

The Influence of Principal Leadership Style and Organizational Culture on the Performance of State Senior High School Teachers in Pasaman Regency

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Abstract

There are many factors that influence teacher performance. However, it is not yet known whether the principal's leadership style and organizational culture can influence teacher performance in Public Senior High Schools in Pasaman Regency. Therefore, this study aims to reveal: 1) the influence of the principal's leadership style on teacher performance, 2) the influence of organizational culture on teacher performance, 3) the influence of the principal's leadership style and organizational culture together on teacher performance. This type of research is quantitative research with the Ex-Post Facto method. The population in this study were all teachers in Public Senior High Schools in Pasaman Regency, totaling 563 people. Sampling used a proportionate random sampling technique using the Slovin formula. The number of samples in this study was 234 teachers in all Public Senior High Schools in Pasaman Regency. The instrument in this study was a questionnaire. The data collection technique in this study was carried out by distributing questionnaires to 234 sampled teachers. The data analysis technique was carried out using multiple linear regression analysis. The results of the study showed that: 1) there is an influence of the principal's leadership style on teacher performance in Public Senior High Schools in Pasaman Regency. This is proven by the calculated t-value of the principal's leadership style variable (X1) on teacher performance (Y) which is greater than the t-table ($12.916 > 1.97$), 2) there is an influence of organizational culture on teacher performance in Public Senior High Schools in Pasaman Regency. This is proven by the calculated t-value of the organizational culture variable (X2) on teacher performance (Y) which is greater than the t-table ($17.475 > 1.97$), 3) there is an influence between the principal's leadership style and organizational culture together on teacher performance in Public Senior High Schools in Pasaman Regency. This is proven by the calculated t-value of the principal's leadership style variable (X1) and organizational culture (X2) on teacher performance (Y) which is greater than the F-table ($167.026 > 3.035$).

Keywords: *Influence, Leadership Style, Principal, Organizational Culture, Teacher Performance*



Introduction

The quality of education is closely related to teacher performance, as the development of educational quality lies in teacher performance. When teacher morale is low or lacking, the quality of education will decline, in line with teacher performance. According to Moehariono (2012), performance reflects the level of achievement of program implementation, activities, or policies in realizing the organization's goals, objectives, vision, and mission. Meanwhile, Supardi (2016) defines teacher performance as a teacher's ability to carry out teaching tasks at school and be responsible for the students under their guidance. Therefore, teacher performance is defined as a reflection of a teacher's ability to carry out their duties at school and demonstrates the behavior displayed by the teacher during teaching activities.

Teacher performance is also defined as the results of the teacher's work. The results of a teacher's work can take the form of teaching modules that must align with the material outlined in the curriculum. Furthermore, the results of a teacher's work, in the form of teaching modules, reflect the teacher's efforts, tailored to the needs of the students. In carrying out their work, teachers implement well-developed learning plans in accordance with the teaching modules. Teacher performance can be measured by the quality of learning and the appropriateness of the learning level. The quality aspect of learning is the teacher's effort to deliver lessons in a way that is easy to understand, memorable, and enjoyable. Teachers need to present learning materials systematically, using clear and accessible language, providing clear information and relevant examples,

emphasizing essential material and linking the lesson to students' knowledge and experience, and using learning media to help explain concepts. Furthermore, learning objectives must be clear and measurable, and the content must include assessments that must be conducted at the end of the lesson.

Meanwhile, the appropriate learning level requires teachers to adapt to the developmental level of students. If the teacher's learning level is too high, weak students will not be able to keep up, resulting in them falling behind. If the learning level is low, bright students will not pay attention to the teacher's teaching. This situation will be detrimental to bright students, as teachers are forced to devote more time to weak students. To address this issue, teachers need to implement remedial and enrichment programs.

The curriculum change from Curriculum 13 to the Independent Curriculum has impacted teacher performance assessments. Teacher performance not only reflects the results of their work but also reflects the teacher's behavior in carrying out their duties. Teachers must also demonstrate positive behavior in carrying out their work. This behavior is reflected in the teacher's attitude in carrying out their responsibilities as a teacher. This is in accordance with the teacher performance assessment stipulated in Perdirjen No. 7607/B.B1/HK.03/2023 concerning Technical Guidelines for Managing Teacher and Principal Performance, which states that teacher performance indicators consist of planning learning, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks. Meanwhile, related to the aspect of work behavior, the indicators consist of



service-oriented, accountable, competent, harmonious, loyal, adaptive, and collaborative (Kemendikbud 2023). This teacher performance management can be accessed by teachers on the Merdeka Mengajar (PMM) Platform launched by the Ministry of Education and Culture since January 2024. As a professional teacher, they must understand their teaching materials and teaching methods, understand the characteristics and learning styles of students well so that learning objectives are optimally achieved, and are able to design their own learning designs. Professional teachers are educators who have good performance supported by good behavior as well.

According to Mulyasa (2007), there are seven parameters for poor teacher performance, one of which is the inability to master classroom management. Other factors include teachers' lack of understanding of learning methods and strategies, lack of motivation, discipline, professional commitment, potential for conducting classroom action research, and time management. This certainly impacts the quality of education directly and indirectly.

The low quality of education is one of the problems facing Indonesia. According to data released by wordtop20.org, Indonesia's education ranking in 2023 was 67th out of 203 countries worldwide. Wordtop20 collects statistical data from six international organizations: the OECD, PISA, UNESCO, EIU, TIMSS, and PIRLS. Indonesia's Intelligence Quotient (IQ) is also considered low. According to the Word Population Review report, "Average IQ by Country 2022," Indonesia ranked 10th out of 11 countries in Southeast Asia. Meanwhile, globally, Indonesia ranks 130th out of 199 countries (MPR 2023).

Judging from the results of the 2015 Teacher Competency Test (UKG), as stated by the Secretary General of Teachers and Teachers (GTK) of the Ministry of Education, Culture, Research, and Technology, Mrs. Nunuk Suryani, the score was 50.64 (Pradewo 2021). Most Indonesian teachers failed to achieve the minimum competency standard (SKM) score of 55. Similarly, Deputy Speaker of the MPR RI, Lestari Moerdijat, stated that UKG results from 2015 to 2021 showed that approximately 81% of Indonesian teachers had not achieved the minimum score. In 2022, the national exam (UN) results showed that the average score for teachers in Indonesia was below the minimum standard of 55, at 54.6 (MPR 2024). West Sumatra's UKG results ranked ninth with 54.68, behind the Riau Islands. Meanwhile, the educational situation in Pasaman Regency is not significantly different. According to statistical data, the percentage of males aged 15 and over, based on gender and those with a high school diploma or higher, in 2020 was 31.79% male and 33.71% female (Pasaman BPS 2020). This demonstrates that the quality of education in Pasaman Regency remains low.

The above data clearly demonstrates that teacher performance still needs improvement across various competency aspects. As Sukmadinata (2017) noted, in addition to limited learning facilities, teacher factors also significantly influence this. Teachers are not performing optimally, their professional competence is still lacking, and their standard performance aspects cannot be relied upon as they should.

As professional educators, teachers must carry out their duties optimally and responsibly. In accordance with Elliot's



(2015) opinion, "the single most important school variable influencing student achievement is teacher quality" (Teacher performance is the single most important school variable that influences student achievement, so to produce high-achieving students, teachers with good performance are needed) (Handini 2020).

Teacher performance reflects a teacher's competence in carrying out their duties at school and their responsibilities for implementing classroom learning activities. Performance is defined as effectiveness, efficiency, or productivity, a measure of effort expended to achieve results by comparing the results achieved with the amount of effort expended (Habib 2019). According to Usman (2003), teachers who perform well and professionally in curriculum implementation are characterized by designing learning programs, implementing learning, and assessing student learning outcomes.

