can influence how a principal's leadership style interacts with organizational culture. In addition, rapid developments in technology and social change can also influence leadership dynamics and organizational culture in schools. Additional investigation is needed to gain a more comprehensive understanding of the impact of principal leadership styles on organizational culture in modern educational institutions. This investigation must consider a variety of specific and contextual elements that may play an important role in shaping these dynamics.

By gaining a deeper understanding of how different principal leadership styles impact the overall organizational culture in various educational settings, we can further explore and analyze the complex dynamics that exist between these two important elements, we can identify effective strategies to improve a positive organizational culture, which in turn will contribute to improving the quality of education and developing student potential. This research aims to address the lack of understanding of the impact of principal leadership styles on organizational culture in various types of schools and educational environments.

B. Methods

The main goal of this research is to gain a comprehensive understanding of the current state of affairs and individual perspectives relating to the research subject. Specifically, this research focuses on examining how the principal's leadership style influences the overall school culture at SMA Negeri 3 Muaro Jambi. The research sample consisted of 47 teachers covering the entire target population. Questionnaires and documentation were used as data collection tools, and the information collected was analyzed using the Pearson Product Moment Correlation formula. To ensure the accuracy and precision of the results, the SPSS application was used during the analysis process. The research approach used in this study is based on a quantitative methodology that is in line with the positivist research philosophy. To collect data, various research tools were used, and subsequent data analysis was carried out using statistical techniques and quantitative methods. The main aim of this analysis is to test previously established hypotheses and obtain meaningful conclusions from the findings obtained (Sugiyono, 2012).

C. Results and Discussion

Description of Principal Leadership Style and Organizational Culture

Leadership style variability data was collected from 47 individuals using a Likert scale questionnaire consisting of 5 alternative answers. After analyzing the collected data, it was discovered that the highest level of leadership style that could be achieved was 167, while the lowest value recorded was 112. Additionally, the calculated average value, also called the mean, was found to be 135.2. The leadership style of the principal of SMA Negeri 3 Muaro Jambi is determined to have a standard deviation of 12.5. To better understand the distribution of the data, a frequency distribution table was created based on the mean and standard deviation. The following table provides a visual depiction of the distribution of leadership styles among respondents.

Table 1. The Distribution of Respondents' Achievement Level of Leadership Style

Percentage of Achievement	Frequency	Percentage (%)	Criteria
90 % - 100 %	10	21,3	Very good
80 % - 89%	20	42,6	Good
65 % - 79%	15	31,9	Good enough
55 % - 64%	2	4,3	Not so good
0 % - 54%	0	0,0	Not good
Total	47	100,0	

Source: Primary Data 2023 (Processed)

In the highest category labeled “Very Good”, 10 teachers (21.3% of the total) rated the leadership style in the 90-100% interval. This shows that some teachers have a very positive perception of the principal’s leadership abilities. Moving on to the next category, labeled “Fairly Good”, 15 teachers (31.9% of the total) rated the leadership style in the 65-79% interval. This shows a relatively positive perception of the principal’s leadership abilities among these teachers. In the “Good” category, which represents a higher level of achievement, 20 teachers (42.6% of the total) rated the principal’s leadership style in the 80-89% interval. This shows that a large number of teachers have a favorable view of the principal’s leadership skills. For a more detailed understanding of the leadership style variables of the head of SMA Negeri 3 Muaro Jambi, you can see the following histogram.

