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**The Influence of The Principal's Leadership Style and Work Culture on
Teacher's Performance**

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ABSTRAK:

Kinerja guru merupakan unsur penting dalam peningkatan kualitas pendidikan. Kinerja guru yang baik akan menciptakan pembelajaran yang inovatif, kreatif, relevan dan berpengaruh pada peningkatan kualitas belajar siswa. Namun, beberapa penelitian menunjukkan kualitas kinerja guru di Indonesia masih berada di bawah standar Internasional, seperti yang ditunjukkan oleh data Uji Kompetensi Guru 2020 dan PISA 2022. Ada beberapa faktor yang mempengaruhi kinerja guru, seperti kepemimpinan, budaya kerja hingga guru itu sendiri. Penelitian ini bertujuan untuk menguji pengaruh gaya kepemimpinan kepala sekolah dan budaya kerja terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif asosiatif, yang melibatkan 66 guru MAN 3 Blitar sebagai responden. Teknik pengumpulan data menggunakan penyebaran angket, dokumentasi, observasi non partisipan, dan studi pustaka. Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah dan budaya kerja secara parsial maupun simultan berpengaruh signifikan terhadap kinerja guru. Secara teoretis, penelitian ini memberikan dukungan empiris pada teori kepemimpinan situasional Lewin dan konsep budaya kerja Robbins. Penelitian ini membuktikan bahwa pengelolaan kepemimpinan yang efektif sangat krusial bagi kepala sekolah untuk memotivasi dan memberdayakan guru. Selain itu, berperan juga dalam membentuk lingkungan kerja yang kondusif, sehingga mampu mendorong produktivitas dan komitmen guru secara berkelanjutan demi tercapainya tujuan pendidikan yang berkualitas.

ABSTRACT :

Teacher's performance is an important factor in improving the quality of education. Good teacher's performance will create innovative, creative, relevant learning that has an impact on improving the quality of student learning. However, several studies show that the quality of teacher's performance in Indonesia is still below international standards, as indicated by data from the 2020 Teacher Competency Test and PISA 2022. Several factors influence teacher performance, such as leadership, work culture, and the teachers themselves. This study aims to examine the influence of principal's leadership style and work culture on teacher's performance. This study uses an associative quantitative approach, involving 66 teachers from MAN 3 Blitar as respondents. Data collection techniques used questionnaires, documentation, non-participant observation, and literature study. The results show that the principal's leadership style and work culture partially and simultaneously have a significant effect on teacher performance. Theoretically, this study provides empirical support for Lewin's situational leadership theory and Robbin's concept of work culture. This study shows that effective leadership management is crucial for principals to motivate and empower teachers. In addition, it also plays a role in creating a conducive work environment, thereby encouraging teacher's productivity and commitment in order to achieve quality educational goals.

Key words: *Principal's Leadership Style, Work Culture, Teacher's Performance*

INTRODUCTION

This Education plays a crucial role in individual development and national progress. Teachers, as the spearhead of education, have a central role in the teaching and learning process. The ability shown by teachers in performing their duties or work is referred to as teacher's performance. Teacher's performance is not only limited to the transfer of knowledge, but also includes the ability to guide, direct, and be role models for students.¹ Optimal teacher's performance covers various aspects such as pedagogical competence, discipline, innovation in learning, and commitment to student development. Teacher's performance is a reflection of the quality of teaching process. With good teacher's performance, the community will also see that schools are capable of producing quality graduates. This will enhance the positive image and public trust in educational institutions.

The question that arises is whether teachers in Indonesia are performing well enough to guide students in achieving educational goals². Facts on the ground show that there are serious issues regarding teacher's performance. The 2020 Teacher Competency Test results show that less than 30% of teachers passed with a minimum score of 80, meaning that around 70% of teachers are classified as incompetent based on the established standards.² This fact is supported by data from the 2022 PISA (Programme for International Student Assessment), which shows that Indonesia ranks 69th out of 80 countries listed in the 2022 PISA assessment.³ In 2022, Indonesia had a slight increase in scores compared to 2018, but the scores were still below the OECD average, which is used as the PISA standard. Student scores are certainly influenced by the role of teachers as educators. Other problems that often arise are placements without adequate pedagogical preparation, a lack of training or supervision in lesson planning, and excessive administrative burdens, all of which contribute to a decline in teacher's performance and productivity in the classroom, making learning less effective and student's understanding is not maximized.⁴

The factors that influence a teacher's performance are diverse. According to Amstrong and Baron, performance is influenced by several factors, namely personal factors, leadership, team,

¹ Patma Azizah and Dila Puspita Sari, "Kompetensi Pedagogik Guru Dalam QS Al-Jumu'ah : 2," *Jurnal Multidisiplin Ilmu Akademik* 2, no. 3 (2025): 397–405.