Observing teacher performance at a public high school in Pasaman Regency, based on an initial survey conducted by the researcher, which included interviews with the Vice Principal for Curriculum at a public high school in Pasaman Regency and several other teachers, they acknowledged their inability to design their own teaching modules/lesson plans. Interviews with all teachers at a public high school in Pasaman Regency revealed that the majority, 65%, were unable to create their own teaching modules but instead modified them from online resources and PMM (Public Relations). This problem is in accordance with the results of Sri Andriani's research which shows that: 1) the behavior of teachers in preparing and compiling lesson plans is mostly not independent, only relying on lesson plans obtained from other parties

such as downloaded from the internet, then the lesson plans used as references are simply copied or adopted; 2) teachers have good knowledge of lesson plans and the steps for compiling them and teachers prepare lesson plans at the beginning of each semester which are submitted to the school; 3) the quality of lesson plans prepared by teachers directly has an average value of 5. In conclusion, the quality of lesson plans prepared by teachers is still in the poor category (Andriani 2021). The same thing was also stated by Wakini that not all teachers have good performance. There are still many problems faced by schools related to teacher performance, including: 1) not preparing lesson plans, 2) leaving teaching hours before the time is up, 3) being lazy in guiding students, 4) being lazy in working, 5) many teacher complaints, 6) being willing to work if there is a salary, 7) low work performance, 8) low self-motivation, 9) low quality of teaching, 10) indiscipline, and other negative symptoms (Wakini et al. 2021).

Based on interviews with several vice principals of curriculum for Public High Schools in Pasaman Regency that: 35% of teachers have not used interactive and innovative learning media and learning methods that are not varied and pro-student, 15% of teachers are still late in carrying out learning so that it is not the same as learning planning and undisciplined behavior in carrying out their responsibilities, 30% of teachers only rely on handbooks/packages, 40% of teachers who do not implement remedial and enrichment programs. This is the same as what was expressed by (Taufik 2024) that several important things that contribute to teacher performance are: 1) Lack of teacher ability in creating teaching modules/RPP, 2) Teachers' doubts in diversifying their teaching methods, 3)



Problems with punctuality among some teachers in fulfilling their responsibilities, 4) Incidents of undisciplined behavior, such as early departure and tardiness among teachers which are obstacles to educational progress. The aforementioned teacher performance issues undoubtedly impact student learning outcomes, leading to suboptimal quality of education in public high schools in Pasaman Regency. The 2024 Pasaman Regency Public High School Education Report (PPS) for numeracy skills shows that the proportion of school resource utilization for educational quality and the proportion of spending on improving teacher and education staff quality remain unsatisfactory (Ministry of Education and Culture 2024). Furthermore, academic achievement in public high schools in Pasaman Regency has not shown optimal results at all levels compared to public high schools in several regencies in West Sumatra. Although some schools, such as SMA Negeri 1 Lubuk Sikaping, have achieved quite good academic performance, this condition is closely related to teacher performance in efforts to improve the quality of education in public high schools in Pasaman Regency and the leadership of their principals. Research by Nidaul Hasanah reveals a positive influence of teacher performance on the quality of school education. Teacher performance significantly impacts the quality of school education. Therefore, maximizing teacher performance to meet established learning competency standards will also improve the quality of education (Hasanah 2023). Teacher performance reflects a teacher's expertise in carrying out each role and task while serving as a teacher and educator. Teachers are also required to consistently strive for maximum effort in their duties, in accordance with applicable regulations. This should serve as a

foundation for every teacher's thinking and behavior in carrying out their duties (Pramana, Imamora, and Fazis 2023).

Teacher performance is influenced by several factors, both internal and external to the teacher. Internal factors influence teacher performance, including their level of discipline, responsibility, concern for students, emotional well-being, enthusiasm, and happiness at work. External factors include leadership style, work environment conditions, assessment and supervision systems, and school infrastructure (Harry and Sugiarti 2022). In this study, the researcher focused on two factors: leadership style and organizational culture. This is based on Susanto's definition of organizational culture, as cited in Uha, which states that organizational/corporate culture is the values that guide human resources in carrying out their obligations and behavior within the organization. These values determine whether an action is right or wrong, and whether a behavior is recommended or not, thus serving as a foundation for behavior. Based on this definition of organizational culture, internal factors, such as teacher discipline, responsibility, concern for students, emotional well-being, enthusiasm, and happiness at work, constitute organizational culture (Uha 2017). Therefore, the focus of this study is on leadership style and organizational culture as factors influencing teacher performance. The first factor states that leadership style influences teacher performance. A similar finding is expressed in research (Agustin et al. 2023), which states that a crucial factor influencing teacher performance is leadership style, namely the steps a leader takes to influence others to optimally achieve organizational goals. The success of a school in providing education is



based on the leadership and style implemented by the principal. Teachers and principals must synergize to further develop teachers' professional abilities.

A teacher's success in excelling in their field is influenced by the principal's leadership style. This means that the performance of subordinates is influenced by their superior's leadership style (Halim 2020). A leader must be able to understand the desires of those they lead so that they feel safe and comfortable working with their superior. A superior's success can be seen from the willingness and happiness of their subordinates in carrying out their work. The principal's leadership style significantly influences teacher performance. A good principal can inspire teachers to work optimally. Both male and female principals must demonstrate an effective leadership style to achieve school goals (Ashlan 2022a).

In initial observations and interviews conducted by researchers on Thursday, July 18, 2024, with several teachers and representatives of public high schools in Pasaman Regency, a democratic leadership style is evident, for example, when distributing teaching assignments or selecting a vice principal, which is done through deliberation and consensus. Sometimes principals apply an autocratic leadership style, such as when accepting new students or selecting event committees, where they make decisions alone without involving others. They tend to choose those closest to them without considering the ability of others to make decisions. Meanwhile, in other conditions, generally in public high schools in Pasaman Regency, some principals apply a democratic leadership style to teachers, where the principal involves teachers in decision-making through meetings and maintains good

communication. Based on the application of leadership styles, such as research obtained by Muhammad Arif, it states the positive impact of leadership styles on teacher performance (Arif and Numaningsih 2022).

However, there are other factors that influence teacher performance besides leadership style. Furthermore, organizational culture plays a role in influencing teacher performance. Based on Prayoga's research, teacher performance will improve if the school's organizational culture is also good (Prayoga and Yuniati 2019). As an organization, a school naturally has a culture. Organizational culture is a system of values and beliefs that naturally form within an organization. This system acts as a compass that guides employees toward achieving common goals. By instilling core values and expected behaviors, organizational culture can increase efficiency, reduce conflict, and strengthen cooperation among team members (Uha 2017).

Ahmad Juwaini argues that optimal teacher performance results from the proper management of various factors, such as motivation, organizational culture, and leadership. These factors are interrelated and impact teacher job satisfaction. When teachers are satisfied with their work, their performance will improve, which in turn will enhance the school's reputation (Juwaini et al. 2021). Meanwhile, according to Laksmi Riani (2011), organizational culture is the core values, beliefs, and principles within an organization's governance system, along with the practices and behaviors that support and reinforce these principles. Every school's organizational culture is unique. These differences are influenced by various factors, both external to the school, such as the



community, and internal to the school itself, such as leadership policies and interactions among school staff. Leadership changes are often a catalyst for change in school culture.