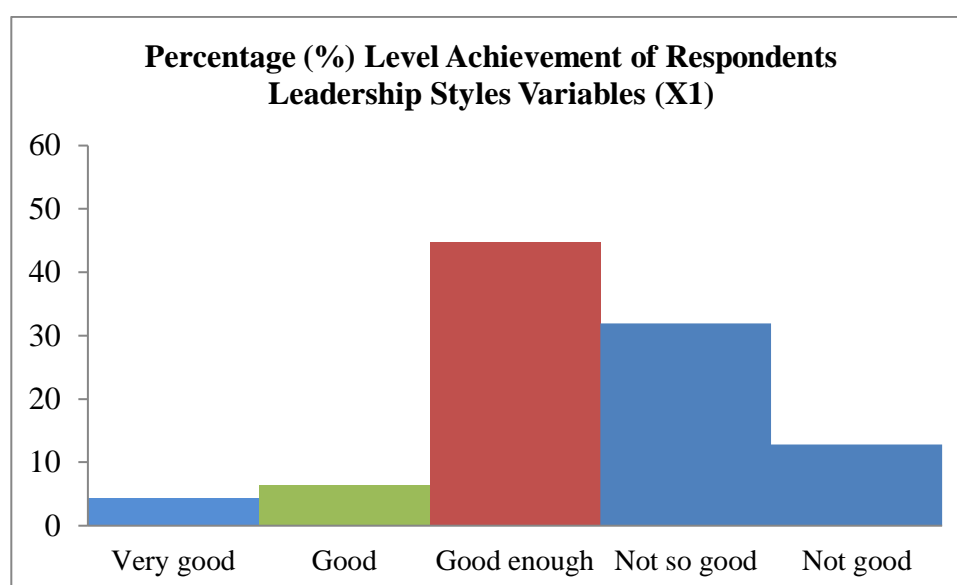


Figure 1. Histogram of Principal’s Leadership Style

Data regarding various organizational culture variables was collected using a questionnaire using a Likert scale with 5 alternative answers. This questionnaire was distributed to a sample of 47 people. By analyzing and processing the data obtained, it is known that the highest level of achievement in terms of organizational culture is 100, while the lowest value recorded is 40. In addition, the average value calculated from the data is 64. In the context of organizational culture at SMA Negeri 3 Muaro Jambi obtained a standard deviation of 12.1. To better understand the data, a frequency distribution was created, which is presented in the table below which describes the data distribution based on the average and standard deviation.

Table 2. The Distribution of Respondents Achievement Levels of Organizational Culture

Frequency Distribution of Work Culture Variables			
Interval	Frequency	Percentage (%)	Criteria
90 % - 100 %	2	4,3	Very good
80 % - 89%	3	6,4	Good
65 % - 79%	21	44,7	Good enough
55 % - 64%	15	31,9	Less Good
0 % - 54%	6	12,8	Not good
Total	47	100,0	

Source: Primary Data 2023 (Processed)

The data presented in the table provides information regarding the assessment of organizational culture at SMA Negeri 3 Muaro Jambi which was carried out by 47 teachers. Assessment is carried out on an interval scale ranging from 0-54%. Of 47 teachers, 6 people (12.8%) rated the organizational culture as “Not Good” in this interval range. In addition, 15 teachers (31.9%) rated the culture as “Not Good” in the interval range of 55-64%. The Fairly Good category has the highest number of assessments, where 21 teachers (44.7%) assess culture in the interval range of 65-79%. In the Good category, 3 teachers (6.4%) assessed culture in the interval range of 80-89%. Finally, in the Very Good category, 2 teachers (4.3%) assessed culture in the 90-100% interval range. For a deeper understanding of the Organizational Culture variables at SMA Negeri 3 Muaro Jambi, see the attached histogram.

