

The Influence of School Principal Leadership and School Principal Competency on Teacher Performance through Work Culture

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Abstract: This research is motivated by the vital role of school principals in improving teacher performance, which in turn has an impact on the overall quality of education. Work culture is considered a mediating factor that can strengthen or weaken the relationship between leadership, principal competence, and teacher performance. This research aims to analyze the influence of principal leadership and principal competence on teacher performance through work culture in some public elementary schools in Pontang District, Serang Regency. The research method employed is quantitative, utilizing a survey approach. The data was collected through 135 questionnaires distributed to teachers at some public elementary schools in Pontang. Data analysis was conducted using multiple regression statistical techniques and path analysis to examine the relationship between variables. Based on the research results, it can be concluded that the principal's leadership (X1), the principal's competence (X2), and work culture (Y) have a significant positive influence of 84.0% on teacher performance (Z) in some public elementary schools in Pontang. This means that teacher performance is influenced by 84.0% by the three exogenous variables, namely principal leadership, principal competency, and work culture. In comparison, the remaining 16.0% is influenced by variables outside those tested in this thesis model. These findings underscore the need for special attention to developing a work culture in the school environment as part of a strategy to enhance teacher performance.

Keywords: competency; leadership; performance; school; work culture

Submitted: 26 Sep 2024; Received in revised form: 12 Dec 2025; Accepted: 20 Dec 2025; Published regularly:
31 Dec 2025

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To cite this article (APA Style):

Fuad, A., Nuryanto, U.W., Handayani, Y.S. (2025). The Influence of School Principal Leadership and School Principal Competency on Teacher Performance through Work Culture. *Jurnal Ilmiah Lingua Idea*, 16(2), 159-173. <https://doi.org/10.20884/1.jli.2025.16.2.13242>

Introduction

Performance is a critical factor that determines the success of an institution. In both educational and non-educational organizations, institutional progress can be measured through the quality of human resources (Basrowi & Juariyah, 2019). Performance reflects a set of values that shape individual behaviors, both positive and negative, in achieving organizational objectives. Therefore, teacher performance can be understood through teachers' observable work behaviors and the outcomes of their instructional activities (Sutopo & Supriyanto, 2020).

Assessing teacher performance is essential to determine whether educators meet established standards. Such evaluations provide educational institutions with valuable data to enhance teacher quality, motivate professional development, and support managerial decision-making (Basrowi, 2021). Performance assessment also serves as a diagnostic tool to identify areas for improvement and to plan strategic interventions that promote continuous growth (Wijayanti et al., 2020).

The effectiveness of education in schools largely depends on the leadership capacity of principals. School leaders play a vital role in managing educational personnel, fostering motivation, and creating a conducive learning environment (Basrowi & Wibowo, 2022). Leadership that emphasizes collaboration, empathy, and empowerment tends to improve teacher performance, which in turn contributes to the school's overall success (Nurlaili & Marzuki, 2021). Becoming a competent teacher requires not only individual effort but also supportive leadership that fosters professional growth and learning.

Based on these considerations, the researcher conducted a preliminary study to explore the performance of public elementary school teachers in Pontang District, Serang Regency. Data were collected using a Google Form questionnaire distributed via WhatsApp groups, containing performance indicators adapted from previous research (Basrowi & Juariyah, 2019). Responses were obtained from 38 teachers representing various schools in the district.

The findings revealed several challenges related to teacher performance. The most prominent issue was the limited ability of teachers to prepare lesson plans independently. Many teachers were found to rely on copying pre-existing lesson plans without adapting them to their specific classroom contexts, resulting in misalignment with students' needs (Basrowi, 2023). Additionally, many teachers continued to employ monotonous teaching methods, with the discussion method still dominating learning activities. This reduced student engagement and made learning less dynamic (Sari & Prasetyo, 2020). Moreover, senior teachers were found to have low technological competence, resulting in minimal use of digital learning media, such as computers and LCD projectors, in classroom activities (Basrowi & Wibowo, 2022). Consequently, teaching and learning processes tended to be less interactive and innovative.

Overall, the results suggest that teacher performance in Pontang District still requires systematic improvement through professional development programs, strengthened leadership practices, and enhanced digital literacy training. These efforts are essential to enhance the quality of education and achieve improved learning outcomes for students.

