

The Influence of the Principal's Leadership Style on Teacher Performance and Organizational Culture in Primary Schools Sindangkasih District

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Article History: Received on 14 June 2025, Revised on 27 June 2025,
Published on 27 June 2025

Abstract: The purpose of this research is to determine the influence of the principal's leadership style on teacher performance and organizational culture. This research uses a quantitative approach with an explanatory survey method, and the type of data used in this study is primary data. The object of this research is teachers who are ASN (Civil Servants) in Primary Schools located in the Sindangkasih sub-district, with the sampling technique using the saturated sampling method. The data analysis technique used is Structural Equation Modeling (SEM) analysis. The research results show that the influence of the principal's leadership style on teacher performance is 25.1% and the influence of the principal's leadership style on organizational culture is 55.2%.

Keywords: Principal's Leadership Style, Teacher's Performance, Organizational Culture.

A. Introduction

Education plays a strategic role in shaping high-quality, competitive, and character-driven human resources. As the initial foundation in the formal education system, primary schools play a

crucial role in shaping children's basic skills, social attitudes, and moral values. The implementation of a quality education system, of course, requires the involvement of teachers who have an important role in transferring knowledge and are expected to provide character education to students. Thus, teachers become the frontline in creating quality and competitive human resources in accordance with the demands of the times. Basic education is not only a place for the transfer of knowledge but also a means of character formation and life values. (Sudjana, 2017).

The principal in leading the school is closely related to leadership style. Leadership style is the way a leader interacts with and influences others in achieving the organization's goals. The leadership style applied by the principal can encourage the realization of the vision, mission, goals, and objectives through various programs implemented in a planned manner. Therefore, the principal must possess extensive knowledge, management skills, and leadership abilities. Leadership skills aim to enable the principal to make quick decisions and to control, influence, and motivate their members in carrying out tasks with honesty, responsibility, effectiveness, and efficiency. The role of leadership has a central role in an organization, which becomes one of the determinants of success in achieving the organization's vision, mission, and goals.

Therefore, the challenge in developing organizational strategies heavily depends on its leaders. Leadership is the ability of a person to influence others in such a way that they are willing to carry out the leader's will. (Wijono in Purwanggono (2020). An effective leader must be responsive to change, able to analyze the strengths and weaknesses of human resources, and capable of optimizing organizational performance as well as addressing problems appropriately (Atatsi et al., 2019). A teacher's performance is determined by how a teacher plans lessons, implements lessons, assesses learning, masters the subject matter, maintains self-

motivation to continuously provide better learning, adapts to the environment, and communicates well with students, parents, and other human resources in the school environment.

The organizational culture in primary schools reflects the values, beliefs, behaviors, and characteristics that shape the identity, changes, and development of school life, creating a safe and comfortable learning atmosphere, full of inspiration, and supporting the holistic development of students. As the main foundation, the organizational culture in schools not only influences interactions between teachers and students but also shapes positive relationships with parents and the surrounding community.

The facts on the ground, based on interviews with the education district coordinator of Sindangkasih Subdistrict, reveal that many principals have not yet maximized their leadership functions. Teachers complain about the lack of direction, minimal involvement in decision-making, and the weak attention of the principal towards the performance of teachers. The organizational culture in several schools has not yet developed optimally, marked by low collaboration among teachers. This issue must be addressed immediately to prevent it from becoming a complex problem later and to achieve the organizational goals at the primary schools in Sindangkasih District, Ciamis Regency.

Based on the background that has been presented, this research aims to determine the extent of the influence of the principal's leadership style on teacher performance and organizational culture in primary schools. This research is expected to provide a novel contribution to improving teacher performance and organizational culture by enhancing the role of leadership. In addition, the results of this study can serve as a strategic reference for school principals, supervisors, and the education office in designing policies that support the continuous improvement of education quality.