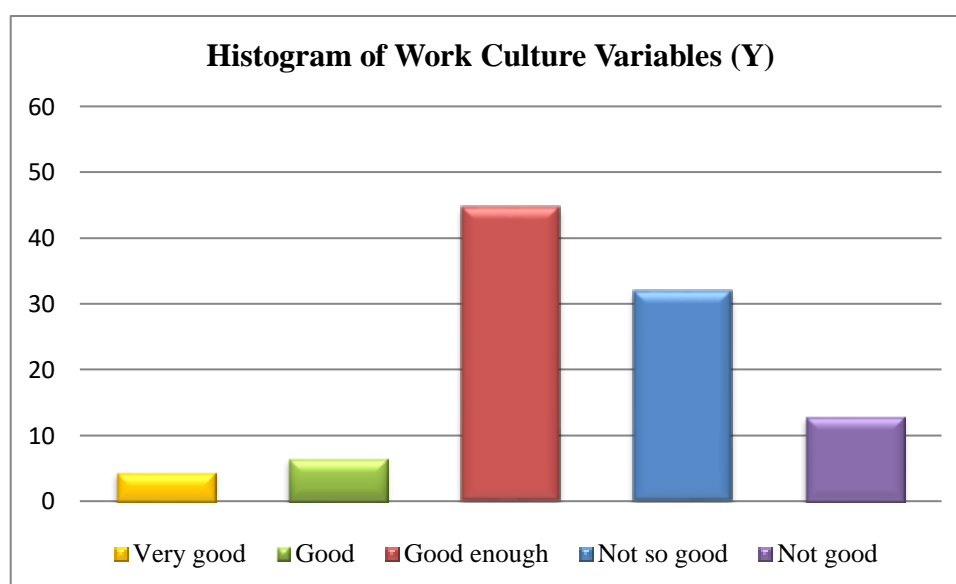


Figure 2. Histogram of Organizational Culture

Testing Requirements Analysis Data

The variable normality test was carried out using SPSS 24 for Windows software, specifically using the Kolmogorov-Smirnov test (K-s test). This test is used to determine whether the data meets a normal distribution. Normality assessment was based on the Kolmogorov-Smirnov Z Asymp. signature. value (2-tailed). If this value exceeds 0.05, it means that the data most likely comes from a population that follows a normal distribution. In simple terms, if the p-value is greater than 0.05 then it can be concluded that the data is normally distributed:

H_0 = accepted if Asymp. Sig. (2-tailed) < 0.05, means the data is not normally distributed.

H_a = accepted if Asymp. Sig. (2-tailed) > 0.05, means the data is normally distributed.

The table below displays the complete results of normality test calculations carried out using SPSS 24.0 for Windows software.

Table 3. Normality Test One Sample Kolmogorov-Smirnov Test Data Research

		Leadership Style	Organizational Culture
N		47	47
Normal Parameters ^{a,b}	Mean	135.21	81.57
	Std. Deviation	12.470	3.179
	Most Extreme Differences	Absolute	0.106
	Positive	0.106	0.080
	Negative	-0.056	-0.138
Test Statistic		0.106	0.138
Asymp. Sig. (2-tailed)		0.200 ^{c,d}	0.186 ^c

The Sig (2-tailed) values for Leadership Style and Organizational Culture were both found to be > sig 0.05. To be clearer, the Asymp value obtained is greater than the predetermined alpha value, namely 0.05. Thus, it can be concluded that the null hypothesis (H_0) is rejected for all groups of data in this study, this shows that the data comes from a normally distributed population. Therefore, we can proceed with testing the research hypothesis.

Testing Hypothesis

After going through the analysis requirement test, all research variables were eligible for further statistical analysis testing. Furthermore, hypotheses were tested using simple correlation followed by significance testing using SPSS 24 for Windows. The conclusion of the hypothesis testing will be presented in the next section.

Leadership Style (X1) provides a significant influence on Organizational Culture at SMA Negeri 3 Muaro Jambi (Y).

H₀ Leadership style does not provide significant influence Organizational Culture at SMA Negeri 3 Muaro Jambi.

H_a Leadership Style provides a significant influence on Organizational Culture at SMA Negeri 3 Muaro Jambi.

To find out whether there is a relationship between Leadership Style and Organizational Culture at SMA Negeri 3 Muaro Jambi, a simple correlation analysis was carried out using the SPSS version 24 application program. Furthermore, the significance value of the analysis results will be compared with the alpha probability of 5% = 0.05 to make a decision. If the value of significance (sig) < 0.05, then H_a (alternative hypothesis) is accepted, which indicates that there is a significant influence. Conversely, if the sig value > 0.05, H_a is rejected, which means there is no significant influence. The results of the calculation of the correlation coefficient between learning motivation and learning outcomes can be seen in the following table:

Table 4. Test Simple Correlation between Leadership Style and Organizational Culture