Several studies have examined the relationship between principal competence and teacher performance; however, their findings remain inconsistent. For instance, Santoso and Saine (2024), Wardiah et al. (2023), and Haenilah et al. (2022) reported that principal competence significantly affects teacher performance. In contrast, studies conducted by Puspita et al. (2024), Muslim and Yanita (2023), and Hariani and Esterina (2020) found no significant relationship between the two variables.

Similarly, empirical evidence regarding the influence of work culture on teacher performance also presents divergent conclusions. Research by Abdullah (2023), Aslamiah (2023), and Ariyanto and Miharja (2022) supports the notion that a positive work culture contributes to improved teacher performance. Conversely, findings from Sutanto et al. (2023), Mariyono (2023), and Harini (2021) indicate that work culture does not exert a significant effect on teachers' performance outcomes.

Despite the growing body of literature addressing these variables, a limited number of studies comprehensively integrate principal leadership, principal competence, and work culture within a single research model. Moreover, no previous research has specifically analyzed these relationships in the context of public elementary schools in Pontang District, Serang Regency. Hence, this study seeks to bridge this gap by investigating how principal leadership and principal competence influence teacher performance through the mediating role of work culture in that setting

Teacher performance reflects the extent to which teachers successfully carry out quality teaching and learning processes. It includes dimensions such as commitment, responsibility, creativity, discipline, and objectivity in evaluating student progress (Laila, 2021). As emphasized by Magdalena et al. (2020), teacher performance is evaluated by the educational leader, especially the principal, based on how effectively teachers fulfill their professional responsibilities. Thus, the quality of teacher performance is primarily evident in their ability to design, implement, and assess learning outcomes in alignment with instructional goals (Munawir et al., 2022).

Leadership, on the other hand, can be seen as a relational process in which a leader influences others to achieve shared objectives. According to Harmendi et al. (2021), effective leadership involves guiding, motivating, and persuading subordinates toward common goals. In educational settings, principal leadership is crucial to shaping the school environment, fostering teamwork, and motivating teachers to enhance their performance. A capable school leader demonstrates authority, confidence, and empathy, which collectively foster collaboration and commitment among school members (Hasanah, 2020; Rahayuningsih & Iskandar, 2022).

Principal competence refers to the combination of knowledge, skills, and values that enable school leaders to perform their roles effectively. Competence is reflected in the ability to make sound decisions, manage resources, and lead instructional activities with consistency and professionalism (Satato et al., 2022). As Hidayat et al. (2019) note, principals must not only master administrative functions but also serve as instructional leaders who guide teachers toward achieving educational excellence. In this sense, competence is a reflection of a leader's

intellectual capacity and practical wisdom in managing educational institutions.

Ultimately, work culture encompasses the shared values, beliefs, and behavioral norms that exist within an organization. It represents the collective mindset that influences how individuals approach their duties (Qodar, 2021). In schools, a positive work culture fosters collaboration, integrity, and dedication among teachers (Lutfim, 2022). When teachers internalize good work habits and ethical values, these behaviors become ingrained and contribute to higher institutional performance (Badaruddin, 2022). Therefore, cultivating a constructive and consistent work culture is crucial for enhancing teacher professionalism and achieving educational objectives.

A hypothesis is a formulation of a research problem that has been expressed in the form of temporary assumptions.

H1: It is suspected that there is an influence of principal leadership on Work Culture.

H2: It is suspected that there is an influence of principal competence on Work Culture.

H3: It is suspected that there is an influence of Work Culture on teacher performance.

H4: It is suspected that there is an influence of principal leadership on teacher performance.

H5: It is suspected that there is an influence of principal competence on teacher performance.

H6: It is suspected that there is an indirect influence of principal leadership on teacher performance through Work Culture.

H7: It is suspected that there is an indirect influence of principal competence on teacher performance through Work Culture.

Methods

Research Population

The population of this study comprised all teachers employed at public elementary schools in Pontang District, Serang Regency, encompassing class teachers, religious education teachers, and physical education teachers. The population was chosen because it represents the core actors responsible for implementing learning activities and maintaining educational quality at the elementary school level (Basrowi & Wibowo, 2022).