B. Methods

This research uses a quantitative approach with an explanatory survey method. The purpose of this research is to determine the influence of the principal's leadership style on teacher performance and organizational culture in primary schools. The quantitative approach allows researchers to process data in numerical form objectively and draw statistical conclusions. Additionally, the quantitative method is so named because the research data used is in numerical form, and data analysis employs statistical techniques (Sugiyono, 2019, p. 19).

This research was conducted in the Sindangkasih District, Ciamis Regency. This location was chosen based on preliminary studies that showed variations in school principals' leadership styles as well as challenges in building teacher performance and organizational culture. The subjects in this study are all ASN teachers at the Sindangkasih District Primary School in Ciamis Regency, totaling 137 people. Because the population size is not too large and can be fully reached by the researcher, this study uses a saturated sampling technique (census).

Data collection was conducted through the distribution of questionnaires presented via Google Forms. During the data collection, the researchers were also present directly at the schools to deliver the instruments to the respondents, ensure their understanding of the questions, and facilitate the independent and objective completion of the questionnaires. The presence of the researcher also aims to document the context and field conditions that can be used as reflective notes during the analysis stage.

Before the questionnaire is widely used, the research instrument is tested for validity and reliability. Content validity is obtained through expert judgment from three lecturers specializing in

educational management. Next, construct validity and reliability tests were conducted using Confirmatory Factor Analysis (CFA) with IBM SPSS AMOS version 24 software. The results of the validity and reliability tests showed that all item questions in the instrument had loading factor values above 0.5 and Cronbach's Alpha values for each construct above 0.7, which means the item questions in the research instrument can be used in the study.

The collected data were analyzed using Structural Equation Modeling (SEM) based on AMOS (Analysis of Moment Structure). This technique was chosen because it can simultaneously analyze the influence between latent variables and provide a deep understanding of the complex relationship structure.

C. Results and Discussion

Results

Concept of Leadership Style

Leadership Style is the process of influencing others to understand and agree on what needs to be done and how the task should be carried out effectively, as well as the process of facilitating individual and collective efforts to achieve common goals. (Rosalina and Wati, 2020). Leadership style is a pattern of behavior used by leaders to influence their subordinates. (Robbins and Judge, 2017)

Diverse leadership styles, ranging from authoritarian to participative, have the potential to significantly influence the decision-making process. Each leadership style reflects the values, attitudes, and preferences of the leader towards interactions with subordinates, which in turn can shape the decisions made. (Badia Perizade et al., 2022)

Leadership is not only defined as a formal position within a hierarchical structure but also as a quality that can motivate, direct,

and empower individuals or teams to achieve optimal results. (Rasal, 2016)

Concept of Teacher Performance

Teacher performance is the achievement of a teacher's work results that align with the duties and responsibilities they bear in an educational institution. Especially in the world of primary schools, the education system must be taken into account. Why is that? Because primary school is the initial stage of education that must be undertaken by the great generations who will be the successors of the nation. So it is very important to pay attention to the performance of primary school teachers, so that teachers with professional performance are born (Munawir, 2022).

Performance is a measure of a teacher's success in carrying out their duties. A teacher who has good performance can be assured of succeeding in fulfilling their responsibilities as a teacher (Rosmawati, 2020). Performance is a goal-oriented process aimed at ensuring that organizational processes are in place to maximize the productivity of teachers, teams, and ultimately, the organization (Kadiyono et al., 2020).

Concept of Organizational Culture

Organizational culture is a manifestation of basic assumptions created, discovered, or developed within an organization as a system of shared meaning, considered valuable, and embraced by its members, distinguishing the organization from others, with indicators: solidarity, stability, innovation, customer service, attention to details, valuing people, and results orientation. (Ainanur, 2018) Organizational Culture is the general perspective held by each member of the organization based on values that will be mutually agreed upon (Soelistya, 2022).

Organizational culture is a set of values, beliefs, norms, and practices adopted by members of an organization that shape the way they think, behave, and work (Nugroho, 2022). Organizational culture consists of a set of beliefs, values, and norms developed within an organization. These values and norms significantly impact the behavior of organizational members in fulfilling their responsibilities, and their performance can influence the organization's success in achieving its established goals (Amalia & Astuti, 2020) (Amalia & Astuti, 2020).