² Dzaky Satria, Ihsan Hutama Kusasih, and Gusmaneli Gusmaneli, "Analisis Rendahnya Kualitas Pendidikan Di Indonesia Saat Ini : Suatu Kajian Literatur," *Jurnal Bintang Pendidikan Indonesia* 3, no. 2 (2025): 292–309,

³ Direktorat Jenderal Guru dan Tenaga Kependidikan, "Mengembalikan Profesionalisme Guru," GTK Dikdasmen, 2020, <https://gtk.dikdasmen.go.id/read-news/mengembalikan-profesionalisme-guru>.

⁴ Ayu Sri Asih, Siti Huzaimah, and Yeti Nurfatimah, "Analisis Permasalahan Pendidikan Yang Terjadi Di Indonesia," *JICC: Jurnal Intelek Insan Cendekia*, 2025, 203–213.

system, and situational factors.⁵ This study specifically focuses on two relevant external factors: the principal's leadership style and work culture. The principal's leadership, as the foundation of the organization, determines whether or not the school's goals are achieved. The principal's leadership also determines how teachers perform in the institution. A study of 32 countries confirms that strong leadership correlates with better teaching practices.⁶ As leaders, principals provide clear direction, guidance, and decision-making, which helps teachers manage their work in a more structured and efficient manner. On the other hand, work culture also plays a crucial role. A positive work culture creates a comfortable working environment, motivating teachers to be more productive and committed to their duties. Therefore, the principal's leadership style needs to be integrated with work culture to support the improvement of teacher's performance.

This study aims to determine and analyze the influence of the principal's leadership style and work culture on teacher's performance. Although there have been many studies on factors that influence teacher's performance, a research gap that has not been widely explored is how the specific interaction between the principal's leadership style and work culture, especially in the context of Islamic educational institutions, which may have unique cultural characteristics, can simultaneously contribute to improving teacher's performance at the madrasah level, which in fact has different challenges and contexts than public schools. The research questions in this study include three questions: 1) Does the principal's leadership style influence teacher's performance? 2) Does work culture influence teacher's performance? 3) Do the principal's leadership style and work culture influence teacher performance? Through an understanding of the relationship and contribution of these two variables, this study is expected to provide a clear picture of how leadership style and work culture play a role in improving the effectiveness and productivity of teachers in carrying out their duties, as well as filling the gap in the literature regarding the interaction of these two factors in the context of madrasahs in Indonesia.

Methods

This study was conducted at Madrasah Aliyah Negeri 3 Blitar using a quantitative approach with an associative research type. According to Sugiyono, associative quantitative research is research that asks about the relationship between two or more variables.⁷ The relationship used in this study is a causal relationship, a cause-and-effect relationship between the dependent variables, namely the principal's leadership style and work culture, and the dependent variable, namely

⁵ Armstrong & Baron, *Performance Management-The New Realities* (London: Institute of Personnel and Development, 1998).

⁶ Samaher Al Hadheri et al., "Tim Laporan Pemantauan Pendidikan Global, Leadership in Education: Lead for Learning," UNESCO, 2024.

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2015).

teacher's performance. Based on these variables, they were then described into indicators according to expert theory. These indicators were developed into statements written in a questionnaire. The population in this study was all 66 teachers at MAN 3 Blitar. A sample was then taken to represent the population to be studied. Based on Arikunto's opinion, if the population is less than 100, the sample size is taken as a whole, but if the population is more than 100 people, 10-15% or 20-25% of the population can be taken.⁸ Therefore, sampling in this study was conducted using the saturated sample method (total sampling) because the population size was less than 100. This resulted in a sample of 66 teachers.