Sample

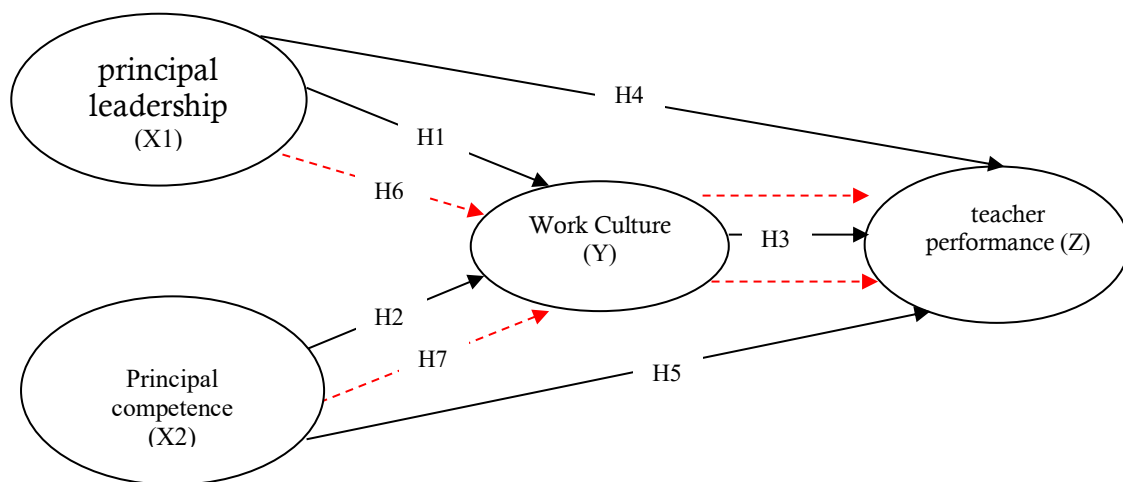
The study employed a purposive sampling technique, a non-probability sampling method that selects respondents based on specific criteria aligned with research objectives (Sugiyono, 2021). This approach ensures that the sample adequately represents the characteristics of the study population (Hair et al., 2019). The inclusion criteria for participants were: 1) teachers employed at public elementary schools in Pontang District, Serang Regency, and 2) having a civil servant (PNS) or honorary (non-permanent) teacher status.

To determine the minimum sample size, the Hair et al. (2019) formula was applied, which recommends a minimum of five respondents per indicator for SEM (Structural Equation Modeling) analysis. Given that this study involved four variables (two independent, one mediating, and one dependent) with a total of 27 indicators, the minimum required sample size was 135 respondents ($n = 5 \times 27$). Therefore, data were collected from 135 teachers distributed across 26 public elementary schools in the Pontang District. Table 2 presents the proportional distribution of respondents per school, ensuring representativeness across institutions (Basrowi, 2023).

Research Data

The research utilized quantitative data, gathered through a cross-sectional survey using a Likert-scale questionnaire. Quantitative data provide measurable and objective insights that can be statistically analyzed (Creswell & Creswell, 2018). The primary data source was obtained directly from respondents through a Google Form survey distributed via teacher communication groups. The instrument included structured questions designed to assess perceptions of principal leadership, principal competence, work culture, and teacher performance (Basrowi & Juariyah, 2019).

Figure 1
Research Model



Data Analysis Method

Data were analyzed using the Structural Equation Modeling (SEM) approach, which allows simultaneous testing of multiple relationships among variables and identifies both direct and indirect effects (Hair et al., 2019). This study employed SEM because it provides a robust analytical framework for testing complex models involving exogenous, mediating, and endogenous variables (Ghozali, 2021). Two independent variables (principal leadership and principal competence), one mediating variable (work culture), and one dependent variable (teacher performance) were analyzed to determine their structural relationships and predictive power.

