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THE ROLE OF EFFECTIVE PRINCIPAL LEADERSHIP AND ORGANIZATIONAL CULTURE IN IMPROVING TEACHER PERFORMANCE AT SENIOR HIGH SCHOOL
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Abstract

The purpose of this study is to examine the relationship between the leadership role of an effective principal and organizational culture in terms of improving teacher performance. Effective principal leadership plays a critical role in enhancing teacher performance, as does a strong organizational culture that reflects the school's values. The sampling technique used was cluster random sampling, with a sample size of 175 people. A questionnaire was distributed to teachers at State Senior High Schools in West Java, Indonesia, as part of the research technique. To collect the necessary data, the questionnaire is completed following the statement items, using a Likert scale with five alternative responses. The data were analyzed using SEM was estimated using the SmartPLS (Smart Partial Least Squares) software. It was discovered that effective principal leadership exists to have a positive and significant effect on the performance of teachers. Additionally, this study demonstrates the critical role of organizational culture in enhancing teacher performance. These findings point the way forward in terms of enhancing the quality of school leadership, as well as the effectiveness of organizational culture, to boost teacher performance.

Kata Kunci: Effective Principal Leadership, Organization Culture, Teacher Performance, Public Senior High School

INTRODUCTION

Teachers square measure leaders and educators verify learning activities through the implementation of functions and tasks in shaping the standard of student learning outcomes (Kadir et al., 2016). Teacher learning activities square measure needed to own optimum performance, as a result of teacher performance may be an essential success think about effecting instructional activities. Several factors have resulted in the low performance of lecturers in affecting their duties and functions because of the main implementers of education in colleges, as well as the leadership of principals and therefore the culture of operations. The dearth of effective leadership of faculty principals and poor structure culture will result in a decline in teacher morale and performance, that successively affects the general performance of the varsity organization

(Grissom, J. A., Mitani, H., & Woo, D. S., 2019).

Effective leadership may be a type of one's performance that may be measured from a leadership style that may be applied altogether things within the establishment it leads (Leithwood, K., Harris, A., & Hopkins, D., 2020). The standard of the principal's leadership is a vital facet that determines faculty performance, particularly student performance so the principal is needed to play a full of life role in fostering the varsity to attain the success of the varsity he leads (Igwe, N., & Odike, M., 2016). To achieve optimum teacher performance, the headteacher is anticipated to come up with the potential of every individual to rise and begin everything with sincerity. However essentially, there square measure still some principals who haven't maximized their roles and functions as



high leaders in their colleges, as a result, the teacher's performance has become weak.

Culture is that the embodiment of the worth system adopted by members of an entity and is employed as a reference in effecting functions and duties so it becomes the character of the organization (Dean Anderson, L. A. A., 2010; Trang, D. S., 2013). Culture is something abstract, but its strength is created in the social and organizational situations it comes from a strong culture. If the organization does not understand the operation of cultural forces, members of the organization become victims. The culture will illustrate how the concept of culture helps to illuminate organizational situations (Qamari et. al., 2014). There are 3 main parts of organizational culture: visible artifacts, espoused values, and the basic assumptions that underlie them. If we think about the mix of visible organizational artifacts, espoused values, and underlying assumptions, we will begin to classify organizational culture on various dimensions. (Colquitt, J., 2019)

Culture will have an impact on 1) the state of the staff (morale) and will determine the passion, emotions, and skills of people in the workplace, 2) organizational performance, 3) results and determine how much human potential and structures enter the market, 4) establish norms related to personal responsibility and direction, 5) determine the extent to which the organization "talks" about its values (Armstrong, 2009). Cultural change is important in a corporation that reflects the dynamics of individual performance that have an impression on individual work behavior and results, so people square measure needed to be able to work professionally.

Organizational or company culture is that the pattern of values, norms, beliefs, attitudes, and assumptions that will not are articulated however form the ways within which folks in organizations behave and things get done. Values ask what's believed to be necessary concerning however folks and organizations

behave. Norms square measure the unwritten rules of behavior. The definition emphasizes that structure culture worries with the subjective facet of what goes on in organizations. It refers to abstractions like values and norms that imbue the entire or a part of a business, which can't be defined, discussed, or perhaps detected. Still, culture will have a significant influence on people's.