Results of the Structural Equation Model (SEM)

The first step is to establish relationships with path diagrams and structural equations as shown in Figure 2.

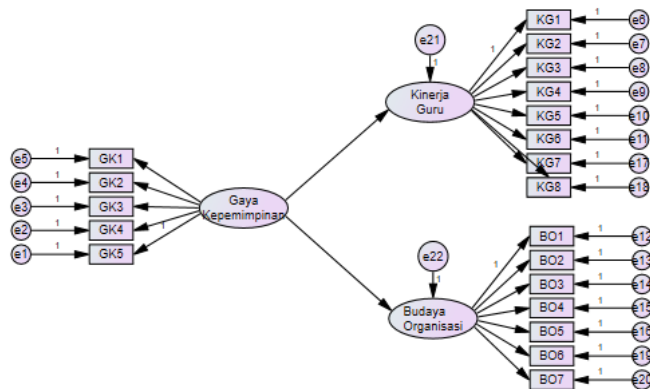


Figure 1. Measurement Model Path Diagram

In Figure 1, the structural model arrangement connects both endogenous and exogenous latent constructs and determines the model, namely connecting endogenous and exogenous latent constructs with the indicator variables of transformational leadership style, teacher performance, and organizational culture.

Normality Test of Data

The distribution of data needs to be analyzed to determine whether the data meets the assumption of normality. Normality is the most fundamental assumption in multivariate analysis, as it represents a form of data distribution on a single metric variable in producing a normal distribution (Hair et al., 2021). The following are the results of the data analysis presented in the form of a table as follows:

Table 1 Normality Test
Assessment of normality (Group number 1)

Variable	min	max	skew	c.r.	kurtosis	c.r.
KG8	1,000	10,000	-1,120	-5,333	,860	2,048
KG7	1,000	10,000	-1,662	-7,913	3,769	8,972
KG6	1,000	10,000	-,396	-1,887	-1,372	-3,266
KG5	1,000	10,000	-,569	-2,710	-1,276	-3,036
KG4	1,000	10,000	-1,434	-6,828	1,044	2,484
KG3	1,000	10,000	-1,873	-8,917	3,862	9,194
KG2	1,000	10,000	-2,266	-10,788	8,929	20,256
KG1	1,000	10,000	-2,661	-12,668	9,819	13,374
BO7	1,000	10,000	-2,373	-11,297	8,972	10,358
BO6	5,000	10,000	-,092	-,439	-,491	-1,170
BO5	4,000	10,000	-,658	-3,134	,382	,909
BO4	4,000	10,000	-1,140	-5,428	1,978	4,708
BO3	4,000	10,000	-1,373	-6,535	1,968	4,685
BO2	4,000	10,000	-,667	-3,174	1,162	2,766
BO1	4,000	10,000	-,672	-3,198	,135	,320
GK5	1,000	10,000	-1,874	-8,924	2,958	7,042
GK4	1,000	10,000	,162	,769	,522	1,242
GK3	1,000	10,000	-1,474	-7,018	1,630	3,880
GK2	2,000	10,000	-,902	-4,296	,339	,807
GK1	4,000	10,000	-,671	-3,192	-,285	-,677
Multivariate					72,062	1,165

Based on Table 1, the univariate normality test shows a normal distribution because the critical ratio (c.r) values for kurtosis and skewness are within the range of -2.58 to +2.58. Multivariately, the data also meets the normality assumption because the value of 1.165 is within the ± 2.58 range.

Outlier Test

In this study, an outlier test was conducted using the Mahalanobis Distance criterion at a significance level of $p < 0.01$. From the 20 indicators used, the CHIINV value obtained from Excel by entering the probability and the number of variables is 37.566. Here are the results of the outlier test in this study.