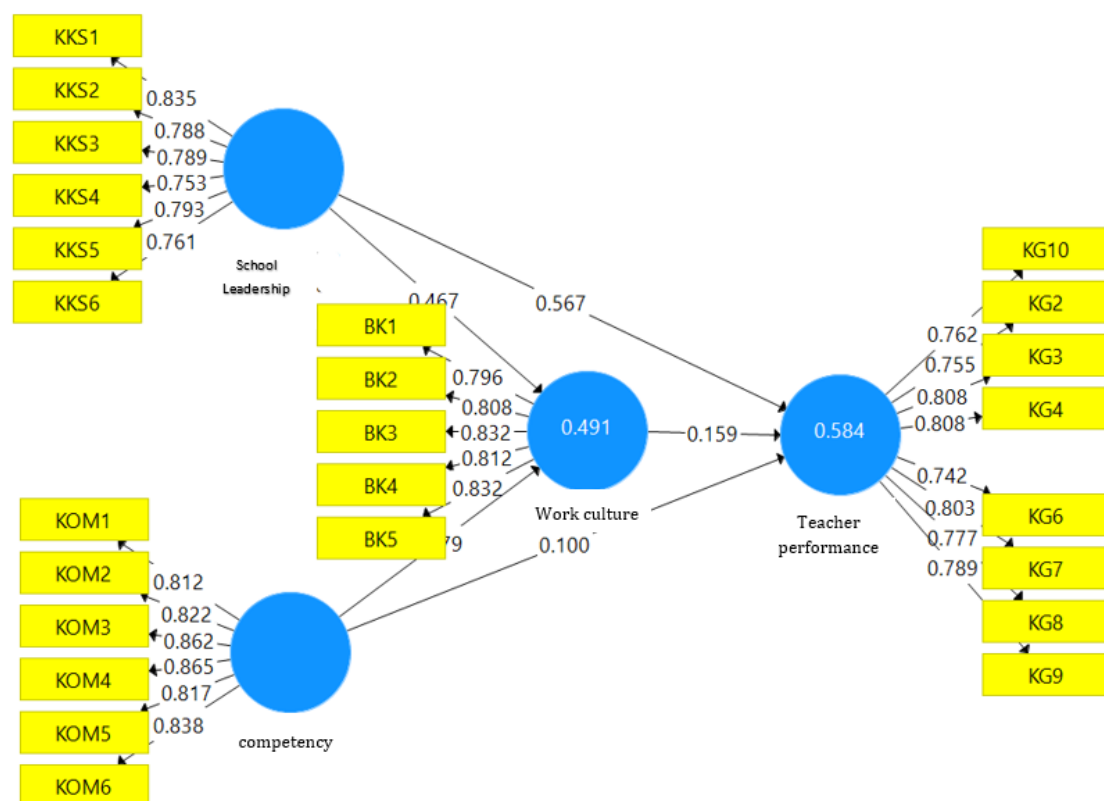
Results

Analysis Requirements Testing

The results of the PLS Algorithm drawing are as follows:

Figure 2.

Outer Model Analysis Results (PLS Algorithm)



This illustrates that each indicator has good validity to measure each of its latent variables, as summarized in the following table:

Table 1

Outer Model Analysis Results Using Factor Loading Parameters

The Influence of School Principal Leadership and School Principal Competency on Teacher Performance through Work Culture

Indicator	Work culture	School Leadership	Teacher performance	competency
BK1	0.796			
BK2	0.808			
BK3	0.832			
BK4	0.812			
BK5	0.832			
KG10			0.762	
KG2			0.755	
KG3			0.808	
KG4			0.808	
KG6			0.742	
KG7			0.803	
KG8			0.777	
KG9			0.789	
KKS1		0.835		
KKS2		0.788		
KKS3		0.789		
KKS4		0.753		
KKS5		0.793		
KKS6		0.761		
KOM1				0.812
KOM2				0.822
KOM3				0.862
KOM4				0.865
KOM5				0.817
KOM6				0.838

Source: SEM PLS Data Processing Results (2024)

The composite reliability results of the research model indicate that the composite reliability values of each latent variable exceed 0.90, demonstrating that the indicators of each latent variable exhibit very good consistency in measuring their respective latent variables.

Table 2
Results of Composite Reliability (CR) Parameter Analysis

Variable	Composite Reliability
Work Culture	0.909
Principal Leadership	0.907
Teacher Performance	0.926
Competence	0.933

Source: SEM PLS Data Processing Results (2024)

The reliability of each latent variable as seen in the following table:

