

Principal managerial, organisational culture and innovative behaviour in relation to teacher performance in junior secondary schools

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ABSTRACT

The management proficiency of principals is the main topic of this essay. More precisely, it talks about the planning, execution, oversight, and challenges of raising the standard of instruction at Samarinda City's vocational high schools. This research combines a descriptive technique with a qualitative approach. Data collection methods included observation, interviews, and documentation. Data was then reduced, presented, and conclusions were drawn after analysis. The results show that the vision, purpose, objectives, and needs of the school serve as the foundation for the principal's management competency planning. When planning for school growth and improvement, the principal consults with all members of the academic community. Lesson planning, syllabus, student progress, teacher performance in schools, and teacher attendance are all components of evaluation in educational supervision. Competency in staying up to date with the newest technologies is the challenge. Therefore, this paper advances our understanding of both managerialism and managerial competence.

INTRODUCTION

The Preamble of The primary objectives of the Republic of Indonesia, according to its 1945 Constitution, are to safeguard the entire country and its homeland, enhance the welfare of all citizens, advance national development, and contribute to the establishment of a global order founded on social justice, independence, and enduring peace. In order to accomplish these national objectives, education is critical. According to Article 31 of the Republic of Indonesia's 1945 Constitution, (1) all citizens have the right to an education; (2) all citizens must receive a basic education, and the government is required to pay for it; (3) the government must establish a national education system that fosters faith, morals, and a noble character to support the nation's life as specified by law; (4) the state must ensure that at least 20% of the national and regional budget is allocated to education in order to meet the needs of the nation; and (5) the government should support science and technology while keeping religious values and national unity in mind in order to advance civilization and the welfare of its citizens.

Law No. 20/2003 on the National Education System provides more explanation of one of the fundamental provisions of the Republic of Indonesia's 1945 Constitution. Creating a robust and esteemed educational system is the goal of this statute. Its goal is to help all Indonesian citizens grow into well-rounded, high-quality individuals who are ready and able to face the challenges of a constantly changing world.

Article 39, paragraph (2) of Law No. 20/2003 on the National Education System says that educators are considered professionals. The role of teachers as professionals aims to make sure that learning is carried out properly based on professional standards, so that every citizen has equal chances to get a good education. So, teachers play a really important and key part in the classroom. Teachers are the most important part of the education system and should get the most attention first. This single role is always a key focus when discussing education issues because teachers are connected to every part of the system. They have a big impact on how education develops, especially in schools. Teachers also decide how successful students become, especially during teaching and learning.

Teachers play a key role in making sure educational processes and results are of high quality. So, any work done to improve the quality of education won't really help much unless it's backed by teachers who are both skilled and properly trained. Teachers play an important role in developing human resources by working in the education system, so it's necessary to work on making teachers more skilled and qualified as professionals. To make education better and more successful. According to Tilaar (1999, p.104), making education better relies on a variety of factors, especially the skills and quality of the teachers. However, the quality of teachers depends on many factors, like the leadership of the principalis, the culture of the schools, and how motivated the teachers are in their work.

Leadership is the way leaders act to guide and manage others so they follow their direction in reaching specific goals and targets. Leadership is the method a leader uses to guide and affect those who work under them. The way a leader influences their team will shape the culture of the organisation they are in charge of. The culture of a school can be different from another school because the environment around the school is different. This includes both the things outside the school and the things inside the school that influence how it works. The way one group is different from another, especially inside the group, comes from how the leaders and members work together to reach their goals. Also, when the leaders change, it can influence the overall culture of the organisation. A bad view of the school's culture can lead to a less friendly and supportive environment. The school climate is connected to the way people work together, like students with each other, teachers with their principal, teachers with other school staff, and different parts of the school environment. Providing Employees that have the proper motivation will be inspired to modify their behavior in order to advance and succeed at work. To optimise In order to execute the accomplishments of workers, management assistance is required, including by motivating staff members so that they can improve their abilities as desired by menagement, so that their performance will also increase, in accordance with the objectives organisation.

So, teacher motivation should be guided in a way that helps education run smoothly and keeps the quality of teaching getting better. Gibson et al. (1996, p. 185) said that motivation is the force that drives an employee and causes them to act in a certain way. It directs the behaviour of an employee.