The research instrument in this study was a questionnaire. The questionnaire was compiled based on theory and then assessed using a Likert scale. The Likert scale in this study contained a range of values from 1 to 4 with descriptions ranging from strongly disagree to strongly agree. The removal of the middle value on the Likert scale aims to avoid respondents choosing neutral answers. Before distributing the questionnaire, it is necessary to test its validity to avoid incorrect data.⁹ Validity testing is carried out using expert validity and empirical validity tests. Expert validity is measured by submitting the instrument for expert assessment to determine its validity based on predetermined criteria. Meanwhile, empirical validity testing is done by testing the correlation between the scores (values) of each statement item and the total score in the questionnaire. Empirical validity is assessed using the product-moment correlation formula, with the help of SPSS 20 for Windows. The validity test involved 30 teachers from MAN 3 Blitar as respondents. Next, a reliability test was conducted to see the extent which measurement results remained relatively consistent when assessing the same aspect on several occasions or in different contexts.¹⁰ The reliability test used Cronbach's Alpha formula, measured on a scale of 0 to 1 with the help of SPSS 20 for Windows. The validity and reliability tests ensured that the expert assessments were objective and consistent.

The questionnaire was distributed directly to all respondents. Researchers met respondents in person at the research location. Researchers observed the questionnaire completion process directly, thereby minimizing any misunderstanding of the questionnaire content by respondents. If respondents felt confused or did not fully understand the questionnaire, they could ask the researchers directly. This increased the credibility of the questionnaire results for accurate analysis, as the data collected was a true reflection of the respondent's understanding and perceptions, free from misinterpretation. This direct approach also ensures a 100% questionnaire return rate and

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2012).

⁹ Nik Haryanti Agus Zaenul Fitri, *Metodologi Penelitian Pendidikan (Kuantitatif, Kualitatif, Mixed Method, Dan Research and Development)* (Malang: Madani Media, 2020).

¹⁰ Agus Zaenul Fitri.

reduces the potential for missing data, as well as ensuring that the sample analyzed truly represents the population being studied.

The data in this study was also collected through participant observation and documentation. Participant observation helped researchers directly observe the principal's leadership style, work culture, and teacher's performance at MAN 3 Blitar. The documentation technique guided researchers to analyze documents related to the madrasah and teacher performance. Furthermore, all collected data were entered into Microsoft Excel and converted to SPSS 20 for Windows to be analyzed using a multiple linear regression model. Before analysis, the data must be ensured to meet the prerequisite tests of normality, linearity, multicollinearity, and heteroscedasticity. Data analysis was done to determine the effect of independent variables on dependent variables separately and together.

Result

Descriptive analysis

Data description aims to explain data distribution. The data referred in this study are mean, standard deviation, variance, maximum, minimum, and range. The results of descriptive analysis of the variables of principal's leadership style, work culture, and teacher's performance are shown in the following table:

Table 1. Analysis Descriptive Table

Variabel	Mean	Std. Deviation	Variance	Maximum	Minimum	Range
Principal's Leadership Style	66,73	6,89	47,5	80	55	25
Work Culture	71,05	5,66	32,0	80	55	25
Teacher's Performance	91,02	6,09	37,1	104	78	26

Sources: SPSS Data Processing Result, 2025

The analysis results show that the average score for the principal's leadership style is 66.73, which is in the moderate category. The principal's leadership style is 65% moderate, 18% low, and 17% high. The average score for work culture is 71.05, which is in the moderate category. The established work culture falls into the moderate category at 79%, the high category at 9%, and the low category at 12%. Teacher performance has an average score of 91.02, which is in the moderate category, with 74% of teacher's performance in the moderate category, 10% in the low category, and 15% in the high category. Practically it indicates the potential for improvement in these three variables to support optimal teacher's performance in madrasahs.

Statistical Analysis

The questionnaire needs to be tested for validity and reliability before being used as a research instrument. The instrument must be valid ($R_{hitung} > R_{tabel}$) and reliable (Cronbach's Alpha > 0.70) to ensure that the data accurately measures the intended concept.¹¹ The validity and reliability tests were conducted by distributing the questionnaire to 30 teachers at MAN 3 Blitar as test respondents. Then, based on the results of the questionnaire, the validity and reliability values of the research instrument can be determined. From the validity test results, all items were declared valid with a R_{hitung} value $> R_{tabel}$ (0.361). The reliability test showed a Cronbach Alpha value above 0.80 for all variables, indicating that the research instrument was reliable. Thus, it was determined that the research instrument could be trusted to testing the three research questions without biased measurement and the subsequent analysis results could be trusted for decision making.

The research instruments have undergone testing and meet the criteria for validity and reliability. Next, prerequisite tests were conducted to ensure that the data met the assumptions required by the regression analysis method. The prerequisite tests included tests of normality, linearity, multicollinearity, and heteroscedasticity. These tests verified that the data were normally distributed, linear, and free of multicollinearity and homoscedasticity. These four tests ensured that the regression coefficients were unbiased, consistent, and efficient. The first prerequisite test conducted was the normality test.