Correlation	Pearson Correlation (R)	R square (R) ²	Contribution	Sig
ry _{x1}	0,799	0,639	63,9%	0,000

The results of the calculations in the table above show that the correlation coefficient (ry_{x1}) = 0.799 with sig = 0.000 < 0.05. This means that there is a significant influence of Leadership Style on Organizational Culture. The amount of R square (R)² 0.639 which means that Leadership Style contributes to Organizational Culture by 63.9%, while 36.1% is influenced by other variables. Furthermore, to determine the Significance test of meaningfulness can be done with the T test, the conclusion of the results of the t test with SPSS 24 can be seen in the following table:

Table 5. T Test of Variables Leadership Style on Organizational Culture

Source	Coefficient	T	Sig
Constant	4,079	13,245	0,000
Teacher's Motivation	0,030	6,783	0,000

Analysis of the data presented in the table shows that the t coefficient value is 6.783, which indicates a high level of significance. The significance level of 0.000 further strengthens the assumption that the t test results are statistically significant. This means that the Leadership Style variable has quite a large influence and deserves attention on organizational culture. Additionally, it should be noted that the significance value of 0.00 is lower than the generally accepted threshold of 0.05,

which further emphasizes the meaningfulness of the relationship between Leadership Style and Organizational Culture.

Education, as one of the main pillars in the development of a nation, requires a strong and efficient foundation in its management. In the view of (Akbar & Rukanto, 2017) organizations in the field of education are considered as instrumental entities that play an important role in facilitating educational progress, functioning as the main management tool that is very important in achieving the intended educational goals at various levels of education. These organizations are important components of the education system, working together to ensure the successful realization of educational goals. Furthermore, according to (E. Handayani et al., 2021) the culture or ethical behavior displayed by members of a well-functioning organization plays an important role in determining its success in achieving the common goals set by the group. According to (Lestari et al., 2022) institutions need to form an organizational culture. Specifically, the customs or standards that a group follows and controls. Everything that is appropriate, widely accepted and required by all members of an institution or group is regulated by these customs or norms. It is also the fundamental ideology of an organization, consisting of shared values, standards, and beliefs that form the basis of how an organization operates. The culture of a group or organization is significantly shaped by the existing leadership style. Specifically, if a leader chooses to maintain a certain level of separation from his or her subordinates, this can have a detrimental impact on the overall functioning and success of the organization (S. Handayani, 2020).

In the field of organizational dynamics, the importance of organizational culture cannot be overstated. Organizational culture encompasses the collective understandings and interpretative frameworks held by individuals within an organization, which serve to differentiate it from other entities. On closer inspection, this shared understanding consists of a set of fundamental attributes that the organization upholds. As according to (Indajang et al., 2020) organizational culture can be defined as a complex framework that includes collective understanding. This unique system of shared meaning serves as a differentiating factor that differentiates this organization from other organizations. At a deeper level, it consists of a set of important characteristics that are highly valued and prioritized by organizations.

In organizational structures, organizational culture is not just a decorative element, but plays an important role as a tool for maintaining internal integration. As according to (Ritonga, 2020) organizational culture functions as an important means of increasing internal cohesion and unity within the company. When utilized effectively and complemented by a well-planned strategy, it has the potential to improve overall organizational performance. Furthermore, according to (Ilham & Rahmat, 2021) organizational culture in schools includes shared values, beliefs and principles which function as the foundation of school identity, which ultimately forms the essence and nature of the institution. It is the embodiment of the school's

character, influencing and shaping the behavior, actions and relationships between its members. The impact of organizational culture is enormous, determining how individuals operate, collaborate, and interact within the school environment. To foster a positive organizational culture in schools, managing that culture effectively is essential. This requires the implementation of strategies aimed at improving school performance and achieving educational goals, both at national and local levels. School principals play an important role in this process, because they are tasked with fulfilling their responsibilities efficiently and effectively managing various elements of the school system to realize the goals that have been formulated (Rony, 2021).