Freddy Arifin's research suggests that one way to increase teacher engagement is to ensure that teachers' values align with those of the school. A careful recruitment process, open communication, and inspiring leadership can help build strong relationships between teachers and the school. By providing motivation and clearly explaining the school's goals, teachers will feel more connected to their work and be more willing to contribute their best (Arifin 2014).

Organizational culture is shaped by how leaders and members think, act, and interact with one another to achieve shared goals. Their skills and behaviors collectively shape the unique characteristics of organizational culture. The attitudes and behaviors demonstrated by those being led become an inseparable part of their daily work methods. The behaviors found in one of the public high schools in Pasaman Regency include teachers who do not care about the learning materials requested by the curriculum representative, teachers who are late to school and absent during class hours, teachers who only attend school during the learning process, not all teachers attend and participate in training and other school activities, some teachers smoke at school, do not wear uniforms according to regulations, some teachers do not care about their colleagues, and some teachers do not greet their colleagues. However, in general, the organizational culture found in public high schools in Pasaman Regency is still categorized as good and conducive.

Based on these field facts, although the percentage is relatively small, it can impact

the performance of teachers and their colleagues. An organization should reflect positive attitudes and behaviors for all members of the organization so that they can collectively achieve the agreed-upon organizational goals. This issue is supported by research conducted by Febriantina, who concluded that teacher performance is positively influenced by organizational culture. In other words, improving organizational culture is directly proportional to improving teacher performance (Santoso et al. 2018).

In addition to the various problems identified, such as discrepancies between field conditions and indicators of the principal's leadership style, organizational culture and teacher performance have not been optimally realized. There are also public high schools in Pasaman Regency led by disciplined, charismatic principals who care about their subordinates, thus fostering work enthusiasm among the teaching staff. Disciplined and caring leaders will create a school culture that fosters achievement and excellence, while schools with less discipline will struggle to create a conducive environment for both teacher performance and learning. These findings support the hypothesis that leadership style and organizational culture are important factors influencing teacher performance. Further research is needed to test the generalizability of these findings (Agustin et al. 2023).

The above analysis indicates that leadership style and organizational culture are key determinants of optimal teacher performance in efforts to improve educational quality. Therefore, further in-depth research is needed because public senior high schools in Pasaman Regency, West Sumatra Province,



are nationally standardized schools and have implemented the Independent Curriculum. The diversity of factors, such as principal leadership style, availability of infrastructure, attitudes and behaviors, and teacher quality, makes the educational environment in public senior high schools in Pasaman Regency an interesting research object for a deeper examination of their influence on teacher performance, as stated in the thesis title "The Influence of Principal Leadership Style and Organizational Culture on Teacher Performance in Public Senior High Schools in Pasaman Regency."

Method

This study employed a quantitative ex-post facto design, as it does not require special treatment and seeks to identify factors influencing a phenomenon already present in the research subjects. This aligns with Sappaile's theory that ex-post facto research does not involve variable control, independent variables are not manipulated, and there is no special treatment. Instead, it examines the causal relationships of past events (Sappaile 2020). This study involved two independent variables: principal leadership style (X1) and organizational culture (X2), and one dependent variable: teacher performance (Y). The study was conducted over a six-month period, from November 2024 to April 2025, and covered twelve public high schools in Pasaman Regency. The population in this study was all teachers teaching at 12 public high schools in Pasaman Regency, totaling 563 people. These teachers included Public High School 1 Lubuk Sikaping (70 teachers), Public High School 2 Lubuk Sikaping (50 teachers), Public High School 3 West Sumatra (23 teachers), Public High School 1 Duo Koto (46 teachers), Public High School 1 Tigo Nagari (47 teachers), Public High School 1 Panti (55

teachers), Public High School 1 Rao (63 teachers), Public High School 1 Bonjol (55 teachers), Public High School 1 Padang Gelugur (68 teachers), Public High School 1 Rao Utara (25 teachers), Public High School 1 Mapat Tunggul (24 teachers), and Public High School 1 Mapat Tunggul Selatan (23 teachers), based on Dapodik data for Public High Schools in Pasaman Regency as of September 2024.

The sampling technique used was probability sampling, where each member of the population has an equal chance of being selected. The sample size was determined using the Slovin formula (Tejada and Al 2012) with a 5% inaccuracy allowance, resulting in $n = 563 / (1 + (563 \times 0.05^2)) = 233.85$, rounded to 234. Sampling per school was conducted using a proportionate random sampling technique grouped according to the number of teachers in each school, as stated by Sugiyono that samples can be divided into several categories such as sub-district, accreditation status, or number of teachers per school (Sugiyono 2017). The results of the proportional calculation produced a sample distribution of 30, 21, 10, 20, 20, 23, 27, 23, 29, 11, 10, and 10 people for each of the twelve schools, with a total of 234 respondents.

The research instrument used was a Likert-scale closed-ended questionnaire in the form of a checklist, compiled based on the indicator grid for each research variable. Respondents chose one of four answer options (Always, Often, Sometimes, Rarely/Never), with a score of 5-4-3-2-1 for positive statements and 1-2-3-4-5 for negative statements. The principal leadership style questionnaire was compiled based on Kurt Lewin's (1939) theory with indicators of autocratic, democratic, and laissez-faire styles; the organizational culture questionnaire was compiled based on Stephen P. Robbins'



(2017) theory with indicators of innovation and risk-taking, attention to detail, results orientation, individual orientation, team orientation, aggressiveness, and stability; while the teacher performance questionnaire was compiled based on Supardi's (2016) theory with indicators of the ability to plan learning, implement learning, implement interpersonal relationships, assess learning outcomes, implement enrichment, and implement remedial programs. Prior to use, the instrument was piloted on 40 high school teachers in Pasaman Regency, who were part of the population but not included in the research sample. The pilot test was conducted on January 10, 2025, using Google Forms, following the steps proposed by Sugiyono. The instrument analysis aimed to meet validity and reliability requirements to ensure accurate and reliable data (Arikunto 2016). Content validity was tested by consulting two experts with doctoral degrees in the relevant research field. Construct validity was tested through consultation with two experts regarding the instrument's suitability and factor analysis to correlate factor scores with the total score. The test criteria declared an item valid if the calculated r value was greater than the table r value (0.312), and invalid if the calculated r value was less than the table r value.

The pilot test of the principal leadership style questionnaire using SPSS for Windows version 29 showed that of the 52 items, three were invalid (items 1, 23, and 34) and were therefore discarded, leaving 49 valid items that still represented all indicators of principal leadership style. In the organizational culture questionnaire, out of 86 statement items, eight items were invalid (items number 9, 15, 20, 26, 49, 51, 65, and 85) and were therefore discarded, leaving 78 valid items that still measure all indicators of organizational culture. Meanwhile, in the teacher performance questionnaire, out of 92

statement items, three items were invalid (items number 48, 87, and 88) and were therefore discarded, leaving 89 valid items that still represent all indicators of teacher performance.

Reliability testing is conducted to measure the consistency of the instrument in producing the same data in repeated measurements, using the Cronbach Alpha formula. According to Priyatno, a variable is declared reliable if the Cronbach Alpha value is greater than 0.6, and conversely, it is declared unreliable if it is less than 0.6 (Priyatno 2018). Referring to Triton in Tanjung, the Cronbach Alpha scale is grouped into five categories, namely 0–0.20 (unreliable), 0.21–0.40 (less reliable), 0.41–0.60 (fairly reliable), 0.61–0.80 (reliable), and 0.81–1.00 (very reliable) (Tanjung 2022). Test results using SPSS version 29 showed a Cronbach's Alpha value of 0.970 for the principal's leadership style variable, 0.950 for organizational culture, and 0.966 for teacher performance. All of these variables were categorized as highly reliable ($\alpha > 0.6$), making them suitable for use as research instruments.