Table 2. Kolmogrov Smirnov Normality Test Result

		Unstandardized Residual
N		66
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	4.70406529
Most Extreme Differences	Absolute	.088
	Positive	.088
	Negative	-.065
Kolmogorov-Smirnov Z		.713
Asymp. Sig. (2-tailed)		.689

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS Data Processing Result, 2025

¹¹ Brayen Jodi Forester et al., "Penelitian Kuantitatif: Uji Reliabilitas," *EDU SOCIETY: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 4, no. 3 (2024): 812–820.

A normality test was done to determine whether the data is normally distributed or not. Data that is suitable for proving research models is data that has a normal distribution. The Kolmogorov-Smirnov normality test yielded a significance value of $0.689 > 0.05$. This finding confirms that the residual data is normally distributed, thus fulfilling one of the basic assumptions for performing multiple linear regression tests in answering research questions. Therefore, the hypothesis testing and parameter estimation produced by this model are valid and reliable for making statistical inferences.

Table 3. Result of the Linearity Test of Principal's Leadership Style on Teacher's Performance
ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Kinerja_Guru * Gaya_Kepemimpinan_Kepala_Sekolah	(Combined)	1332.237	23	57.923	2.243	.011
	Between Groups	517.913	1	517.913	20.053	.000
	Deviation from Linearity	814.325	22	37.015	1.433	.155
	Within Groups	1084.748	42	25.827		
	Total	2416.985	65			

Source: SPSS Data Processing Result, 2025

Table 4. Result of the Linearity Test of Work Culture on Teacher's Performance

		Sum of Squares	Df	Mean Square	F	Sig.
Kinerja_Guru * Budaya_Kerja	(Combined)	1379.387	19	72.599	3.219	.001
	Between Groups	818.047	1	818.047	36.267	.000
	Deviation from Linearity	561.340	18	31.186	1.383	.186
	Within Groups	1037.598	46	22.556		
	Total	2416.985	65			

Source: SPSS Data Processing Result, 2025

Linearity testing is conducted to determine whether the relationship between two variables is linear or not. Linearity testing is conducted by comparing means in SPSS 20 for Windows. Based on the results of the data analysis above, the Deviation from Linearity Sig value of the principal's leadership style on teacher's performance was $0.155 > 0.05$ and the Deviation from Linearity Sig value of the work culture on teacher's performance was $0.186 > 0.05$. These results indicate that there is a significant linear relationship between the principal's leadership style and teacher's performance, as well as between work culture and teacher's performance. This confirms that the assumption of linearity has been fulfilled before analyzing the influence of variable X on Y

separately and together. The existence of a linear relationship indicates that an increase in principal's leadership style and work culture will proportionally increase teachers' performance.

Table 5. Multicollinearity Test Result

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	38.296	8.076		4.742	.000		
1 Gaya_Kepemimpinan_Kepala_Sekolah	.247	.093	.280	2.652	.010	.850	1.176
Budaya_Kerja	.510	.113	.474	4.492	.000	.850	1.176

a. Dependent Variable: Kinerja_Guru
Source: SPSS Data Processing Result, 2025

The multicollinearity test aims to determine whether there is correlation between independent variables, that is principal's leadership style and work culture. A good regression model does not have correlation between independent variables. Based on the results of the Coefficient test on Collinearity Statistics, the VIF value is $1.176 < 10$, which means that there is no multicollinearity in the regression model. Thus, the principal's leadership style and work culture can be tested simultaneously according to Q3 without interference. In addition, variable X can also be interpreted independently according to Q1 and Q2 to provide a clear picture of the uniqueness of each variable X to variable Y.

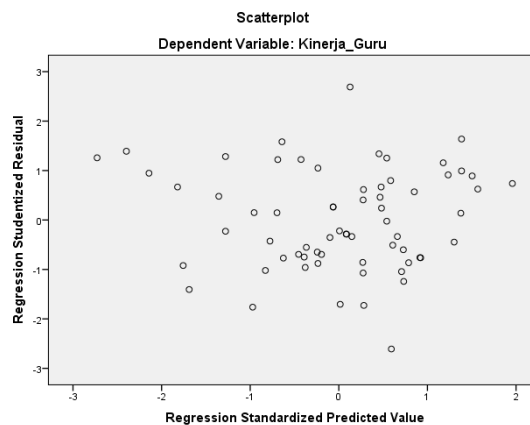


Figure 1. Heteroskedasticity Test Result

Source: SPSS Data Processing Result, 2025

The results of the homoscedasticity test can be seen in the scatterplot above. A good regression model is one that does not exhibit heteroscedasticity. Based on the graph, the distribution of points is random and scattered above and below 0, proving that the research data is homoscedastic. Homoscedasticity ensures that the estimation of the independent variable's

influence is stable across the entire range of teacher performance values, making the regression model results more reliable and generalizable.