Performance is the embodiment of an individual, group, or organizational achievement or level of success. Performance can be seen if an individual or group or organization has demonstrated success criteria, both from certain goals and targets that were achieved (Qamari, I. N., & Shukor, S. A., 2020). Performance is the value of work results that can make a positive contribution to the achievement of the goals set by the organization. Performance is an incentive given by workers to companies resulting from the workload of employees. Aside from the leadership of school principals that can affect teacher performance, another influential variable is the school's organizational culture.

Organizational Culture (OC) is an important element in the implementation of education in schools that need serious attention from the implementers of education in schools as an effort to improve teacher performance (Ilyas, M., & Abdullah, T., 2016). Effective principal leadership (EPL) and Organizational Culture are two important factors for achieving optimal teacher performance. The school principal whose job is to manage the school with various leadership approaches from the beginning to plan, organize activities, control, and supervise is expected to be able to prepare students, become reliable and qualified students. The ineffectiveness of the Principal's Leadership and the lack of good Organizational Culture can lead to low Teacher Performance (TP) in carrying out his duties as a teacher. The reality is interrelated, where one affects the other, which can lead to weak school performance in carrying out their duties



and functions, namely preparing students who have good learning quality to continue to the next level. The purpose of this paper is to discuss the impact of effective principal leadership and organizational culture on teacher performance. As a result, the following research questions are

posed: RQ1. Does an effective principal's leadership affect teacher performance? RQ2. Is school organizational culture a factor in teacher performance?

LANDASAN TEORI
Teacher Performance (TP)

The etymology of performance, when used as a translation term, refers to the interpretation of proficiency as indicating sincerity in carrying out the task. This essay is intended to serve as a translation of the term "performance" (Chance, P., 2007). Teacher performance evaluation will be connected to the central concerns surrounding the evaluation of instructional activities, with instructing on behavior serving as the guiding principle. for performance evaluation. Additionally, performance is defined as a metric for assessing a work product's quality. As a result of the preceding description, it is possible to conclude that the teacher's performance is primarily a reflection of a positive work ethic regarding the Capacity of the teacher to function as a teacher, mentor, and administrator of the class.. (Cappelli, P., & Neumark, D., 2001).

Teachers who perform well are those who understand their roles and responsibilities. As a result, a teacher must possess extensive knowledge or knowledge of his or her profession. knowing his duties. To show good performance, it requires targets to master certain skills and abilities for teaching positions, such as mastering the basic competencies of teachers. Thus, from a personal standpoint, there is a requirement for accountability and an acute awareness to achieve a high level of performance, as

performance is directly related to task awareness. (Certo, S. C. & Peter, J. P., 2008).

Teacher performance is inextricably linked to the quality of the teacher's instruction during the learning process. A successful teacher's performance will also result in high-quality work. Additionally, the outcome demonstrates superior performance. Based on the evaluation of student outcomes (Glasman, N. S., 2006). A teacher's role as teacher and classroom manager is to plan, organize, lead, and supervise. Meanwhile, a teacher's primary responsibility is to plan, manage, and evaluate the educational process, which entails a variety of activities such as selection, assessment, and decision-making on a professional level. (2003) (Soedijarto).

Three critical components of the learning process are teaching preparation, teaching implementation, and interpersonal effects (Harahap, 2003). The implementation of the three components is interdependent, necessitating mastery of each teacher's fundamental abilities and unique abilities. The Teacher Education Development Project (P3G) identifies ten core teacher competencies, which include the following: a) mastering the material, b) supervising the educational program, c) supervising the class, d) utilizing media/sources, e) mastering the educational foundations, f) managing learning interactions, g) assessing achievement for instructional purposes, and h) comprehending the functions and programs of counseling and guidance services (Sudjana, N., 2008).

Teacher performance, in terms of competence, refers to the teacher's behavior in the classroom. Competence, on the other hand, refers to performance and rational behavior when performing tasks. C. Wijaya and T. Rubyan, 2001 The teacher's performance will be directly related to his or her classroom activities and work patterns, which will include observing his or her abilities to manage the learning process, such as teaching skills, guiding, and assessing; and abilities to use



teaching aids, interact with students, and communicate with them.; abilities to foster students' spirit of learning; abilities to carry out cl Meanwhile, the term "skill" refers to someone's ability to perform a variety of cognitive actions or behaviors effectively.. (Yukl, G., 2009).