The data collection technique in this study used a questionnaire, a research instrument consisting of a series of written questions posed to respondents to obtain information relevant to the research objectives (Sugiyono 2017). The questionnaire was directed to principals and teachers of public high schools in Pasaman Regency to obtain data related to principal leadership style, organizational culture, and teacher performance. This data then generated quantitative data for analysis using parametric statistical tests. Data analysis was conducted descriptively and inferentially. Descriptive statistical analysis included calculating the mean, maximum, minimum, and standard deviation using SPSS version 29, as well as applying the ideal mean and



ideal standard deviation formulas adapted from Arikunto to categorize variable trends into five groups: very good, good, moderate, poor, and poor (Arikunto 2016).

Inferential statistical analysis began with prerequisite analysis tests, including a normality test using the Kolmogorov-Smirnov test (data is normally distributed if $\text{sig} > 0.05$), a linearity test using the Test of Linearity in the ANOVA table, a multicollinearity test with criteria of Tolerance > 0.1 and VIF < 10 to ensure the regression model is free from multicollinearity problems (Ghozali 2021), and a heteroscedasticity test using the Glejser test. Hypothesis testing was conducted through partial correlation analysis to determine the net relationship between variables after other variables were controlled. Simple linear regression with the equation $\hat{Y} = a + bX$ to test the effect of each independent variable on teacher performance (Sugiyono 2017), and multiple linear regression with the equation $\hat{Y} = a + b_1X_1 + b_2X_2$ to test the simultaneous effect of the principal's leadership style and organizational culture on teacher performance using the F-test. The decision-making criteria stated that if the significance value was < 0.05 , H_0 was rejected and H_a was accepted. Whereas if the significance value was > 0.05 , H_0 was accepted and H_a was rejected, as stated by Santoso (Santoso 2000).

Results and Discussion

1. Data Description

Data description is a descriptive description of the research data using descriptive statistics. Descriptive statistics in this study used SPSS for Windows version 29. Data description using descriptive statistics aims to examine data distribution, data deviation, and the size of a variable. The results of this data description can be used as a reference to observe the tendencies of respondents' responses to each research variable,

including principal leadership style, organizational culture, and teacher performance. The research respondents consisted of 234 teachers at public high schools in Pasaman Regency. The data description for each research variable is as follows:

a. Principal Leadership Style Variables

Data descriptions of principal leadership style variables based on the results of research conducted on 234 respondents are explained in Table 4.1 below:

Table 4.1
Data Regarding Principal Leadership Style Variables

No	Statistics	Principal Leadership Style
1.	Total Score	245
2.	Highest Score	245
3.	Lowest Score	135
4.	Mean	222,74
5.	Standard Deviation	18,46
6.	Mode	241
7.	Median	226

Principal Leadership Style Data Description

Table 4.1 shows the principal's leadership style scores as follows: a mean of 222.74, a mode of 241, and a median of 226. The comparison of the mean $<$ median $<$ mode, with $222.74 < 226 < 241$, indicates that the statistical analysis shows that the distribution of the principal's leadership style variable is left-skewed. This means that the majority of respondents gave the principal's leadership style a high rating, indicating that it is generally considered effective, positive, and supportive of teacher activities and performance at the school. However, the small number of respondents who gave low ratings resulted in an asymmetrical distribution of data with a tail to the left. This



indicates that although the principal's leadership style is generally considered positive, there are still negative perceptions or unpleasant experiences from a small number of individuals at the school.

These findings demonstrate the importance of the principal maintaining a leadership style that is perceived positively by the majority, while simultaneously evaluating and improving aspects of leadership that are not perceived equally by all teachers. If we look at the average score of the principal's leadership style questionnaire indicators, we get data as shown in Figure 4.1.

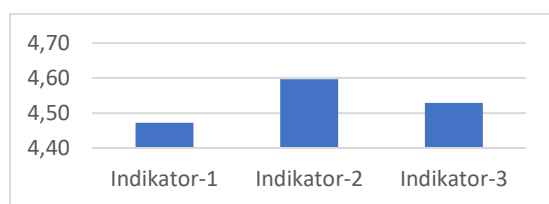


Figure 4. Bar Chart of Average Scores of Principal Leadership Style Questionnaire

Description:

Indicator 1: Autocratic Leadership Style

Indicator 2: Democratic Leadership Style

Indicator 3: Laissez-Faire Leadership Style

Based on Figure 4.1, a questionnaire containing 49 statements with three indicators for principal leadership styles completed by 234 respondents, it was concluded that the principal leadership style indicator with the highest average score was the democratic style indicator, with an average score of 4.60, and the lowest score was the autocratic style indicator, with a score of 4.47. This indicates that the data analysis results for the democratic leadership style variable tend to be applied by public high school principals in Pasaman Regency in managing their schools and carrying out their responsibilities as top managers. In this case, principals involve their subordinates in decision-making, respect the opinions of others, provide opportunities for development, and provide guidance.

Meanwhile, the relatively high autocratic style score indicates that principals occasionally use an authority-centered leadership approach, particularly in certain situations that require quick and decisive decisions. Overall, these results indicate that principals tend to adopt a democratic yet flexible leadership style, appropriate to the needs of the school environment. The questionnaire data on principal leadership styles completed by respondents can be grouped into the frequency distribution shown in Table 4.2.

Table 4.2

Frequency Distribution of Principal Leadership Style Scores

Interval Class	Frequency	Percentage(%)
135 - 147	2	0,85
148 - 160	1	0,43
161 - 173	0	0
174 - 186	5	2,14
187 - 199	16	6,84
200 - 212	32	13,67
213 - 225	59	25,21
226 - 238	66	28,21
239 - 251	53	22,65
Total	234	100

Based on Table 4.2, it can be seen that the results of the questionnaire research for the variable of the principal's leadership style on 234 respondents, the highest frequency is in the range of 226-238, which is the largest number, namely 66 people with a percentage of 28.221%. From the frequency distribution of the principal's leadership style scores, five categories can be made, namely very good, good, moderate, less good and not good (Arikunto 2016), namely:



No	Range	Category
1	$(M_i + 1,5 SD_i) - \text{ke atas}$	Very Good
2	$(M_i + 0,5 SD_i) - (M_i + 1,5 SD_i)$	Good
3	$((M_i - 0,5 SD_i) - (M_i + 0,5 SD_i))$	Average
4	$(M_i - 1,5 SD_i) - (M_i + 0,5 SD_i)$	Poor
5	$(M_i - 1,5 SD_i) - \text{ke bawah}$	Poor

The mean (M) is calculated using the formula:
 $M = 1/2 (\text{Lowest ideal value} + \text{Highest ideal value})$, while the ideal standard deviation (SD) is calculated using the formula: $1/6 (\text{Highest ideal value} - \text{Lowest ideal value})$. The data grouping can be seen in Table 4.3.