Table 6. Multiple Linear Regression Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.296	8.076		4.742	.000
1 Gaya_Kepemimpinan_Kepala_Sekolah	.247	.093	.280	2.652	.010
Budaya_Kerja	.510	.113	.474	4.492	.000

a. Dependent Variable: Kinerja_Guru

Sumber: SPSS Data Processing Result, 2025

After all prerequisite tests were met, multiple linear regression tests were conducted to analyze the influence of independent variables on dependent variables, both partially and simultaneously. The results of the partial t-test of the principal's leadership style variable showed a t-count ($2.652 > t\text{-table } (1.669)$) with a significance of $0.010 < 0.05$. This value answers Q1 by showing that the principal's leadership style has a positive and significant effect on teacher performance. Each one-unit increase in the principal's leadership style will increase teacher performance by 0.247 units, with other variables held constant. This implies that effective leadership by the principal has a real and positive impact in encouraging improved teacher performance.

The results of the partial t-test for the work culture variable show a t-value of t-count ($4.492 > t\text{-table } (1.669)$) with a significance of $0.000 < 0.05$. This value successfully answers Q2 by showing that work culture has a positive and significant effect on teacher performance. Each one-unit increase in work culture will increase teacher performance by 0.510 units, with other variables held constant. This confirms that a conducive work environment supported by a positive culture is a very strong driving force for teacher performance. A higher coefficient than leadership style indicates that work culture has a greater partial contribution.

Table 7. F-Test Result

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	978.650	2	489.325	21.433	.000 ^b	
Residual	1438.335	63	22.831			

Total	2416.985	65			
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a. Dependent Variable: Kinerja_Guru

b. Predictors: (Constant), Budaya_Kerja, Gaya_Kepemimpinan_Kepala_Sekolah

Source: SPSS Data Processing Result, 2025

The ANOVA table above shows that the calculated F-value (21.433) > the table F-value (3.143) with a significance of $0.000 < 0.05$. These results answer Q3, which means that the principal's leadership style and work culture simultaneously have a significant effect on teacher's performance. These two factors work together effectively to influence teacher's performance. Good leadership management accompanied by the creation of a positive work culture will collectively provide encouragement for improving teacher performance.

Table 8. R-Square Determination Coefficient Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 ^a	.405	.386	4.778

a. Predictors: (Constant), Budaya_Kerja, Gaya_Kepemimpinan_Kepala_Sekolah

Source: SPSS Data Processing Result, 2025

The coefficient of determination test was conducted to determine the extent to which independent variables contribute to the variation in dependent variables. The findings show that 38.6% of the variation in teacher's performance is influenced by the principal's leadership style and work culture together. Although the principal's leadership style and work culture are significant predictors, there is still 61.4% of variation in teacher's performance that is influenced by other factors outside the scope of this study. This underscores that other aspects are also important and need to be further explored to comprehensively understand the determinants of teacher performance

Discussion

The Influence of Principal's Leadership Style on Teachers' Performance at MAN 3 Blitar

The principal's leadership style has a significant influence on teacher performance at MAN 3 Blitar. The school's success in providing education essentially lies in the efficiency and effectiveness of the principal in implementing his leadership style.¹² If the principal is able to mobilize, guide, and direct all elements of the school appropriately, all school activities will be

¹² Ariya Agustin and M Bambang Purwanto, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA," *LIMEEMAS: Jurnal Ilmiah Pendidikan* 1, no. 2 (2023): 55–64.

carried out effectively. Improving teacher performance is inseparable from the role of the principal as a leader. This is in accordance with the statement contained in the Minister of National Education Regulation Number 13 of 2007, which states that a principal must be able to manage teachers and educational staff so that they are able to maximize human resources, creating a culture and organizational climate that is conducive, productive, and innovative. There needs to be cooperation, interaction, and effective communication between the principal and teachers¹³.