According to the description above, the teacher's performance is a mode of operation. The indicators below demonstrate the ability to carry out teaching tasks: a) capacity for planning educational programs; b) capability for carrying out/managing the educational process., and c) the ability to assess the learning process.

Effective principal leadership

General management and business studies researchers have a great deal to say about leadership and management. For instance, Kotterman, J. (2006) asserts that while management is concerned with dealing with complexity, leadership is concerned with dealing with change. Academics in business/management research are engaged in a lively debate about the distinction between leadership and management, which is likely to continue. The primary debate in educational research is not between management and leadership but rather between the importance of the two leadership styles concerning one another (instructional and transformational leadership). Instructional leadership refers to school leaders' efforts to promote effective learning practices (Hallinger, P., 2018), whereas transformational leadership emphasizes leaders' role in motivating and inspiring followers to work for the common good of the organization.. (Sebastian, J., 2019). Harold W. Boles defines leadership as a method or set of actions administrated by an individual or cluster of individuals by mistreatment of the result, authority, or power of an individual or cluster of individuals to maneuver the system to attain one or several goals.

Leadership may be a leader's method of making a vision, influencing the attitudes, behaviors, opinions, values, norms, then on of followers to appreciate the vision. during this word that leadership may be a method, not one thing that happens instantly. So that, leadership is that the results of a method supported input to attain output. the method is Associate in Nursing interaction between leaders and followers that affect one another to appreciate the vision. whereas the output is that the results of leadership. during this case, the core of leadership is result and followers because of the keywords of leadership. Within the leadership method that's required by the leader within the presence of leaders, followers, vision, power, result techniques, situations, and alternative sources (Wirawan, 2003).

Regarding the preceding, it may be stated that leadership is a person's capacity to manage an organization by establishing the organization's vision and influencing the organization's mission., influencing the angle of followers, ingraining adherence to leaders, directive followers, forming opinions, giving motivation, finding issues, creating selections.

The principal as a pacesetter is needed to be able to encourage sturdy can with enthusiasm and confidence in employees lecturers and students in effecting their several duties, providing steerage and directive lecturers, staff, and students moreover as encouraging to spur and interchange front of the sake of progress and supply college inspiration in achieving goals.

In line with Wahjosumidjo (2009) principals as leaders should be ready to 1) generate sturdy can with enthusiasm and trust from subordinates in effecting their several duties, 2) give steerage and directive subordinates and inspiring spur, and standing ahead of progress and providing inspiration to attain goals. Wahjosumidjo more declared, if the varsity principal needs to reach moving subordinates, a college principal must: 1) avoid being forced to act or force or act violently, 2)



able to take actions that provide birth to the flexibility to figure with enthusiasm and confidence, 3) able to persuade subordinates, so that, subordinates believe what's done is correct. Structuring and reforming area units a collection of values, and a collection of ways. The work ethic reflects the determination to pass things right, discipline, and be accountable.

Supported by the preceding outline, it may be stated that effective leadership of the principal is the ability of the principal to direct the human resources involved in the organization he leads, to inspire and mobilize the human resources involved in the organization's activities, to supervise and manage the organization he leads, and to assess and improve the organization he leads.

Organizational Culture

Organizational culture is that the temperament of the organization. Culture consists of assumptions, values, norms, and tangible signs (artifact) of organization members, and their behaviors (Namara, 2003). Organizational culture refers to a system of shared understanding command by members of a corporation, that distinguishes the organization from alternative organizations, that area unit engineered by norms, values, beliefs, and traditions, wherever the formation of organizational culture is made by parts concerned within the organization for a protracted time (Peterson, 1999) this method of shared understanding, in a very nearer observation, maybe a series of vital characters that area unit valuable to a corporation. The most recent analysis states there area unit seven main characters, all of that area unit vital parts of structure culture. Namely: innovation and risk-taking, attention to detail, orientation to results, orientation towards people, orientation towards the team, aggressiveness, stability.