Table 4.3
Data Classification of Principal Leadership Styles

Category	Range	Number of Respondents	Percentage
Very Good	≥ 196	215	91,9
Good	163 – 196	17	7,3
Average	131 – 163	2	0,8
Poor	98 – 131	0	0
Poor	< 98	0	0
Total		234	100

The classification of principal leadership styles obtained by 215 respondents (91.9%) was categorized as very good, 17 respondents (7.3%) as good, and 2 respondents (0.9%) as moderate. Based on these data, it can be concluded that more than 99.2% of the above classifications are good, thus indicating that the leadership styles of public high school principals in Pasaman Regency are at a good level.

a. Organizational Culture Variables

Description of data on organizational culture variables based on the results of research

conducted on 234 respondents is explained in Table 4.4 below:

Table 4.4
Data on Organizational Culture Variables

No	Statistics	Organizational culture
1.	Total Score	390
2.	Highest Score	390
3.	Lowest Score	218
4.	Mean	357,50
5.	Standard Deviation	28,04
6.	Mode	387
7.	Median	363

Organizational Culture Data Description

Based on Table 4.4, the organizational culture scores are as follows: a mean score of 357.50, a mode of 387, and a median of 363. The comparison of the mean $<$ median $<$ mode values, with values of $357.50 < 363 < 387$, indicates that the statistical analysis shows a left-skewed distribution of the principal leadership style variable. This means that the majority of respondents gave high ratings to organizational culture, but a small minority gave lower ratings than the majority.

This distribution indicates that, in general, the organizational culture in the research environment is perceived quite positively. The presence of respondents who gave low ratings requires attention, as it may reflect inconsistencies, dissatisfaction, or specific obstacles experienced by a small number of individuals. Therefore, efforts to improve and strengthen organizational culture need to be directed not only at maintaining the positive aspects that have been functioning well, but also at identifying and addressing the factors that contribute to negative perceptions among these respondents. Based on the scores of



the organizational culture questionnaire indicators, the data obtained is as shown in Figure 4.2.

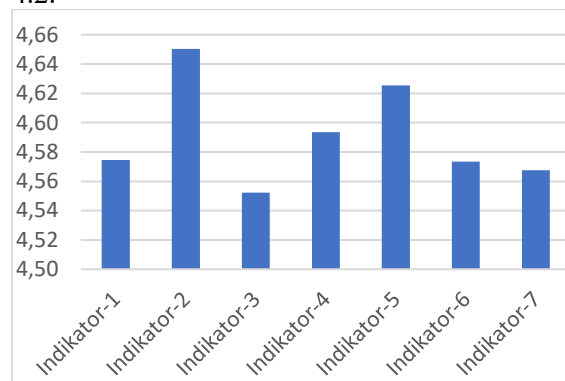


Figure 4.2
Bar Chart of Average Scores on the Organizational Culture Questionnaire

Description:

Indicator 1: Innovation and Risk Taking

Indicator 2: Attention to Detail

Indicator 3: Results Orientation

Indicator 4: Individual Orientation

Indicator 5: Team Orientation

Indicator 6: Aggressiveness

Indicator 7: Stability

Based on Figure 4.2, it can be concluded that of the 7 indicators and 78 items, the organizational culture with the highest average score is indicator 2, namely attention to detail, with a score of 4.63, and the lowest score is indicator 3, namely results orientation, with a score of 4.55. This shows that the organizational culture at Pasaman Regency Public High Schools emphasizes that the majority of respondents frequently pay attention to tasks and responsibilities in accordance with applicable procedures. The majority of respondents strive to carry out their work without errors that could lead to future problems. This means that the organization places a strong emphasis on accuracy, precision, and attention to detail in carrying out tasks. This culture reflects high work standards and accountability for both technical and procedural matters. Furthermore, teachers also conduct evaluations by measuring previous work results and striving to improve their own.

Meanwhile, the lowest score was found in the results orientation indicator, with an average score of 4.55. Although the difference is relatively

small, this indicates that the focus on achieving targets, work methods, and work results is slightly less than the aspect of accuracy. Therefore, organizations need to balance accurate processes and achieving optimal results so that the work culture focuses not only on procedures but also on effectiveness and ultimate goals. To better understand the results of the research on teacher organizational culture, a frequency distribution of the organizational culture questionnaire is presented in Table 4.5.

Table 4.5
Frequency Distribution of Organizational Culture Scores

Class Interval	Frequency	Percentage(%)
218 – 237	1	0,43
238 – 257	2	0,85
258 – 277	1	0,43
278 – 297	2	0,85
298 – 317	15	6,41
318 – 337	27	11,54
338 – 357	47	20,08
358 – 377	77	32,91
378 – 397	62	26,50
Total	234	100

Based on Table 4.5, it can be seen that the results of the questionnaire research for the organizational culture variable on 234 respondents, the highest frequency is in the range of 358-377, which is the largest number, namely 77 people with a percentage of 32.91%. From the frequency distribution of organizational culture scores, five categories can be made, namely very good, good, moderate, less good, and bad (Arikunto 2016), namely:

No	Range	Category
1	$(M_i + 1,5 SD_i) - \text{ke atas}$	Excellent
2	$(M_i + 0,5 SD_i) - (M_i + 1,5 SD_i)$	Good



3	$((M_i - 0,5 SD_i) - (M_i + 0,5 SD_i))$	Average
4	$(M_i - 1,5 SD_i) - (M_i + 0,5 SD_i)$	Poor
5	$(M_i - 1,5 SD_i) - \text{ke bawah}$	Poor

The mean (M) is calculated using the formula:

$M = 1/2$ (Lowest ideal value + Highest ideal value), while the ideal standard deviation (SD) is calculated using the formula: $1/6$ (Highest ideal value – Lowest ideal value). The data grouping can be seen in Table 4.6.

Table 4.6
Organizational Culture Data Classification

Category	Range	Number	Respondents Percentage
Excellent	≥ 312	219	93,6
Good	260 – 312	12	5,1
Average	208 – 260	3	1,3
Poor	156 – 208	0	0
Poor	< 156	0	0
Total		234	100

The organizational culture classification based on Table 4.6 shows that 219 respondents (93.6%) were categorized as very good, and 12 respondents (5.1%) were categorized as good. Considering that more than 98.7% of the data were categorized as good or above, it can be concluded that the organizational culture of public high school teachers in Pasaman Regency is at a good level.

a. Teacher Performance Variables

Description of teacher performance variables based on the results of the study conducted on 234 respondents is explained in Table 4.7 below:

Table 4.7
Description of Teacher Performance Data

No	Statistics	Teacher Performance
1.	Total Score	445

2.	Highest Score	445
3.	Lowest Score	257
4.	Mean	414,89
5.	Standard Deviation	31,34
6.	Mode	445
7.	Median	425

Table 4.7 shows the teacher performance questionnaire, which consisted of 6 indicators and 89 questionnaire items. The scores obtained were as follows: a mean score of 414.89, a mode of 445, and a median of 425. The descriptive analysis of the teacher performance data shows that the mean < median < mode, i.e., $414.89 < 425 < 445$. This relationship indicates that the distribution of teacher performance data is left-skewed. This means that the majority of respondents have high performance, as reflected in the mode and median being higher than the average. However, a small number of respondents obtained lower performance scores, thus skewing the average score. This condition suggests that there is variation in performance between teachers that needs to be considered.

In general, teacher performance in the schools studied was in the good category. However, these findings also suggest the importance of school management in identifying and mentoring teachers with below-average performance to achieve comprehensive and sustainable performance improvement. Based on the teacher performance questionnaire indicator scores, the data obtained is as shown in Figure 4.3.