Hani Handoko (2003, p.252) says that motivation is a part of a person's personality that helps drive their personal wishes to do certain things in order to reach their goals. Luthans (2002, p.161) explains that motivation is a process that begins with a lack or need, either physical or mental, which creates a desire to reach a goal or gain something. Based on the information given, the author wants to look into how the principal's leadership at SMP Negeri Serang affects the school's organizational culture, how motivated the teachers are, and how all of these factors influence the teachers' performance at SMP Negeri Serang.

LITERATURE REVIEW

Instructores are crucial to making the theaching system better by helping to develop human resources. To achieve this, it's important to work on making teachers more skilled and professional. This will help ensure that the overall quality of education improves successfully. Tilaar (1999, p.104) says that making education better relies on a variety of factors, particularly skills and knowledge among the educators.

Teaching is a job where a person has to work really hard to do their job as well as they can. As expert, the instructor's role as an educator, instructor, and trainer should affect the students. In this case, teachers should keep working on getting better at their jobs, which is good for the success of education. This follows what is written in Article 1, paragraph (1) of Law Number 14 of 2005, which defines a teacher as a professional educator whose main duties include instructing, mentoring, leading, training, evaluateing, and asesing students. This asignment is done for every student enrolled in formal education, early childhood education, elementary school, and highs school. A professional is someone who does work or an activity that becomes their main way of earning money. This work has to meet certain quality standards and usually requires special training or instruction.If principal leadership and other school components are integrated, teacher performance will be at its best, organisational culture, motivation for teachers' work, and staf and pupil. Pidarta (2004, p. 2) indicates that a number of elements, including principal leadership, workspace, expectations, and staff trust, may have an impact on how well teachers perform in their roles. Accordingly, it seems that the principal's Teachers' good and bad performance will be determined in part by leadership and workspace. Alternatively put, principal leadership affects.

Principal the capacity leadership to mobilise, exert, oversee, safeguard, lead by example, support, and encourage a school's human resources so that they can be utilised optimally to fulfil the established objectives (Wahjosumidjo, 2005, p.83). Under the new educational management paradigm, a principal needs to perform his leadership role by performing the functions of a teacher, supervisor, manager, administrator, innovator, and inspirer (Mulyasa, 2006, p. 98).

Principal leadership helping to improve a school. Some studies show that principals who have strong leadership qualities, like having a clear vision, being a good leader, and setting high expectations for both students and teachers, can help improve the quality of their school (Davis & Thomas, 1989: 57; Sergiovanni, 1987a: 89; DeRoche, 1987: 23). In fact, Scheerens and Bosker (1997: 207) clearly say that the main difference between a high-quality school and a regular school is how well the principal leads. Davis and Thomas (1989: 17) say that in a school, you can find principals who are strong, active, and careful in their professional work, and they focus on instructional programs that are seen as important. You can't have a good school if the principal is not good, and you can't have a bad school if the principal is good. Many schools that were not doing well have now become successful, while schools that were once doing well have seen a big drop in performance. The success or failure of a school can often be linked to how well the principal leads (Ujang Didi Supriyadi, 2010, p.14).

A school organization, and organizational culture is the within a school. The way that members of the organization collectively interpret the outcomes of its operations is the primary component of organizational culture.

The norms and values that guide an organization's members' behavior are known as its culture. Culture is constantly evolving, which is consistent with the school's function as a change agent that is always prepared to adapt to new developments. Therefore, it is also expected that the organizational culture of the school will be able to adapt to, choose from, and innovate in response to changes. According to Tilaar (2004, p. 41), culture and education are inextricably linked and cannot be separated. Education only exists in a cultural context, and education is what gives culture life and growth. The educational process is fundamentally a dynamic acculturation process, whereas the curriculum is an engineering of a society's acculturation.

All staff members in educational institutions can develop positive attitudes and morals and implement high-quality education when there is a positive school organizational culture.

A high level of learning achievement is highly supported by this condition. Since the 1980s, specialists in educational management and administration have firmly established the principal's role as the fosterer of a positive school climate and the traits of an effective school (Lipham & Hoeh, 1985). DeRoche (1985) asserts that principals have the primary responsibility for structuring the school's organisational culture. This shows that principals play a very decisive role in creating success in schools (Hikmah Eva Trisnantari, 2009, p.22).