A strong culture is characterized by the organization's core values that area units firmly

command and are wide prearranged (Robbins, 2004). A lot of members of the organization accept the core values, and also the bigger their commitment to those values, the stronger the culture. In line with this definition, a robust culture can have an oversized result on the angle of structure members compared to a weak culture. Spiritual organizations, religious teams, and Japanese corporations area unit samples of organizations that have a sturdy culture. Principals need to create a framework that strengthens the responsibility of principals to continue to change through reflective, critical, and dialogical action, the school can maintain and strengthen its culture. (Osiname, A. T., 2018).

Once viewed from the method of the conclusion of structure culture may be explained as follows: the most supply of structure culture initially comes from the owner, founder, and leader of the primary, they're what determines the vision, strategy, philosophy, and values adopted by the organization. Therefore, the leaders of organizations or instructional establishments ought to be able to perceive their work and be able to notice the employees be happy through structure culture, particularly that leaders should be able to produce a cushty atmosphere within the employees in effecting their tasks, with positive angle and work, attitudes supported the mission and organization goals (Howard, B., 2000). Whereas regarding the fundamental ideas developed concerning structure culture their area unit 3, namely: 1st, artifacts (objects): visible structure structures and processes (difficult to elaborate); second, the values mated include: ways, goals, philosophies; third, basic assumptions include assumed beliefs, perceptions, thoughts, and feelings (W. Bennis, D. Goleman, and J. O'Toole, 2008).

Organizations develop and activities increase, the teacher additionally becomes a member of the organization. Correspondingly, there's associate adoption and understanding of



the vision, strategy, philosophy, and values, of recent members. This adoption method isn't static however dynamic, within the sense that there's reciprocal interaction that affects one another between the organization and its members. Based on the theories as delineate higher than concerning the culture of a company, it may be declared that the Organizational Culture may be a system of values, beliefs, and distinctive norms adopted collectively by members of the varsity organization shaped by structure leadership, relations between members of the organization, and structure seen from the teacher's perception or assessment. live the school's organizational culture may be measured from: 1) the worth system and norms, 2) division of labor, 3) responsibilities, 4) support, 5) rewards and punishments.

METODE PENELITIAN

This study employed a quantitative research methodology. This analysis was conducted at a West Java Regional State Senior High School. The population and sample for this study were State Senior High Schools in West Java, with 175 respondents distributed across five districts: Kuningan, Indramayu, Cirebon, Majalengka, Ciamis, and Tasikmalaya. Cluster sampling was used, i.e. sampling supported by clusters. with 175 people as the analysis sample (Sugiyono, 2016).

The data analysis technique used in this study was a self-addressed questionnaire distributed to teachers of State Senior High Schools in the West Java Region. The questionnaire is completed following the statement items to elicit the specified information through the use of a five-category Likert scale. Structural Equation Modeling (SEM) was used in this study, which can be calculated using the computer program Smart PLS (Smart Partial Least Squares).

Analyses of data and structural equation modeling are carried out using the SmartPLS

computer code in the following stages (Garson, 2016): 1) Convert the trail diagram to an equation system; 2) Verify the accuracy of the indications. 3) The construct's dependability must be established. 4) Testing of Hypotheses and 5) Internal Model Equations. 6) Evaluation of Structural Models.

Principal leadership (EPL), organizational culture (OC), and teacher performance (TP) all required indicators each variable with a mensuration scale, such as strongly disagree (1), disagree (2), less strongly disagree (3), agree (4), and strongly agree (5).

According to Trestiza Comighud & Arevalo, (2020), two teacher performance indicators must get the highest priority, namely moral and teacher commitment in carrying out their duties. Employee performance is composed consisting of two components: one is in-role behavior (formal), which entails carrying out the duties specified in one's job description, and the other is voluntary activities (informal), which entails actions that exceed the job description (Nasra,

2019);(Abu Nasra & Arar, 2020).

To elicit data and information from the Teacher Performance (TP) research variables about the following indicators include the following: a) the capacity to design learning programs; b) the capacity to carry out or the ability to manage the learning process; and c) the capacity to assess the learning process. (Yukl, G., 2009). It is critical for a superior teacher to know the subjects they teach, as well as pedagogical content and classroom management, to practice excellent teaching..(Amzat, 2017)

Effective principal leadership (EPL) Indicators consist of: a) the principal's ability to direct the human resources concerned within the organization he leads, b) having the ability to encourage and mobilize human resources concerned in structure activities he leads, supervise, and c) dominant the organization they lead, and having the ability to assess and



improve all programs and activities allotted by the varsity (Sebastian, J., et. al., 2017; Wahjosumidjo, 2009). The organization culture variable (OC) has the following indicators: a) system of values,

b) belief and c) distinctive norms that square measure shared by members of the varsity organization shaped by the leadership. organization, d) the result between members of the organization, and e) the structure is seen from teacher perceptions or assessments (Burhanuddin, B., 2019; Howard, 2000).