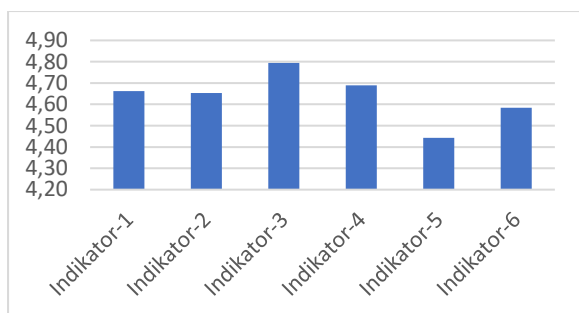


Figure 4.3
Bar Chart of Average Teacher Performance Questionnaire Scores

Description:

Indicator 1: Ability to develop lesson plans

Indicator 2: Ability to implement learning

Indicator 3: Interpersonal skills

Indicator 4: Ability to assess learning outcomes

Indicator 5: Ability to implement enrichment

Indicator 6: Ability to implement remedial measures

Figure 4.3 shows that the teacher performance indicator with the highest average score is the interpersonal skills indicator, with a score of 4.79. The lowest scores are for two indicators: the ability to implement enrichment measures (4.44) and the remedial measures indicator (4.58). The analysis of these indicators shows that teachers at the schools studied have excellent communication skills, building rapport, and creating positive interactions with students, colleagues, and other parties within the school environment.

Meanwhile, the lowest scores were for the enrichment implementation indicators (4.44) and remedial measures (4.58). Although the overall score is still in the good category, this lower score indicates that the follow-up learning aspect, particularly in providing reinforcement for students who have completed the course and assistance for those who have not, still needs to be optimized. This certainly impacts student learning outcomes in understanding the material presented by the subject teacher.

This finding indicates that teacher performance in interpersonal aspects is very prominent, but needs to be balanced with improvements in the quality of differentiated learning management and orientation towards individual student learning outcomes. Therefore, training or mentoring in designing and implementing enrichment and remedial programs can be an appropriate professional development strategy to improve the overall quality of learning. The data from the research on the performance of public high school teachers in Pasaman Regency are presented in the form of a frequency distribution in Table 4.8.

Table 4.8
Frequency Distribution of Teacher Performance Scores

Class Interval	Frequency	Percentage(%)
257 - 277	2	0,85
278 - 298	1	0,43
299 - 319	0	0
320 - 340	1	0,43
341 - 361	7	2,99
362 - 382	20	8,55
383 - 403	40	17,09
404 - 424	42	17,95
425 - 445	121	51,71
Total	234	100

Based on Table 4.8, it can be seen that the results of the questionnaire research for the teacher performance variable on 234 respondents, the highest frequency is in the range of 425 - 445, which is the largest number, namely 121 people with a percentage of 51.71%. From the frequency distribution of teacher performance scores, five categories can be made, namely very good, good, moderate, less good and bad



(Arikunto 2016), namely:

No	Range	Category
1	$(Mi + 1.5 SDi) - up$	Excellent
2	$(Mi + 0.5 SDi) - (Mi + 1.5 SDi)$	Good
3	$((Mi - 0.5 SDi) - (Mi + 0.5 SDi))$	Average
4	$(Mi - 1.5 SDi) - (Mi + 0.5 SDi)$	Poor
5	$(Mi - 1.5 SDi) - down$	Poor

The mean (M) is calculated using the formula:

$M = 1/2$ (Lowest ideal value + Highest ideal value), while the ideal standard deviation (SD) is calculated using the formula: $1/6$ (Highest ideal value - Lowest ideal value). The data grouping can be seen in Table 4.9.

Table 4.9
Teacher Performance Data Classification

Category	Range	Number	Percentage
Excellent	≥ 356	225	96,2
Good	297 – 356	6	2,6
Average	238 – 297	3	1,3
Poor	179- 238	0	0
Poor	< 179		
Total		234	100

Table 4.9 shows the teacher performance classification obtained by 225 respondents (96.2%) in the very good category, 6 respondents (2.6%) in the good category, and 3 respondents (1.3%) in the moderate category. From this data, it can be seen that more than 98.8% of respondents were classified as good or above, indicating that the performance of public high school teachers in Pasaman Regency is at a good level.

Analysis Requirements Testing

Before conducting the hypothesis testing, analysis requirements testing was conducted to ensure the data used met the basic assumptions of parametric statistical analysis. These requirements testing included: 1) Normality Test, 2) Linearity Test, 3) Multicollinearity Test, and 4) Heteroscedasticity Test. The results of the prerequisite tests in this study were:

1. Normality Test

The normality test aims to determine whether the residual values are normally distributed. Normal residual values indicate a good regression model. This study used the Kolmogorov-Smirnov test to test for data normality. The following are the results of data analysis using SPSS for Windows version 29 which can be seen in Table 4.10.

Table 4.10
Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardize d Residual
N			234
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		20.03706649
Most Extreme Differences	Absolute		.053
	Positive		.032
	Negative		-.053
Test Statistic			.053
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.114
	99% Confidence Interval		
	Lower Bound	Upper Bound	.105 .122

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: Processed Data from SPSS for Windows version 29

The decision-making criterion for this test is that if $\text{sig} > 0.05$, the residual value is normally distributed. However, if $\text{sig} < 0.05$, the residual value is not normally distributed. Based on Table 4.10, a significance value of 0.200 is obtained, concluding that $\text{sig} > 0.05$, with a normally distributed residual value. For more details on the distribution of residual data, see Figure 4.4 below:

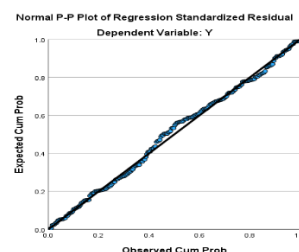


Figure 4.4
Graph of Normality Test Results



Source: Processed Data from SPSS for Windows version 29

Figure 4.4 shows that the data distribution is around the diagonal line, which indicates a normally distributed data distribution. This means that the residual values are normally distributed.

2. Linearity Test

The linearity test aims to determine the relationship between variables. The results of the linearity test conducted using SPSS for Windows version 29 are as follows:

Table 4.11
Linearity Test of Teacher Performance Variable (Y) with Principal Leadership Style (X1)

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups (Combined)	138230.048	60	2303.834	4.399	< .001
	Linearity	95717.752	1	95717.752	182.786	< .001
	Deviation from Linearity	42512.296	59	720.547	1.376	.055
	Within Groups	90593.063	173	523.659		
Total		228823.111	233			

Source: Processed Data Processed Data SPSS for Windows version 29

Table 4.12
Linearity Test of Teacher Performance Variable (Y) with Organizational Culture (X2)

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Y*X2	Between Groups (Combined)	168595.094	77	2189.417	5.670	< .001
	Linearity	130031.109	1	130031.109	336.745	< .001
	Deviation from Linearity	38563.986	76	507.289	1.314	.078
Within Groups		60236.017	156	386.141		
Total		228823.111	233			

Source: Processed Data Processed Data SPSS for Windows version 29

Based on Tables 4.11 and 4.12, the results of the linearity test for each variable using the ANOVA table yield the following results: both variables show a linear relationship if the significance level is less than 0.05. This

means that based on the test criteria, a sig. <0.05 indicates a linear relationship, and vice versa. It can be concluded that the principal's leadership style has a linear relationship with teacher performance, and likewise, organizational culture has a linear relationship with teacher performance.

3. Multicollinearity Test

The multicollinearity test is used to determine whether there is a strong relationship (interconnection) between independent variables. An accurate method for detecting interconnections between variables is the VIF (Variable Inflation Factor) and tolerance method. To obtain the multicollinearity test, the researcher used SPSS for Windows version 29, resulting in the following results:

Table 4.13
Multicollinearity Test Results

Coefficients ^a			
		Collinearity Statistics	
Model		Tolerance	VIF
1	X1	.484	2.065
	X2	.484	2.065

a. Dependent Variable: Y

Source: Processed Data from SPSS for Windows version 29

Table 4.13 shows that all independent variables have a tolerance value greater than 0.1, namely 0.484. Meanwhile, the VIF calculation results show a value less than 10. Based on the test criteria, if the tolerance value is >0.10, it means there is no intercorrelation, and if the VIF value is <10.00, there is also no intercorrelation between the independent variables. Therefore, from this table, it can be concluded that there are no symptoms of multicollinearity.