Creemers and Renolds (2002) in Himah Eva Trisnantari (2009, p.23) revealed the results of their research that leadership has a role in creating organisational reality and shaping organisational culture. Organisational productivity, including teacher performance, will be realised if supported by a strong organisational culture and a conducive organisational climate. This shows that the leadership style applied by the principal will affect the formation of organisational culture and climate in the school.

Robbins (2003, p.721) suggests that there are several primary characteristics that determine the nature of organisational culture, including:

1. Innovation and risky-taking.
2. Focus on the details
3. Result orientation.
4. People orientation that shows management decisions towards individuals.
5. Team orientation towards work activities.
6. Aggressiveness which shows the extent to which the organisation's personnel are aggressive and competitive.
7. Steadiness which indicates the extent to which the organisation's activities emphasise the maintenance of the status quo rather than growth.

An equally important factor affecting performance is motivation. Principal must possess the appropriate plan to be able to all teachers and employees in an effort to fulfill their duties and feature, this can be carried out by arranging The actual surrounding, work environment, order, supportes, and efficiency rewards. This aligns with the viewpoint of Kartono (2005, p.81) which states the function of leadership is to guide, guide, guide, build give or wake up work motivations, steer the organisation, establish a good communication network, provide supervision, efficient supervision and bring followers to the target to be addressed in accordance with the provisions and planning.

This shows that there is a positive relationship between principal leadership and teacher work motivation.

Gibson in Winardi (2004, p. 4) draws a number of conclusions about motivation,

namely;

1. Motivation is related to behaviour and performance
2. Motivation includes direction towards the goal
3. In terms of considering motivation, it is necessary to consider physiological, psychological, and environmental factors as important factors.

High achievement-motivated leaders, managers, and workers will perform well, and low work motivation is the cause of low performance. (McClelland in Mangkunegara, 2005, p. 104). This opinion states that motivation and performance accomplishment are positively correlated.

METHODOLOGY

Path analysis is a way to show how one variable is connected to others, and it helps to understand both the direct and indirect influences that variable has on other variables. To test the proposed hypothesis, the design of the hypothesis test uses path analysis. The use of path analysis techniques follows the steps outlined by Al-Rasyid (1994: 127) and the process is carried out using SPSS, which is planned as follows:

1. Describing path analysis in a path diagram so that it looks paradigm that represents the research hypothesis. The path diagram in this study appears in the following figure:

Diagram of the relationship between variables and the effect of variables X1, X2, and X3 on variable Y

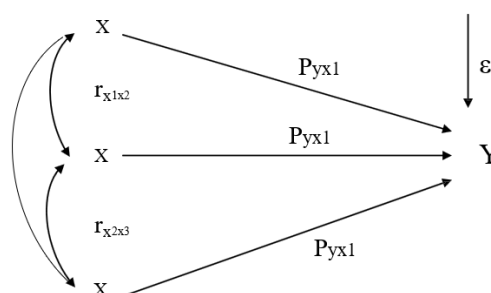


Figure 2 Path Analysis Diagram

The figure above shows that between variable X1 with Y, variable X2 with variable Y and variable X3 with variable Y is a causal relationship. While the relationship between variable X1 with variable X2, variable X1 with variable X3 and variable X2 with X3 is a correlational relationship. In this study there are three X variables, namely leadership (X1), organisational culture (X2) and work motivation (X3) and one dependent variable, namely performance (Y). In addition to the two variables above, there is also a residual variable (ϵ).

The structural equation formed is:

$$Y = \gamma_{YX1} X_1 + \gamma_{YX2} X_2 + \gamma_{YX3} X_3 + \epsilon$$

2. Calculate and compile a correlation coefficient matrix to determine the correlation between variables.
3. Calculating the path coefficient
4. Calculating the coefficient of determination

RESEARCH RESULT

Correlation Analysis

Using Pearson Product Moment correlation, correlation analysis is calculated to ascertain the degree of relationship between the independent variables under investigation. The SPSS 17 software is used for this correlation analysis, and the results are shown in the following table :

Table 1. Correlation Analysis

Variabel	X ₁	X ₂	X ₃	Y
Principal Leadership (X ₁)	-	0,522	0,779	0,282
Organisational Culture (X ₂)	0,522	-	0,707	0,172
Work Motivation (X ₃)	0,779	0,707	-	0,568
Teacher Performance (Y)	0,282	0,172	0,568	-

From the table above, it can be seen that the relationship between leadership and organisational culture is 0.522, the relationship between leadership and work motivation is 0.779, and the relationship between leadership and performance is 0.282. the relationship between organisational culture and work motivation is 0.707, the relationship between organisational culture and performance is 0.172, and the relationship between work motivation and performance is 0.568.