HASIL DAN PEMBAHASAN

Descriptive Statistic Analysis of Research Variables

The results of descriptive statistical analysis on Teacher Performance (TP), Effective principal leadership (EPL), and Organizational Culture (OC), with 11 indicators can be seen in Table 1. Kurtosis is defined as the tightness of data distribution. If the kurtosis value is getting tapered, it shows that the data is almost homogeneous. Kurtosis is defined as the tightness of data distribution. If the kurtosis value is getting tapered, it shows that the data is almost homogeneous. The results are shown in Table 1 in the rightmost column, excess kurtosis presents a variable data distribution with a value of <3 and some data with a value of >3. In other words, the data obtained are not homogeneous.

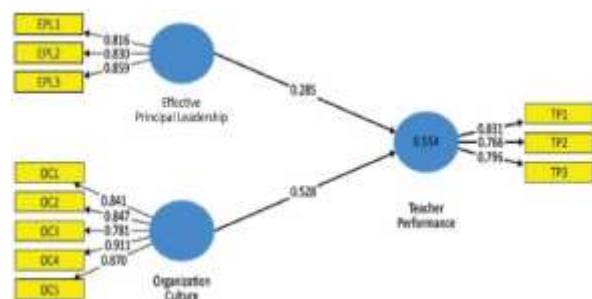


Table 1. Tabulation of Descriptive Statistical Analysis of TP, EPL, and OC

Indicators	No	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis
TP1	1	0	3.810	4.000	1.000	5.000	0.821	0.326
TP2	2	0	3.970	4.000	2.000	5.000	0.788	0.061
TP3	3	0	3.980	4.000	2.000	5.000	0.761	0.526
EPL1	4	0	3.870	4.000	1.000	5.000	0.883	1.485
EPL2	5	0	4.000	4.000	1.000	5.000	0.751	2.318
EPL3	6	0	4.180	4.000	1.000	5.000	0.767	2.473
OC1	7	0	4.160	4.000	1.000	5.000	0.874	4.453
OC2	8	0	4.305	4.000	1.000	5.000	0.669	5.909
OC3	9	0	4.030	4.000	1.000	5.000	0.866	0.671
OC4	10	0	4.400	4.000	1.000	5.000	0.693	5.388
OC5	11	0	4.140	4.000	1.000	5.000	0.749	3.217

Source: Author's data processing

Testing the Validity Indicator.

Garson (2016) states that validity testing can be conducted using convergent or discriminant validity. Each construct indicator is evaluated using a convergent validity test. Convergent validity is determined by examining the loading factor for each identifier to be constructed, a value must be specified. The loading factor should be greater than 0.50. If the loading factor indicator in the construct has a value less than 0.50, it must be excluded from the model. The correlation between the indicator and the construct is the loading factor. Correlation quantifies the degree of validity, whereas cross-loading outcomes quantify discriminant validity. This is accomplished to ascertain whether or not each identifier is operational. used to measure a particular construct is significantly correlated with it when compared to other constructs.

Loading factors for Teachers were determined using the results of convergent validity testing. Performance variables denoted by the indicators TP1, TP2, and TP3 are expected to represent latent variables denoted by the indicators EPL1, EPL2, and EPL3. The loading factor for Organizational Culture (OC) with indicators OC1, OC2, OC3, OC4, and OC5 as a representation of latency is greater than 0.50, indicating that the indicator is valid in representing the latent variable.

Figure 1. Research Model with Loading Factor

All indicators for three variables are depicted in Figure 1. The loading factors of TP, EPL, and OC are greater than 0.50. This means that all variable indicators have been



declared valid. For each indicator, the discriminant validity test compares the indicator's to the value of cross-loading for other latent variables. If the value of the cross-loading indicator is greater than the value of the cross-loading indicator with a good and high ability to represent other latent variables are said to have a good and high ability to represent their latent variable.. The results of Each indicator's discriminant validity test is summarized in Table 2..