Within organizations, there is a complex network consisting of interconnected parties, consisting of leaders who hold positions of authority and employees who act as subordinates. The importance of leadership in this organizational structure cannot be underestimated, because leaders play an important role in directing the organization towards achieving its goals, as outlined in its vision and mission (Faturahman, 2018). A leader, in essence, is an individual who holds a certain position in an organization and has the skills and abilities necessary to influence the behavior of other people, especially his subordinates. Through their ability to inspire and guide, leaders have the power to shape the thinking and actions of their subordinates, thereby fostering a positive environment and actively contributing to the realization of organizational goals.

In the context of school-based management, leadership is identified as a crucial element that cannot be ignored. According to (Saharso & Fadilah, 2024) leadership plays an important role in the realm of school-based management, especially in relation to the challenge of school principals in creating more opportunities for productive meetings with teaching staff in a supportive environment. Furthermore, according to (Sipahutar et al., 2024) a leader must implement the most effective leadership behavior that can maximize productivity, job satisfaction, growth, and easily adapt to all situations in order to maintain and improve the performance of subordinates. Furthermore, according to (Dems de Haan et al., 2022) leadership refers to a unique approach or way in which someone influences and guides employee behavior, with the ultimate goal of fostering cooperation and maximizing their performance to achieve organizational goals. When a leader successfully adopts a particular leadership style that fosters a fun and supportive environment, this has the potential to have a significant impact on the level of job satisfaction employees experience, ultimately resulting in a more comfortable and satisfied workforce. According to (Afnita & Handayani, 2022) leaders who have effective leadership skills have the ability to drive significant progress in their organizations, thereby fostering a strong competitive culture. These extraordinary individuals are exemplary in formulating and implementing policies and decisions that prioritize the collective well-being and interests of various stakeholders.

Each individual has a distinctive style that sets them apart from others, including not only their personal approach but also their unique leadership style. This leadership style functions as a mirror, reflecting both directly and indirectly the leader's level of confidence in the abilities of his subordinates. According to (Gulo et al., 2021) leadership style refers to the specific approach adopted by a leader to effectively influence and guide group members in carrying out their respective tasks, thereby directing the organization's collective efforts to achieve predetermined goals. This includes various methods, strategies, and behaviors used by a leader to motivate, inspire, and shape the actions and behavior of individuals in a group. Furthermore, according to (Herlina et al., 2020) with a certain leadership model and style a leader is able to build member commitment. How to communicate, supervise teachers and how the principal delegates authority can influence the teacher's work commitment. This is in line with the opinion of (Husnah et al., 2021) that school principals demonstrate leadership through effective communication, motivation, decision-making skills and the use of power. Leadership can also be considered a catalyst for many actions, which includes the mechanism of inspiring individuals to change their perspective or disposition, whether cognitive or physical, in both structured and unstructured affiliations. Leadership is a complex art form, skill, or methodology that effectively empowers a group of subordinates in a formal organization or garners the support and loyalty of followers or sympathizers in an informal setting, forcing them to willingly accept and comply with desired actions. , igniting in them enthusiasm and a deep desire to make personal sacrifices for their achievements (Khosin, 2021).

Based on the research findings above, it appears that the leadership style applied by school principals plays an important role in shaping and influencing organizational culture. The positive correlation observed between these two variables implies that as the principal's leadership value increases, it is likely that the organizational culture value will also increase. This significant relationship underlines the fact that the principal's leadership values have a major impact on improving values related to organizational culture. It is important to note that these conditions are not limited to the scope of this study, but apply more broadly, beyond the boundaries of the sample analyzed.

D. Conclusion

This research proves that there is a strong correlation between the principal's leadership style and the overall organizational culture at SMA Negeri 3 Muaro Jambi. The findings show that the principal's leadership style plays an important and significant role in shaping the organizational culture in the school environment. This conclusion is based on the results of the analysis which shows a strong relationship between these two variables. Although not mentioned in detail, this research provides insight that leadership style plays a role in shaping the characteristics of organizational culture at SMA Negeri 3 Muaro Jambi. Thus, this research contributes

to understanding how a school principal's leadership style can influence and shape organizational culture.

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