Table 3
Results of Alpha Cronbachs Parameter Analysis

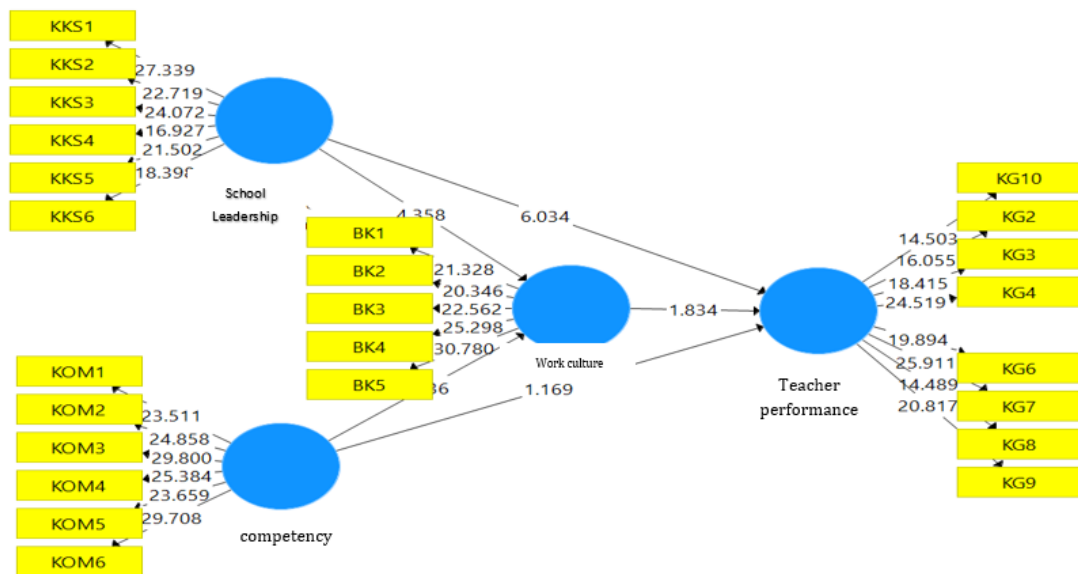
Variable	Cronbach's Alpha
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Work Culture	0.875
Principal Leadership	0.877
Teacher Performance	0.908
Competence	0.914

Results of PLS Inner Model Analysis (PLS Bootstrapping)

Figure 3.

Results of Inner Model Analysis (PLS Bootstrapping)



The results of the Bootstrapping analysis yielded path coefficient values for each relationship with positive values.

Table 4

Results of Significance Test/Hypothesis Test

	T Statistics (O/STDEV)	P Values
Principal Leadership -> Work Culture	5,634	0,000
Principal Competence -> Work Culture	4,780	0,000
Work Culture -> Teacher Performance	5,138	0,000
Principal Leadership -> Teacher Performance	4,765	0,000
Principal Competence -> Teacher Performance	8,455	0,000
Principal Leadership -> Work Culture -> Teacher Performance	3,590	0,000
Principal Competence -> Work Culture -> Teacher Performance	3,636	0,000

Source: SEM PLS Data Processing Results (2024)

Based on the results of the significance testing presented in Table 6, all relationships between variables exhibit t -statistic values greater than 1.96 and p -values less than 0.05, indicating that all paths in the research model are statistically significant. Specifically, Principal Leadership has a significant effect on Work Culture ($t = 5.634$; $p = 0.000$) and Teacher Performance ($t = 4.765$; $p = 0.000$). Similarly, Principal Competence significantly influences Work Culture ($t = 4.780$; $p = 0.000$) and Teacher Performance ($t = 8.455$; $p = 0.000$). Furthermore, Work Culture has a significant positive effect on Teacher Performance ($t = 5.138$; $p = 0.000$). The mediation analysis also indicates that Work Culture mediates the relationship between Principal Leadership and Teacher Performance ($t = 3.590$, $p = 0.000$) and between Principal Competence and Teacher Performance ($t = 3.636$, $p = 0.000$). Therefore, all hypotheses proposed in this study are accepted, as each path demonstrates a significant influence based on the results of SEM-PLS data processing (Source: SEM-PLS Data Processing Results, 2024).

Discussion

The Influence of Principal Leadership on Work Culture

The first hypothesis suggests that Principal Leadership (X1) has a significant impact on Work Culture (Y), consistent with earlier studies (Suhardi, 2019; Kurnianto & Kharisudin, 2020; Gautama & Edalmen, 2020). In the context of schools in Pontang, this relationship becomes particularly relevant because the work culture is strongly shaped by daily teacher–student interactions, community expectations, and school management routines. Schools in this region tend to rely heavily on collaborative practices, shared decision-making, and principal-directed initiatives; therefore, effective principal leadership directly influences how teachers adopt values such as integrity, professionalism, innovation, and responsibility (Basrowi et al., 2019; Basrowi & Meida, 2019; Rahmatullah & Basrowi, 2023).