Table 2. Results of a Test of Discriminant Validity Using Cross Loading

Indicators	Teacher Performance (TP)	Effective principal leadership (EPL)	Culture Organization (OC)
TP1	0,831		
TP2	0,766		
TP3	0,796		
EPL1		0,816	
EPL2		0,830	
EPL3		0,859	
OC1			0,841
OC2			0,847
OC3			0,781
OC4			0,911
OC5			0,870

Source: Author's data processing

According to the findings in Table 2, the EPL and OC indicators, which are valid indicators for explaining the latent variable teacher performance (TP), have a higher cross-loading on the other two latent variables (EPL and OC).

Similarly, the indicators TP1, TP2, and TP3 are declared to be valid indicators for the teacher performance variable because their cross-loading value is greater than the latent variables' cross-loading value Effective principal leadership and cultural organization with indicators. OC1, OC2, OC3, OC4, OC5. EPL1, EPL2, EPL3, OC1, OC2, OC2, OC3, OC3, OC4, OC5. This demonstrates that these indicators are valid for representing latent variables associated with Teacher Performance.

Convert Diagram of a Path to an Equation System

After obtaining convergent valid and indicators of discrimination for each latent

variable, a path diagram conversion is performed following Figure 1 to generate a system of equations that adequately describes and the relationship between each indicator and the latent variables associated with it. The TP1 indicator has a score of 0.831 for the greatest indicator value of teacher performance. Thus, to improve teacher performance, the ability to plan for learning must be maintained, with teachers encouraged to develop a stronger capacity for planning learning programs. Meanwhile, the TP2 indicator has the lowest score for the teacher performance indicator variable, which is equal to 0.766. Thus, the capacity to conduct/manage learning activities must be continuously improved and enhanced as part of a strategic effort to improve the performance of high school teachers in the West Java Region, to achieve the work results specified in the national education ministry's teacher competence policy.

The score for the largest indicator value for the effective principal leadership variable is on the EPL3 indicator, which is equal to 0.839. So that to streamline the leadership of the school principal, control the organization he leads, and able to assess and improve all programs and activities carried out by the school must be maintained and maintained. While the smallest score for the Latent Effective principal leadership variable indicator is reflected in the EPL1 indicator of 0.816, which is the ability of the principal to direct the human resources involved in the organization that needs to be improved in the framework of improving the performance of public high school teachers in West Java Region. This empirical evidence is demonstrated by the EPL1 indicator's contribution, which is the smallest in comparison to other indicators. These findings demonstrate that implementing effective principal leadership in State Senior High Schools in the West Java Region is an attempt to improve teacher performance by increasing



teacher involvement in performing tasks maximally and professionally.

Organizational culture latent variables with the highest score are reflected in the OC5 indicator, which means rewards and punishments are important indicators that affect teacher performance so that to improve teacher performance, rewards and punishments need to be used as references that can improve work results. But on the other hand, there is a low indicator of variable organization culture, which is reflected in the value system and norms with a contribution of only 0.841. These findings explain that the organizational culture at high schools in West Java Region must be built from rewards and punishments that are applied through the school organizational culture.

Construction Reliability Testing.

The construct reliability test is a procedure that is used to determine the reliability of each construct. If a construct's Composite Reliability value is greater than 0.70, the construct's criteria are said to be reliable. (Yamin, S, & Kurniawan, 2011). Table 3 summarizes the results of the Construct Reliability tests conducted on each construct.

Table 3. The Testing Results for Each Variable's Construct Reliability

Variables	Composite Reliability
Effective principal leadership	0.929
Organizational Culture	0.874
Teacher Performance	0.840

Authors

As illustrated in Table 3, the value of composite reliability Effective principal leadership (EPL), organizational culture (OC), and teacher performance (TP) all have a correlation coefficient greater than 0.70, indicating that all constructs in this study meet the criteria. Reliability can be defined as the ability of a construct (latent variable) to be repeated. These findings imply that all latent

variables used in the study are free of bias or error., provided they use the same indicators consistently. (Garson, 2016)

Hypothesis Test

The hypothesis test is a statistical procedure that is used to quantify an effect or influence between two constructs, more precisely between exogenous and endogenous latent variables. By examining the path coefficient and the t-test value, it is possible to conclude that there is a statistically significant influence or effect between the constructs, implying that H1 is accepted and H0 is rejected. Meanwhile, a p-value greater than 0.05 indicates that the effect or influence of the constructs on one another is not statistically significant, implying that H0 can be accepted and H1 must be rejected. 2017 (Garson, 2016). Table 4 contains the Path Coefficient test results.