Table 2 Results of the Multivariate Outliers

Observation number	Mahalanobis d-squared	p1	p2
92	35,247	,019	,000
30	34,833	,021	,000
100	34,597	,022	,000
33	34,306	,024	,000
67	34,086	,026	,000
10	32,015	,043	,000
89	31,151	,053	,001
35	31,119	,054	,000
77	30,988	,055	,000
23	30,735	,059	,000

Table 2 shows the results of Observations farthest from the centroid (Mahalanobis distance), but only includes the top 10 rows out of a total of 100 observed rows. The Mahalanobis Distance test shows that no values exceed the critical value of 37.566. Thus, it can be concluded that there are no outlier data in this analysis.

Evaluating Goodness of Fit Criteria

There are several statistical goodness-of-fit tests, here are some commonly obtained criteria.

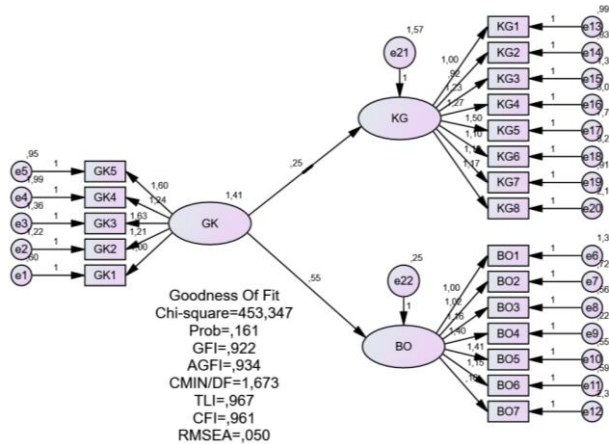


Figure 2 Goodness of Fit

Based on Figure 2, it shows a statistical model in accordance with the observed data. The correspondence between the sample covariance matrix and the estimated population covariance matrix produced, as well as the variance present in the sample and the variance present in the population.

Table 3
Evaluate *Goodness of Fit*

Goodness of fit index	Cut-off value	Model Penelitian	Model
Chi-Square	Expected to be small	453,347	Good Fit
Probability	> 0,05	0,161	Good Fit
AGFI	≥ 0,90	0,934	Good Fit
GFI	≥ 0,90	0,922	Good Fit
CFI	≥ 0,90	0,961	Good Fit
TLI	≥ 0,90	0,967	Good Fit
CMIN/DF	≤ 2,0	1,673	Good Fit
RMSEA	≤ 0,90	0,050	Good Fit

Based on the results in Table 3, it can be seen that the research model mostly meets the criteria for a good fit. Out of the 8 (eight) criteria, namely, Chi-Square, RMSEA, CMIN/DF, TLI, CFI, Significant probability, GFI, and AGFI. The results indicate that the overall model can be considered fit, meaning the model proposed in this study is accepted.

Discussion

Based on statistical analysis using the AMOS 22 program, the results of the hypothesis test indicate a positive relationship between variables if C.R shows a value above 1.96 and below 0.05 for the p-value (Ghozali, 2018), the research will be presented in the following table:

Table 4. Results of Direct Influence Hypothesis Testing

			Estimate	S.E.	C.R.	P	Label
KG	<---	GK	,251	,067	4,765	***	par_18
BO	<---	GK	,552	,086	6,445	***	par_19

The Influence of the Principal's Leadership Style on Teacher Performance at Primary Schools in Sindangkasih District

Based on the statistical test results in table 4, the standard regression coefficient was obtained at 0.251, indicating that the principal's leadership style affects teacher performance by 25.1%. This shows that the greater the principal's leadership role in influencing teachers, the higher the improvement in teacher performance.

The principal, as a leader in primary school, is responsible for directing and guiding teachers to achieve the organization's goals. The leadership style includes a person's capacity for persuasion and providing guidance to individuals to achieve their goals. An ideal leader must possess a good leadership style so that they can improve employee performance. A leader must pay close attention

to their leadership style in the process of influencing, directing the activities of their group members, and coordinating organizational goals so that both can be achieved (Rahmawati et al., 2023).