Empirically, the findings of this study indicate that when principals in Pontang provide clear direction, consistent supervision, and motivational support, teachers demonstrate a higher commitment to lesson planning, classroom management, and student engagement. This aligns with the notion that strong leadership fosters enthusiasm and motivation, which subsequently enhances instructional quality. Teachers' motivation in this context is also reinforced by their awareness of their role in shaping the future of students in rural coastal communities, where educational challenges require adaptive and resilient teaching approaches (Habiburrahman et al., 2023; Hendriawan et al., 2023; Suryaningrat et al., 2023; Usep et al., 2019). Thus, the

significant influence of principal leadership on work culture is not only theoretical but clearly observable in how teachers in Pontang respond to leadership practices and translate them into improved teaching performance.

The Influence of Principal Competence on Work Culture

The second hypothesis suggests that Principal Competence (X2) has a significant impact on Work Culture (Y), consistent with previous findings (Setiawan, 2019; Handayani et al., 2020; Prasetyo & Mas'ud, 2021; Kian & Bernarto, 2021). Leaders with strong servant characteristics can inspire subordinates to work sincerely and comply with institutional regulations (Hardianto et al., 2023; Kurniawati et al., 2023; Nibel & Basrowi, 2022; Tonich & Basrowi, 2022). Principal competence involves observable and measurable knowledge, skills, and attitudes relevant to leadership roles. Competent principals demonstrate empathy, responsiveness, and effective communication, fostering a sense of belonging among teachers who seek recognition and acceptance within their educational environment (Elia et al., 2016; Komariah & Basrowi, 2022; Saefullah & Basrowi, 2022).

The Influence of Work Culture on Teacher Performance

The third hypothesis indicates that Work Culture (Y) has a significant influence on Teacher Performance (Z), consistent with previous studies (Hidayat & Lukito, 2020; Hutagalung et al., 2020; Akbar et al., 2020; Soeprijadi & Sudibjo, 2021; Maryani et al., 2022). In the context of schools in Pontang, this finding can be attributed to the distinctive characteristics of the local school culture, where teamwork, mutual support, and informal collaboration among teachers are already integrated into daily routines. The empirical results of this study show that teachers in Pontang tend to maintain close interaction patterns—both in instructional planning and classroom problem-solving—which strengthens collective commitment and improves teaching consistency.

This condition aligns with earlier research, which asserts that a strong work culture motivates teachers to act in the school's best interest, even without direct supervision (Elia et al., 2016; Gafur et al., 2023; Hardianto et al., 2023). In Pontang, such behavior is reflected in teachers' willingness to share teaching materials, jointly address student learning difficulties, and support administrative tasks beyond their formal obligations. The significant effect identified in the empirical findings also suggests that internal factors such as teacher motivation, job satisfaction, and morale, as well as external factors including leadership style and

organizational climate, are actively shaping the work culture within these schools (Hamdan & Basrowi, 2024; Shofwa et al., 2024; Yusuf et al., 2023).

Overall, the results indicate that teacher performance improves not simply because of abstract cultural values, but because the specific cultural practices in Pontang—collaborative work habits, strong interpersonal trust, and responsive school management—provide a conducive environment that strengthens teachers' professional behavior and instructional effectiveness.

The influence of Principal Leadership on teacher performance

The fourth hypothesis demonstrates that Principal Leadership (X1) has a significant effect on Teacher Performance (Z), aligning with earlier findings (Ritongan & Ramadhani, 2019; Agustina et al., 2020; Rahmani et al., 2021). This implies that effective school management should emphasize enhancing teacher motivation to strengthen their enthusiasm in teaching and mentoring students (Fauzi et al., 2024; Habibullah et al., 2023; Nuryanto et al., 2023). Principals play a vital role in shaping work culture and improving teacher performance by fostering supportive, inspiring, and structured environments. Effective leaders provide direction, maintain positive relationships, and ensure a conducive atmosphere for teaching. Strong leadership encourages teachers to stay motivated, innovate in instructional methods, and achieve academic goals (Basrowi & Ghofur, 2019; Furtasan Ali Yusuf & Basrowi, 2021; Nuryanto et al., 2024; Sintani et al., 2024). Moreover, visionary and participatory principals who involve teachers in decision-making processes promote a sense of ownership and accountability toward educational outcomes.