Table 4. Results of the Path Coefficient Test

Constructs	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
EPL >> TP	0.528	0.521	0.078	6.795	0.000
OC >> TP	0.285	0.293	0.083	3.440	0.001

Source: Authors

The latent variable Effective principal leadership (EPL) As shown in Table 4, has a statistically significant effect on teacher performance (TP). This may provide support for hypothesis 1 claims that effective principal leadership has a beneficial effect on teacher performance. This reality is demonstrated by the fact that the Teacher Performance variable's coefficient value contains a positive sign (+) and has less than 0.05 p-values. While variables relating to organizational culture have a statistically significant effect on teacher performance with a positive direction (+) at a 90% confidence level. This reality corresponds to hypothesis 2, in which an alleged positive relationship exists between organizational culture and teacher performance. These



findings have implications for school policies aimed at enhancing teacher performance through the implementation of effective leadership and the establishment of organizational culture within the context of the school, and the principal, as the school's top leader, is tasked with the responsibility of fostering an organizational culture conducive to increased teacher performance.

F-Square Analysis.

Table 5. F Square Analysis

Structures	F Square
EPL >> TP	0.363
OC >> TP	0.106

Authors

At the structural level, The F-Square Analysis is used to ascertain the relative strength of latent variables that are exogenous and endogenous. When the value is 0.02, the exogenous latent variable's capacity to explain the endogenous latent variable is considered to be weak; when the value is 0.15, the exogenous latent variable's capacity to explain the endogenous latent variable is considered to be moderate; and when the value is 0.35, the exogenous latent variable's capacity to explain the endogenous latent variable is considered to be strong to explain the endogenous latent variable is considered to be strong (Garson, 2016; Yamin, S, & Kurniawan, 2011). According to the table F-Square above, the strength of Effective Principal Leader (EPL) on Teacher Performance (TP) is 0.363; this value is greater than 0.35, implying that Effective Principal Leader (EPL) has a strong ability to explain Teacher Performance structurally. While the power of Organization Culture (OC) on Teacher Performance (TP) is 0.106, it indicates that latent Organization Culture (OC) has a limited capacity to account for Teacher Performance on a structural level.

R-Square Test with Adjustment.

The R-Square Adjusted Test is used to ascertain how much endogenous variable variation can be explained by variation in exogenous variables (Garson, 2016). (S. Yamin &

S. Kurniawan, 2011). Table 6 shows the R-Square Adjusted value.

Table 6. R-Square Test with Adjustment

R-Square Test with Adjustment	
TP	0.554

Authors

As shown in Table 6, the magnitude of R Squared Adjusted is 0.554. This implies that exogenous variables Effective principal leadership (EPL) and Organization Culture (OC) account for 55.40 percent of the variation in endogenous variable Teacher Performance (TP), while the remaining 55.40 percent is explained by variation in non-square measure variables contained within this model.

Model Fit Test.

By inspecting the model's NFI values, the fit model test is performed. The Index of Normed Fit (NFI) is a comparative amount of a model's conformance to the zero-point or bottom line. The NFI value will be in the range 0 (no fit) to 1.0. According to (Bentler, 1990), the good value of NFI conformance is greater than 0.921 for research samples of approximately 50; thus, the model is comparative in nature and adheres to the Bottom Line. This is the outcome of the fittest for the model.

7. Results of a Table Fit Model Test Using NFI

	Model with Saturation	Estimated Model
NFI	0.422	0.422

Authors

According to the preceding table, the Normed Fit Index (NFI) value is less than 0.921, indicating that the model is less fit and thus not yet capable of reflecting the real data.



As a result, this model is only capable of explaining certain types of data and facts.

Discussion

The Effect of Effective principal leadership on Teacher Performance.