Excellent managerial skills not only improve institutional effectiveness, but also create a supportive and conducive learning environment.¹⁴ In exercising leadership, a leadership style is required. Leadership style is more focused on the behavior of a leader, both in the context of work and interpersonal relationships. Kurt Lewin classified leadership styles into three types, namely autocratic, democratic, and laissez faire.¹⁵ From these several styles, implementation does not have to focus on just one model, but can combine several models according to the needs and characteristics of subordinates. It is necessary for the principal, as a leader, to treat each teacher differently, because each teacher has different characteristics and abilities. The support of the principal emphasizes that teachers do not only carry out their duties independently, but also need appropriate stimulus and facilitation from the principal to maximize their teaching potential.

The research data shows that leadership style falls into the moderate category with an average score of 66.73 and a regression coefficient of 0.247, which means that every 1% increase in the principal's leadership style will increase teacher performance by 24.7%. This indicates a direct relationship, whereby the better leadership style applied by the principal, will directly correlate with an improvement of teacher's performance. The leadership style tends to be predominantly democratic, at 41.6%. The principal is able to make joint decisions, establish two-way communication, build positive relationships, and support teachers to innovate. This is in line with Lewin's theory, which states that "Leadership style is the manner and approach of providing direction, implementing plans, and motivating people".¹⁶ A good leadership style can guide teachers in carrying out their duties, translating the vision and mission, and fostering enthusiasm through direct involvement in decision-making. This allows teachers to be directly involved in problem-solving and receive guidance on mistakes made.¹⁷

¹³ Murniati Ar and Nasir Usman, "Strategi Dan Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *Jurnal Pencerahan* 15, no. 1 (2021): 56–72.

¹⁴ Dendys Darmawan, Prim Masrokan Mutohar, and Binti Maunah, "The Influence of Managerial Competence and Learning Supervision on Madrasah Quality with the Intervening Variable of Teacher Professionalism," *International Conference on Islam, Law, and Society (INCOILS) Conference Proceedings 2024*, 2024.

¹⁵ Lippit R. and White R. Kurt Lewin, "Pattern of Aggressive Behaviour In Experimentally Created Social Climates," *Journal of Sociology*, 1939, 27.

¹⁶ Kurt Lewin.

¹⁷ Adiyono Adiyono, "Pengaruh Gaya Kepemimpinan Demokratis Kepala Madrasah Terhadap Kinerja Guru," *Fikiran* 4, no. 1 (2022): 50–63.

The results of this study are in line with previous research conducted by Muhammad Irvan Aprizal, et al. entitled “The Influence of Principal Leadership Style on Teacher Performance at State Elementary School 078 in North Bengkulu,” which confirms that the principal's leadership style affects teacher performance by 44.1%.¹⁸ It is also in line with a study conducted by Syofiatul Hidayah entitled “The Influence of Individual Characteristics and Leadership Style on Teacher Performance at Muara Bungo State Senior High School 3,” which shows that the principal's leadership style has a significant influence on teacher performance, namely 20.6%.¹⁹ The empirical findings above and Lewin's theory provide concrete evidence that the right leadership style of the principal is a strategic foundation for improving the quality of teaching in madrasahs.

The Influence of Work Culture on Teachers' Performance at MAN 3 Blitar

Work culture is a set of values, beliefs, norms, and behaviors that are part of an organization's work environment. A positive and supportive work culture has a major impact on teacher performance in schools. When the work culture promotes collaboration, mutual support, and appreciation for individual contributions, teachers feel valued and motivated to work optimally. A transparent, fair, and recognition-oriented work environment fosters a strong sense of belonging, which in turn minimizes work stress and burnout.²⁰ Conversely, a poor work culture characterized by unclear tasks, ineffective communication, and a lack of cooperation will reduce work motivation. These negative conditions create organizational dysfunction characterized by role ambiguity and role conflict. Lack of cooperation and hindered communication cause a disconnect among professionals and significantly hamper teacher's performance improvement efforts.²¹

Research data shows that the work culture at MAN 3 Blitar is in the moderate category with an average score of 71.04 and a regression coefficient of 0.510, which means that every 1% increase in work culture will result in a 51% increase in teacher performance. This coefficient confirms that work culture is not only a supporting variable but also a major determinant of teacher performance. Work culture should not be overlooked or disregarded in its role in improving the educational quality. Work culture in this study includes innovation and risk-taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability. Team

¹⁸ Muhamad Irvan Aprizal and Rina Trisn Yanti, “Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Sekolah Dasar Negeri 078 Bengkulu Utara,” *Journal Managemen and Innovation Entrepreneurship* 1, no. 3 (2024): 421–430.