The determining factor of employee performance in the institution is the leadership style used. The standard behavior of a leader is their leadership style, which shapes the actions of others to align with the leader's preferences. A successful leader is someone who possesses good personal qualities, both in terms of character and talent. (Veitzhal & Mulyadi in Turmono, 2020) An effective leader needs to possess four main characteristics, one of which is integrity, a clear vision, the ability to inspire followers, and adequate competence, which will garner support from their followers. For that reason, leadership has a broader responsibility than merely providing direction; a solid organization must possess a deep understanding of existing problems and solutions. However, the role of leadership must adapt to the context of ongoing change. Good performance is reflected in work results that meet organizational standards and are capable of achieving the company's goals (Septyarini, 2024).

The results of this study are in line with the research by Gulo, Nadeak, and Tampubolon (2021) which found that the principal's leadership style has a positive and significant impact on teacher performance. This proves that the better the leadership style applied, the higher the motivation and performance of the teachers.

The Influence of Principal Leadership Style on Organizational Culture in Primary Schools in the Sindangkasih District

Based on the statistical test results in table 4, the standard regression coefficient obtained is 0.552, indicating that the influence of the principal's leadership style affects the organizational culture by 55.2%. This shows that the higher the

role of the principal's leadership, the more it will enhance the organizational culture.

A good leadership style creates values, norms, and a work culture that supports the creation of a conducive, collaborative school atmosphere focused on improving the quality of education. Another definition of organizational culture is from Andrew Brown: "Organizational culture is a set of values, beliefs, and norms that influence the way employees think, feel, and behave in relation to others inside and outside the organization." Brown, A. (2020). that organizational culture is a structure of values and beliefs formed by organizational members to guide the behavior of individuals and groups, as well as influence how they interact with external parties. This culture plays an important role in creating alignment between the organization's strategy and its operations. School culture encompasses values, traditions, and beliefs that shape the "way of doing things" in the school environment. They argue that a strong and positive culture is crucial for enhancing school effectiveness and student achievement. Deal and Peterson, 2016).

Organizational culture is formed from the beliefs and basic assumptions shaped by leaders and passed down to other members of the organization. Therefore, the leadership style demonstrated by the principal, whether transformational, democratic, or authoritarian, will create an atmosphere and work norms that ultimately shape the school's organizational culture. (Schein, 2017)

The results of this study are in line with the research (Djafri, 2017) that leaders who consistently apply positive values such as honesty, openness, and cooperation will create a healthy and harmonious organizational culture. A strong organizational culture ultimately supports the creation of a good and productive work environment. Organizational culture refers to the general views held by members of an organization regarding the value system applied by that organization. This value system influences the actions and

behaviors of the organization's members and becomes a distinguishing factor between one organization and another (Busro, 2020).

D. Conclusions

Leadership style is evident in daily activities in terms of how leaders govern, delegate tasks, communicate, motivate team members, supervise, foster work discipline, conduct and lead meetings, and make quick decisions. A leader must understand leadership styles and be able to determine the appropriate style for specific situations, as well as use that leadership style correctly. The performance of a teacher is the achievement of a teacher's work while carrying out their duties, roles, and responsibilities at school. Performance describes or explains to what extent a teacher is able to realize the established learning objectives and also has a positive influence on the developmental stage of the students.

The organizational culture in primary schools reflects the values, beliefs, behaviors, and characteristics that shape the identity and changes in the school's life, creating a safe and comfortable learning atmosphere, full of inspiration, and supporting the overall development of students. As the main foundation of organizational culture in schools, it not only influences the interactions between teachers and students but also shapes positive relationships with parents and the surrounding community.

The research results show that the principal's leadership style affects teacher performance by 25.1% and organizational culture by 55.2%. The better the leadership style applied by the principal in the Sindangkasih district, the higher the teacher performance and the better the organizational culture. Leadership style is a characteristic of an individual to influence others or the organization, so that others are willing and able to move towards achieving the organization's goals.

E. Acknowledgement

We would like to thank the principal of State Primary School in the Sindangkasih District who has given us permission to conduct research at the school. We also express our gratitude to the parties who have helped us in this research.

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