According to the path coefficient test, the original sample value for Effective principal leadership is 0.285 or 28.50 percent, and the p-values are less than 5%, indicating that Effective principal leadership has a statistically significant positive effect on Teacher Performance. Where the Effective principal leadership model as applied to Indonesian SMA can be used to guide teachers' performance. That is, if SMA in West Java, Indonesia, can maintain its current culture, teacher performance and productivity will improve.

The findings of this study corroborate (Umam, 2015)'s theory that a company's culture is one of the assets or resources that contribute to the physical (observable) or non-physical (unobservable) health of a dynamic organization, with culture serving as a mechanism for adapting to various changes. which takes place, is made up of assumptions, values, standards, commitments, and bel.

Additionally, this holds for Shahzad, Iqbal, and Gulzar's (2013) study, "The Impact of Organizational Culture on Teacher Performance: An Empirical Study of Software Homes in Pakistan." Where the organizational culture has a 0.415 percent effect on teacher performance (41.5 percent). The findings of this study indicate that, when compared to previous research, the principal's leadership has a greater impact on teacher performance, equal to 28.5 percent. (Shahzad et al., 2013).

While effective principal leadership in teacher development, teaching, and staff management was positively associated with teacher professional learning, Li et al. (2016) discovered that the principal's direct influence on teacher professional learning was less than that which is mediated by educational capacity.

Hallinger and colleagues conducted additional research on leadership's influence on teacher learning via teacher attitudes (i.e., teacher trust and teacher agency) (Hallinger et al., 2017; Liu et al., 2016).

The Effect of Organization Culture on Teacher Performance.

As shown in Table 7, the original sample value for Organization culture and Teacher Performance is 0.528 or 52.80%, and the p-values are greater than 5%, implying that Organization culture is positively related to Teacher Performance but statistically insignificant.

The study's findings indicate that organizational culture has a sizable effect on teacher performance, suggesting that efforts to improve teacher performance should begin with improving organizational culture, which includes the following components: the system of values, beliefs, and distinctive norms shared by members of the varsity organization as shaped by the leadership. Teacher perceptions or assessments provide insight into the organization, its members, and its structure. Organizational culture affects teacher performance, according to (A.

F. N. Ahmad et al., 2019). Similarly, according to (M. Ahmad & Emanuel, 2021), based on the results of the analysis of funding calculations, Thus, organizational culture, motivation, and job satisfaction all have a positive and significant effect on the performance of the teachers at Bina Insan Mandiri Vocational High School, both independently and concurrently. The more positive the organizational culture, motivation, and job satisfaction of the teacher, the more positive the teacher's performance toward Bina Insan Mandiri Vocational High School will be. Following this view, (Lian, 2020) asserted that organizational culture has a sizable impact on teacher performance.

To improve organizational culture, one must first strengthen the organization's system



of values, as the system of values is the smallest indicator of organizational culture. The principal, as the school's top leader, can improve the system of values through school policies that serve as school regulations that all school members must follow. Consideration of the value system as a critical factor has a value of 0.841 on organizational culture.

To improve organizational culture, teacher perceptions or assessments can be used, as teacher perceptions or assessments are one of the indicators that affect organizational culture, with a score of 0.870. As a result, the structure as perceived by teachers must be professionally developed.

KESIMPULAN DAN SARAN

The study's findings indicate that while leadership principals have a positive and statistically significant effect on the performance of Indonesian Senior High School teachers, organizational culture has no such effect.

Taking into account the research based on the findings, the following recommendations and conclusions can be made: To begin, the principal's leadership has a noticeable positive effect on the teacher performance at Senior High School Indonesia. As a result, school principals must continue to enhance their leadership effectiveness.

Second, organizational culture affects teacher performance that is statistically significant. As a result, school administrators must continue to develop an organizational culture that fosters optimal teacher performance, because teachers will do so with a positive organizational culture.

Thirdly, schools are encouraged to preserve and improve both in terms of quantity and quality of teacher performance. Apart from ensuring effective principal leadership and optimizing organizational culture, as previously stated, maintaining and improving teacher performance can also be accomplished by incorporating additional variables

unmentioned in this study, for example, competence, professionalism, and the development of democratic attitudes between teachers and principals.

Saran

Saran-saran untuk untuk penelitian lebih lanjut untuk menutup kekurangan penelitian. Tidak memuat saran-saran diluar untuk penelitian lanjut.

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