¹⁹ Syofiatul Hidayah, “Pengaruh Karakteristik Individu Dan Gaya Kepemimpinan Terhadap Kinerja Guru Sma Negeri 3 Muara Bungo,” *Jurnal Tunas Pendidikan* 3, no. 2 (2021): 54–63.

²⁰ Desak Gede Chandra Widayanthi, *From People To People: Peran Kepemimpinan Pelayan, Spiritualitas Tempat Kerja, Motivasi, Dan Kepuasan Kerja Dalam Meningkatkan Kualitas Pelayanan Pendidikan Tinggi* (Deepublish, 2025).

²¹ Kemas Badaruddin, “Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Kerja Terhadap Kinerja Guru Pendidikan Agama Islam,” *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 11, no. 2 (2022): 256–60.

orientation achieved the highest average of 21.3% of the overall indicators. The dominance of the team orientation aspect reflects that the effectiveness of task implementation and the achievement of educational goals are highly dependent on group cohesion, division of responsibilities, and synergy between work units. However, strengthening team culture must be balanced with encouragement of positive aggressiveness, focus on improving results, and courage to take risks to prevent stagnation that often arises in work environments that over-focus on team consensus.

This study is reinforced by previous research conducted by Mely Oktarina, et al. in a journal entitled “The Influence of Work Culture on the Performance of Teachers at An-Nuriyah Sekayu Islamic Elementary School,” which states that there is a significant influence between work culture and teacher performance, namely 21.2%.²² This is in line with the research by Reni Yuniar et al. entitled “The Influence of Work Culture on Teacher Performance in the Teaching and Learning Process at Madrasah Aliyah Negeri 1 Samarinda,” which explains that work culture affects teacher performance by 58.7%.²³

According to Oetari, work culture has a significant impact on teacher performance, because work culture reflects the values, norms, and behaviors applied in the educational environment.²⁴ In line with Robbins' opinion, work culture consists of the main values that are widely accepted within an organization, forming the basis of the work philosophy for employees and serving as a guide for organizational policies in managing relationships with employees.²⁵ This confirms that work culture influences teacher performance through three aspects, namely providing clear principles and ethics, formulating systems and procedures that are consistent with organizational values, and building social bonds and integration among teachers. In building a good work culture, commitment is needed from each individual through the implementation of rules that can control attitudes and behaviors in order to create a conducive and productive environment.

Thus, based on an empirical contribution of 51% and the principles of work culture proposed by Robbins, work culture is proven to be an important determinant of teacher's performance. This confirms that a conducive work environment is not merely a supporting factor, but a primary driver of teaching productivity in the madrasahs.

²² Dkk Mely Oktarani, “Pengaruh Budaya Kerja Terhadap Kinerja Guru SD IT An-Nuriyah Sekayu,” *Jurnal Nasional Manajemen Pemasaran Dan Sumber Daya Manusia* 3, no. 3 (2022): 151.

²³ Reni Yuniar, Made Ngurah Partha, and Christie Stephanie Piar, “Pengaruh Budaya Kerja Terhadap Kinerja Guru Dalam Proses Belajar Mengajar Di Madrasah Aliyah Negeri 1 Samarinda,” in *Educational Studies: Conference Series* 1, (2021).

²⁴ Ida Oetari, “Pengaruh Kompetensi, Budaya Kerja, Dan Teknologi Informasi Di Era Endemi Pada Kinerja Guru Pada SMK Jakarta 2,” *Jurnal Ekonomi Manajemen Sistem Informasi* 5, no. 3 (2024): 76.

²⁵ Stephen Robbins & Timothy A. Judge, *Organizational Behavior*, Terj. Ratna (Jakarta: Salemba Empat, 2015).

The Influence of Principal's Leadership Style and Work Culture on Teachers' Performance at MAN 3 Blitar

Teachers are an important component in learning process. The role of teachers is not only as educators, but also as facilitators, motivators, supervisors, and even counselors for students. The ability of teachers to convey knowledge or carry out learning is referred to as teacher's performance.²⁶ The principal's leadership style and work culture implemented in schools have a mutual influence on teacher's performance. These two elements must go hand in hand to create a work environment that supports teacher's performance. Conversely, if one of these elements is disrupted, such as the implementation of an inappropriate leadership style or a poor work culture, teacher performance will be hampered.