The Influence of Principal Competence on Teacher Performance

The fifth hypothesis reveals that Principal Competence (X2) has a significant effect on Teacher Performance (Z), which supports previous findings (Pratiwi & Idawati, 2019; Santosa et al., 2019; Bakry & Syamril, 2021; Pala'langan, 2022; Sukasno & Sudibjo, 2022). Competent principals can enhance teachers' enthusiasm and organizational effectiveness by embodying servant and professional leadership traits (Amiruddin et al., 2018; Junedi et al., 2024; Purwaningsih et al., 2024). The effect of principal competence operates both directly, through guidance, supervision, and feedback, and indirectly, by fostering a positive and supportive work culture that increases teacher motivation and engagement. Competent principals also promote teacher development via training and workshops, which strengthen pedagogical skills and instructional quality. Moreover, a capable leader serves as a role model who provides clear

direction, cultivates a shared vision, and motivates teachers to perform more effectively, thereby improving overall school performance.

The Influence of Principal Leadership on teacher performance through Work Culture

The sixth hypothesis demonstrates that Principal Leadership (X1) has a significant influence on Teacher Performance (Z) through Work Culture, indicating that work culture serves as an effective mediator between leadership and performance. A strong and positive work culture enhances teachers' motivation and engagement, thereby improving both their performance and instructional quality. Schools can sustain high teacher performance by fostering motivation through recognition programs, creating supportive work environments, and establishing forums for teachers to express ideas and needs. Additionally, policies that prioritize teacher welfare and professional growth contribute to strengthening work culture, which in turn amplifies the positive impact of principal leadership on achieving the educational institution's vision and mission.

The Influence of Principal Competence on Teacher Performance through Work Culture

The seventh hypothesis reveals that Principal Competence (X2) has a significant effect on Teacher Performance (Z) through Work Culture (Y), suggesting that work culture effectively moderates the relationship between principal competence and teacher performance. A strong work culture amplifies the impact of the principal's competence, as teachers tend to emulate the principal's actions and decisions. An effective principal is not only intelligent and wise but also demonstrates a servant-leadership attitude that fosters emotional closeness and mutual respect with teachers. This relational approach motivates teachers to enhance their performance. Furthermore, when a positive work culture is well-established, it strengthens the influence of competent leadership, reduces the need for strict supervision, and enables the educational institution to operate more efficiently toward its goals.

Conclusion

Based on the analysis of the empirical research model, several conclusions were drawn that addressed the research objectives as follows:

Principal leadership has a significant effect on the performance of elementary school teachers in Pontang District, Serang Regency. This finding suggests that stronger leadership from principals is associated with improved work behavior and higher performance among teachers in the district.

Principal leadership also significantly influences work culture among elementary school teachers. The more effective the principal's leadership, the more positive and productive the teachers' work culture becomes, fostering collaboration and commitment within the school environment.

Work culture has a significant impact on teacher performance. A stronger and more positive work culture encourages teachers to perform their duties more effectively, which in turn enhances the overall quality of education in Pontang District.

Principal competence significantly affects teacher performance. Principals who demonstrate higher competence are better to guide, motivate, and support teachers, leading to improved teaching quality and learning outcomes.

Principal competence also significantly influences work culture. Competent principals promote professionalism, discipline, and integrity among teachers, which strengthens the overall work culture of the school.

Work culture serves as a mediating variable between principal leadership and teacher performance. This means that the stronger the work culture, the greater the positive effect of principal leadership on teacher performance.

Similarly, work culture mediates the relationship between principal competence and teacher performance. A positive and well-developed work culture enhances the impact of the principal's competence, resulting in higher teacher motivation and improved performance in elementary schools across Pontang District, Serang Regency.

Author Contribution Statement

Anis Fuad: Conceptualization and Research Design; Data Curation and Investigation; Methodology; Project Administration; Writing - Original Draft; Writing - Review & Editing.

Uli Wildan Nuryanto: Methodology; Writing - Review & Editing; Validation.

Yolla Sukma Handayani: Formal Analysis and Visualization; Writing - Review & Editing.

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