Path Testing

Calculation of path analysis by operating the SPSS 17 program, and the following results were obtained:

Path Coefficient X1, X2 and X3

Path Coefficient Analysis Results

Tabel 2. Path Calculation Results

Variabel	Koefisien Jalur
Principal Leadership (X_1)	0,282
Organisational Culture (X_2)	0,172
Work Motivation (X_3)	0,568

Source: Statistical calculation results

After calculating the direct effect and indirect impact of motivation, leadership, and labor environment variables on employee performance, the following results were obtained:

Tabel 4. Recapitulation of Path Analysis Calculations

Variabel	Teacher Performance				
	Pengaruh Direct	Indirect Effect			Pengaruh Total
		X1	X2	X3	
Principal Leadership	7,90%	–	2,50%	12,50%	22,90%
Organisational Culture	3,00%	2,50%	–	6,90%	12,40%
Work Motivation	32,30%	12,50%	6,90%	–	51,70%
Total Effect	43,20%	15,00%	9,40%	19,40%	87,00%

DISCUSSION

The results of this study show that principal leadership, organisational culture, and work motivation have a significant influence on teacher performance at the junior secondary school level. This discussion aims to interpret the findings in more depth, relate them to relevant theories, and compare the results with previous research.

1. Effect of Principal Leadership on Teacher Performance

This study findings show principal leadership has a favorable and noteworthy impact on teachers' performance. Means more effective the leadership style applied by the principal - such as participative, transformational, or supportive - the higher the teacher performance.

This finding is in line with the transformational leadership theory proposed by Bass & Avolio, which states that executives capable of provide inspiration, motivation and emotional support improve the performance of subordinates.

In junior high school settings, principals who can establish positive rapport with teachers, provide clear direction, and facilitate professional development are likely to increase teachers' morale and work productivity.

2. The Effect of Organisational Culture on Teacher Performance

Organisational culture has also been shown to have a positive influence on teacher performance. A strong school culture - characterised by values of collegiality, mutual trust, cooperation, and commitment to education quality - will create a conducive working environment, which in turn supports improved teacher performance.

This result supports Robbins & Judge's (2017) opinion that a healthy organisational culture creates social cohesion and a sense of belonging, which in turn strengthens individual motivation and performance. Thus, in the context of junior secondary schools, it is important for school management to establish and maintain a positive work culture.

3. The Effect of Work Motivation on Teacher Performance

Teachers' work motivation has been shown to significantly influence their performance. Teachers who have high intrinsic and extrinsic motivation (such as the desire to teach well, gain recognition, or achieve personal achievement) show better work performance in terms of lesson planning, teaching implementation, and student evaluation.

This is in line with Herzberg's motivation theory, which states that motivator factors (achievement, recognition, advancement) have a major influence in improving employee performance. Motivated teachers will be more innovative, disciplined, and dedicated in carrying out their duties.

4. Simultaneous Effect of the Three Variables on Teacher Performance

Simultaneously, organizational culture, and work motivation significantly impact the performance of teachers. This shows that the three variables support and strengthen each other in improving teacher performance. Good leadership can shape a positive organisational culture, which in turn improves teacher motivation and performance.

This finding reinforces the idea that improving teacher performance cannot be done partially, but requires a systemic approach that touches on structural (leadership and culture) and personal (work motivation) aspects.

CONCLUSIONS AND RECOMMENDATIONS

1. Principal's leadership significantly influences the performance of teachers in SMP Negeri 3 Rancaekek with the influence of 22.90%.
2. Organisational Culture significantly influences the performance of teachers in SMP Negeri 3 Rancaekek with the influence of 12.40%.
3. Work Motivation has a significant effect on teacher performance at SMP Negeri 3 Rancaekek with a magnitude of influence of 51.70%.
4. Principal Leadership, Organisational Culture and Work Motivation together have a significant effect on teacher performance at SMP Negeri Serang with an influence of 87.00%. While the remaining 13.00% is influenced by other variables not examined in this study, but also affect teacher performance.

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