Based on the analysis of the research results, the principal's leadership style and work culture have an influence on teacher performance of 0.386. This means that the principal's leadership style and work culture together influence teacher performance by 38.6%. Meanwhile, 61.4% is influenced by other factors not examined in this study. These results confirm that effective leadership management and the creation of a conducive work culture are important factors in improving teacher's performance. The right leadership style can motivate, guide, and empower teachers. Meanwhile, a positive work culture supports a productive and harmonious work environment.

The findings obtained in this study strongly support the theoretical views of Armstrong and Baron, who identified at least five main determinants that impact individual performance, namely personal factors, leadership factors, team factors, system factors, and situational factors.²⁷ Among the factors highlighted, the principal's leadership style and work culture are important variables. Sallis emphasizes that the essential role of leadership at the school level is to facilitate the empowerment of teaching staff and give them broad authority to optimize performance. Principals who provide space for teacher's professional growth, either through training programs or the provision of constructive feedback, will contribute significantly to improving the quality of teacher's performance. Giving teachers autonomy and trust in carrying out their teaching duties can strengthen teacher's sense of accountability and creativity.

On the other hand, a healthy work culture also strengthens synergy among colleagues, thereby facilitating faster and more effective resolution of issues. Triguno explained that work culture is something that needs to be considered in activities or organizations in building the

²⁶ Siti Nuraeni Mitra et al., "Peran Supervisi Akademik Dalam Meningkatkan Kompetensi Pedagogik Dan Kinerja Guru Di SMA Negeri 1 Parakansalak Kabupaten Sukabumi," *Jurnal RUMPUN Ilmu Bahasa Dan Pendidikan* 2, no. 2 (2024).

²⁷ Baron, *Performance Management-The New Realities*.

performance and productivity of employees, so it leads to achievements of each individual.²⁸ Work culture plays a role in helping to harmonize the actions of each individual to be better and more in line with applicable professional norms. Teachers who feel comfortable with their work environment tend to be more focused on their main responsibilities and are enthusiastic about providing the best teaching for their students.

Based on the above description, choosing the right leadership style and creating a positive work culture is a must. The principal's leadership style and work culture have been proven to have a positive correlation and empirical significance in improving teacher's performance. Schools can create a work environment that supports improved teacher's performance by aligning policies with positive cultural values and supported by supportive leadership practices. The results of this study provide a holistic framework that transformational leadership management combined with a team-oriented culture is an essential strategy for optimizing teacher's performance in madrasahs, while filling the gap in the literature on the interaction of these two factors in the context of Islamic education in Indonesia.

Conclusion

1. The principal's leadership style has a significant effect on teacher performance. Therefore, principals need to implement an adaptive democratic leadership style by providing direction, realizing plans, and motivating teachers to improve their performance in a tangible way. The implementation of democratic leadership in madrasahs, such as MAN 3 Blitar, faces limitations in terms of the principal's time, a lengthy deliberative decision-making process, and resistance from senior teachers who are accustomed to the traditional autocratic style. This requires the principal of MAN 3 Blitar to adopt a hybrid approach that balances participation with operational efficiency.
2. Work culture has a significant effect on teacher performance. Therefore, all members of the organization need to support and respect each other to create motivation and comfortable working environment that encourages teacher productivity. The dominance of team orientation at MAN 3 Blitar is relatively effective, but it is hampered by a lack of enthusiasm among some teachers, limited time for collaboration due to heavy administrative burdens, and a lack of continuity of norms. Strengthening the culture at MAN 3 Blitar requires continuous intervention, such as regular meetings and gradual motivation to overcome entrenched cultural inertia.

²⁸ Yuliana Andini and Ita Purnama, "Pengaruh Budaya Kerja Dan Pembagian Kerja Terhadap Kinerja Pegawai Pada Dinas Sosial," *Jurnal Mahasiswa: Jurnal Ilmiah Penalaran Dan Penelitian Mahasiswa* 5, no. 3 (2023): 204–213.

3. The principal's leadership style and work culture simultaneously influence teacher performance. These two factors cannot be separated but must be integrated to achieve optimal teacher performance. In practice, even though leadership style and work culture have been proven effective, the implementation of a policy or program must overcome the obstacles that arise from the organizational structure and prevailing habits or norms, which can be done through periodic principal training, team culture workshops, and advocacy of the Ministry of Religious Affairs' policy for madrasah flexibility. Thus, this research serves a strategic reference for madrasah administrators in designing realistic and sustainable leadership and work culture interventions.

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