4. Heteroscedasticity Test

The heteroscedasticity test in this study uses the Glejser test to detect whether heteroscedasticity occurs by regressing the absolute value of the residuals against the independent variables. With the test criteria, if the sig. value is >0.05 (5%), the regression equation does not contain heteroscedasticity, and vice versa. The results of



the heteroscedasticity test are shown in Table 4.14.

Table 4.14
Heteroscedasticity Test Results

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	59.914	10.159	5.898	<.001		
	X1	-.089	.059	-.138	.129	.484	2.065
	X2	-.067	.039	-.157	.1730	.085	.484

a. Dependent Variable: ABS_RES

Source: Processed Data from SPSS for Windows version 29

The output above shows that the sig. value of the principal's leadership style (X1) on teacher performance is $0.129 > 0.05$, and the sig. value of organizational culture (X2) on teacher performance is $0.085 > 0.05$, indicating no heteroscedasticity. This means that heteroscedasticity is not present in both independent variables. Therefore, interpretation can be made and further analysis can be carried out using multiple linear regression analysis.

Hypothesis Testing

1. First Hypothesis

The first hypothesis in this study is:

H0: There is no effect of the principal's leadership style on teacher performance

Ha: There is an effect of the principal's leadership style on teacher performance

To predict the effect of the principal's leadership style on teacher performance (Y), see the appendix and the results of the regression analysis in the following table:

Table 4.15
Simple Regression Coefficients for Hypothesis I

Coefficients ^a									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance
1	(Constant)	170.360	18.996	8.968	<.001				
	X1	1.098	.085	12.916	<.001	.647	.647	.647	1.000

a. Dependent Variable: Y

Source: Processed Data SPSS for Windows version 29

From table 4.15, it can be seen that the constant t-count = $12.916 > t\text{-table} = 1.97$ and n 234 with a significance value of <0.001 , less than the significance level of $\alpha = 0.05$. This means that the constant value in the regression equation can be used to predict teacher performance. The regression coefficient for the principal's leadership style variable is t-count = $12.916 > t\text{-table} = 1.97$ with a significance level of $<0.001 \alpha = 0.05$. The conclusion is that the regression coefficient for the principal's leadership style can be used to predict teacher performance.

Based on this analysis, a = 170.360 and b1 = 1.098 are obtained. It can be concluded that the principal's leadership style is a predictive factor in determining teacher performance with the equation $\hat{Y} = 170.360 + 1.098 X1$. Based on the regression formula, it can be concluded that if the principal's leadership style increases by one unit, teacher work discipline will increase by 1.098 units at a constant of 170.360.

To further examine the magnitude of the influence of the principal's leadership style on teacher performance, see the appendix and the results of the regression analysis below in Table 4.16.

Table 4.16
Model Summary Hypothesis I

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.647 ^a	.418	.416	23.95266	.418	166.834	1	232	<.001

a. Predictors: (Constant), X1

b. Dependent Variable: Y



Source: Processed Data SPSS for Windows version 29

Based on Table 4.16, the correlation coefficient between X1 and Y is 0.647, with an effect (R²) of 0.418.

The above description indicates that the principal's leadership style has a 41.80% influence, and empirically, the strength of the principal's leadership style's influence on teacher performance is represented by an effect (r) of 0.647. The remaining 58.20% (100% - 41.80%) is influenced by other variables outside this regression equation and/or variables not examined. Therefore, the working hypothesis (Ha) stating that the principal's leadership style has an influence on teacher performance in public high schools in Pasaman Regency is accepted.

2. Second Hypothesis

The second hypothesis in this study is:

H0: There is no influence of organizational culture on teacher performance

Ha: There is an influence of organizational culture on teacher performance

To predict the influence of organizational culture (X2) on teacher performance (Y), see the appendix and the results of the regression analysis in Table 4.17.

Table 4.17

Simple Linear Regression Coefficients for Hypothesis II

Coefficients ^a											
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta				Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	113.671	17.290		6.574	<.001					
	X2	.843	.048	.754	17.475	<.001	.754	.754	.754	1.000	1.000
a. Dependent Variable: Y											

a. Dependent Variable: Y

Sumner : Data Olahan SPSS for windows versi 29

From table 4.17, it can be seen that the constant t-count = 6.574 > t-table = 1.97 and n 234 with a significance of <0.001, less than the significance level of $\alpha = 0.05$. This means that the constant value in the regression

equation can be used to predict teacher performance. The regression coefficient on the organizational culture variable is t-count = 17.475 > t-table = 1.97 with a significance level of <0.001, significance of $\alpha = 0.05$. In conclusion, the regression coefficient of organizational culture can be used to predict teacher performance.

Based on this analysis, a = 113.671 and b1 = 0.843 are obtained. It can be concluded that the principal's leadership style is a predictive factor in determining teacher performance with the equation $\bar{Y} = 113.671 + 0.843X2$. Based on the regression formula, it can be concluded that if a school's organizational culture increases by one unit, teacher work discipline will increase by 0.843 units at a constant of 113.671.

To further examine the impact of organizational culture on teacher performance, see the appendix and the results of the regression analysis below in Table 4.18.

Table 4.18

Model Summary Hypothesis II

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	Df1	Df2	Sig.	Change in Statistics
1	.754 ^a	.568	.568	17.290	.568	17.475	1	232	<.001	

Source: Processed Data SPSS for Windows version 29

Based on the table, the correlation coefficient between X2 and Y is 0.754, with an effect (R²) of 0.568.

The above description indicates that organizational culture has a 56.80% effect, and empirically, the influence of the principal's leadership style on teacher performance is represented by an effect (r) of 0.754. The remaining 43.2% (100% - 56.80%) is influenced by other variables outside this regression equation and/or variables not examined. Therefore, the working hypothesis (Ha) stating that organizational culture has an effect on teacher



performance in public high schools in Pasaman Regency is accepted.

3. Third Hypothesis

The third hypothesis in this study is:

H0: There is no effect of the principal's leadership style and organizational culture simultaneously on teacher performance.

Ha: There is an effect of the principal's leadership style and organizational culture simultaneously on teacher performance.

This third hypothesis was analyzed using a simultaneous test (F test). This test aims to examine the simultaneous influence of independent variables on the dependent variable, as shown in Table 4.19.

Table 4.19
Results of the F-Test for Hypothesis III

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135277.331	2	67638.666	167.026	<.001 ^b
	Residual	93545.780	231	404.960		
	Total	228823.111	233			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: *Processed Data SPSS for Windows version 29*

Table 4.19 shows the calculated F value = $167.026 > F_{table} = 3.035$, and $n = 234$, with a significance level of <0.001 and a significance level of $\alpha = 0.05$. This indicates that the constant value in the regression equation can be used to predict teacher performance. Meanwhile, the multiple linear regression coefficients can be seen in Table 4.20.

Table 4.20
Multiple Linear Regression Coefficients

Coefficients ^a										
Model	Unstandardized Coefficients		Standardized Coefficients		Correlations			Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	93.847	17.738	5.291	<.001					
	X1	.369	.103	.218	.3599	<.001	.647	.230	.151	4.684
	X2	.668	.068	.598	9.884	<.001	.754	.545	.416	2.405

a. Dependent Variable: Y

Sumner : *Processed Data SPSS for Windows version 29*

Based on Table 4.20, the values obtained are $a = 93.847$, $b_1 = 0.369$, $b_2 = 0.668$. It can be concluded that the principal's leadership style and organizational culture are predictive factors in determining teacher performance, with the regression equation: $\hat{Y} = 93.847 + 0.369 X_1 + 0.668 X_2$. Based on the multiple regression formula, it can be interpreted that if the principal's leadership style (X_1) and organizational culture (X_2) increase by one unit, then $\hat{Y}$ or teacher performance will increase by $(0.369 + 0.668) 1.037$ units at a constant of 93.847.

Furthermore, to see the magnitude of the influence of a one-unit increase in the principal's leadership style and organizational culture on teacher performance, the results of the regression analysis can be seen in Table 4.21.

Table 4.21
Model Summary Hypothesis III

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.769 ^a	.591	.588	20.12362	.591	167.026	2	231	<.001

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Sumner : *Processed Data SPSS for Windows version 29*

Based on Table 4.21, it can be seen that the correlation coefficient between the principal's leadership style (X_1) and organizational culture (X_2) on teacher performance (Y) ($R_{x_1x_2y}$) is 0.769 with an influence (R^2) of 0.591 at a significance level of $<0.001 <$ at a significance level of $\alpha = 0.05$. Thus, the performance hypothesis (H_a) which states "there is an influence of the principal's leadership style (X_1) and organizational culture (X_2) on teacher performance (Y) in Public High Schools in Pasaman Regency can be accepted.



The description above is believed to have an influence of the principal's leadership style and organizational culture (X1) and organizational culture (X2) is 59.1. While the remaining (100% - 59.1%) 40.9% is influenced by other variables outside this regression equation.

Discussion

The results of the study indicate that all three hypotheses in this study were accepted: there is an influence of the principal's leadership style on teacher performance, there is an influence of organizational culture on teacher performance, and there is an influence of the principal's leadership style and organizational culture together on the performance of public high school teachers in Pasaman Regency.

Data analysis shows that the principal's leadership style influences teacher performance with a correlation coefficient of 0.647 and a coefficient of determination of 0.418 (a contribution of 41.8% at a 5% significance level). The most influential indicator is democratic leadership style (the highest average score of 4.60), which contributes to the interpersonal relationship indicator on teacher performance (a score of 4.79). This finding aligns with research by Husni et al. (2023) which found a contribution of democratic leadership style of 39.9%, and research by Claudia (2022) which found a contribution of 17.5%. This also supports Wahab's (2008) theory of effective leadership, Likert's (1961) leadership systems theory regarding participatory styles and interpersonal relationships, and Robbins and Judge's (2017) view that attention to human relationships increases motivation and the effectiveness of team communication. The values of deliberation and gentle leadership are also in line with the content of Surah Ali Imran, verse 159.

Conversely, the autocratic leadership style indicator scored the lowest (4.47), which correlated with low scores for enrichment program implementation (4.44) and remedial programs (4.58). An autocratic style, oriented toward control and direct instruction, tends to limit teachers' room for innovation in designing flexible supplementary learning programs.

For the organizational culture variable, the analysis results showed a correlation coefficient of 0.754 and a coefficient of determination of 0.568 (a contribution of 56.8% at a 5% significance level). These findings are consistent with McShane and Von Glinow's (2022) findings that a strong organizational culture has the potential to improve performance, Yulizar's (2020) research, which found a significant correlation of 0.983, and Fevi Selfiati et al.'s (2021) research, which found an effect of 22.50%. The attention to detail indicator scored the highest (4.63) and contributed to the quality of teachers' interpersonal relationships (4.79), in line with Robbins and Judge's (2017) theory on the influence of core organizational cultural values on individual behavior, as well as the value of brotherhood in Surah Al-Hujurat verse 13.

Meanwhile, the results-orientation indicator scored the lowest (4.55), related to the suboptimal implementation of remedial and enrichment programs, in line with Denison's (1990) theory that weak results-orientation leads to less structured learning follow-up. Simultaneously, the principal's leadership style and organizational culture influence teacher performance with a correlation coefficient of 0.769 and a determination coefficient of 0.591 (a contribution of 59.1%), supported by the F-test results (F-count 167.026 > F-table 3.035 at a 5% significance level).



The responsibility of teachers and principals in carrying out this mandate aligns with Surah Al-Baqarah verses 30–31. This finding is consistent with research by Agustin et al. (2023) which found a significant effect of 58.8%, and research by Gulo (2021) at 20.6%. The synergy between a democratic leadership style (score 4.60) and attention to detail (score 4.63) also strengthens teachers' interpersonal relationships (score 4.79), in line with Getzels and Guba's (1957) Social Systems Theory of School Organization, which explains how informal structures shape interpersonal behavior in organizations.

The lowest average scores were simultaneously found for the autocratic leadership style (4.47), results orientation (4.55), and the ability to implement remedial (4.58) and enrichment (4.44). This condition indicates a weak structural drive from both leadership and organizational culture towards the implementation of differentiated learning, in line with Tomlinson's view in Rohi (2023) that remedial and enrichment should be implemented based on formative evaluation of student needs. This finding emphasizes the need to strengthen democratic leadership styles and results-oriented organizational cultures as the main strategies for improving teacher performance overall.

Conclusion

Based on the analysis and discussion of the research results, the following conclusions can be drawn:

1. There is a significant influence of the principal's leadership style on the performance of public high school teachers in Pasaman Regency. The principal's leadership style (X1) significantly influences teacher performance (Y) (R_{x1y}) with a correlation coefficient of 0.647, with an effect (R^2) of 0.418 at a significance level of <0.001 , <0.05 ,

and a calculated t value of $12.916 > t_{table} = 1.97$. Therefore, the hypothesis (H_a) that states "there is an influence of the principal's leadership style (X1) on the performance of public high school teachers (Y) in Pasaman Regency is supported." Therefore, the influence of the principal's leadership style is 41.8%, while the remaining 58.2% ($100\% - 41.8\%$) is influenced by other variables outside this regression equation or variables not studied.

2. There is a significant influence of organizational culture on the performance of public high school teachers in Pasaman Regency. Organizational culture (X2) has a significant effect on teacher performance (Y) (R_{x2y}) has a correlation coefficient of 0.754 with an influence (R^2) of 0.568 at a significance level of <0.001 at a significance level of $\alpha = 0.05$ and a calculated t value of $17.475 > t_{table} = 1.97$. Thus, the hypothesis (H_a) which states "there is an influence of organizational culture (X2) on the performance of teachers (Y) in Public High Schools in Pasaman Regency". So, the influence of the principal's leadership style is 56.8% and empirically the strength of the influence of organizational culture on teacher performance is represented by an influence (r) of 0.754. While the remaining ($100\% - 56.8\%$) 43.2% is influenced by other variables outside this regression equation or variables not studied.

3. There is a simultaneous significant influence of the principal's leadership style and organizational culture on the performance of Public High School teachers in Pasaman Regency. The principal's leadership style (X1) and organizational culture (X2) have a significant effect on teacher performance (Y) (R_{x1x2y}) of 0.769 with an influence (R^2) of 0.591 at a significance level of <0.001 at a significance level of $\alpha = 0.05$ and the

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calculated F value = 167.026 > F_{table} = 3.035. There is an influence of the principal's leadership style (X1) and organizational culture (X2) of 59.1% and empirically the strength of the influence of the principal's leadership style and organizational culture on teacher performance is represented by an influence (r) of 0.789. While the remaining (100% - 59.1%) 40.9% is influenced by other variables outside this regression equation or variables not studied.

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