



The Influence of the Principal's Leadership and Work Culture on Teacher Performance at SDN Lima Puluh Pekanbaru

Desilawati^{1*}, Elfis Suanto¹, Arza Aibonotika¹

¹Program Pascasarjana Administrasi Pendidikan, Universitas Riau, Pekanbaru, Indonesia

elfis.suanto@lecturer.unri.ac.id, arza.aibonotika@lecturer.unri.ac.id

corresponding author: desilawati1122@gmail.com

ABSTRACT

Teacher performance is required to be examined in depth. The factors that lead to the problems are related to teacher performance. Hence, this paper examines the in-depth influence of the principal's leadership and work culture on teacher performance at SDN Limapuluh Pekanbaru. This research uses a quantitative descriptive approach. Data collection techniques use observation, documentation, and questionnaires. The research subjects involved 142 teachers at SDN Limapuluh Pekanbaru. The sample of the research was carried out using Proportional Random Sampling, namely a method of taking samples from members of the population using a random method without paying attention to the strata in the population. The research results indicate that 1) the principal's leadership has a significant positive influence on teacher performance with a significance value of 0.000 or less than an alpha value of 0.05, 2) work culture has a significant positive influence on teacher performance with a significance value of 0.000, and 3) the principal's leadership and work culture jointly influence teacher performance with a significance value of 0.000 and an R-Square value of 0.758. This indicates that the proportion of influence of the principal's leadership and work culture variables on the teacher performance variable is 75.8%.

Keywords: *principal leadership, work culture, teacher performance, elementary school*

Submitted	Accepted	Published
03 July 2023	23 November 2023	30 November 2023

Citation	:	Desilawati., Suanto, E., & Aibonotika, A. (2023). The Influence of the Principal's Leadership and Work Culture on Teacher Performance at SDN Lima Puluh Pekanbaru. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(6), 1325-1336. DOI: http://dx.doi.org/10.33578/pjr.v7i6.9686 .
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INTRODUCTION

In principle, teachers have quite high potential to be creative in order to improve their performance. However, the potential that teachers have to be creative as an effort to improve their performance does not always develop naturally and smoothly due to the influence of various factors, both those that arise within the teacher himself and those outside the teacher (Kader, 2018). It cannot be denied that conditions in the field reflect the situation of teachers which is not in line with expectations, such as teachers who work part-time both in accordance with their profession and outside their profession, sometimes there are some teachers who are more involved in part-time activities than their main activity as teachers. at school. This fact is very concerning and raises various questions about teachers' consistency in their profession (Budiyanto, 2019).

Teacher performance seen from the quality report at SDN Limapuluh Pekanbaru District received a score below the average with a score of 3.89, while the Regency/City competency test score was 44.36 and the provincial average score was 45.17 and the average score was 45.17. The national competency test average is 44.20 with a score range of 0-100 with the indicator definition being the average teacher competency test score in terms of competency and professionalism that achieves less than or below minimum competency. Meanwhile, low teacher performance was recorded in the educational and cultural statistics data center, where it was found that the performance of elementary school teachers was in the poor category with a score of 76.43. The island of Sumatra, especially in Riau Province, is the lowest ranked number three with a score of 73.34 in the poor category, while nationally Riau Province is ranked

number seven lowest. Apart from that, from various levels, primary school education has the lowest score, namely 71.90 (Kemendikbud, 2016).

The phenomenon of low performance of primary school teachers in Riau Province can also be seen from the low average score of the teacher competency test, namely 51.55, while the national average is 53.02 with the lowest average score at the elementary school teacher level, namely 49.4 (lpmpriau.kemdikbud.go.id). Based on the 2020 regional education balance data profile, it is known that Pekanbaru City is in the second lowest position in obtaining Teacher Competency Test scores, namely with an average score of 54.06 and in Teacher Competency Test scores with a score of 52.31 (npd.kemdikbud.go.id, 2020).

Based on the results of the author's observations in the field, several problems can be seen that identify teacher performance problems at SDN Limapuluh Pekanbaru District. This problem can be seen from several phenomena, namely: there are still teachers who often procrastinate work and arrive late at the appointed time. This will have bad consequences for the school, because a lot of time will not be used properly. There are also teachers who do not understand their field of work, especially those who are unable to keep up with the latest developments in the world of education, both those related to methods and techniques and those related to their scientific disciplines. There are some teachers who are unable to actualize themselves in front of their students and there are still some teachers who do not complete the learning tools according to the number they should be, for example lesson plans which should be made before carrying out learning are only carried out if there will be supervision by the supervisor or principal.

Many factors cause problems related to teacher performance. Therefore, by understanding the factors that influence teacher performance, alternative solutions to problems related to teacher performance can be found, so that these factors do not become obstacles but are able to improve and encourage teacher performance in a better direction. Many factors influence teacher performance, one of which is the leadership of the school principal (Tarigan, 2021).

School principals have duties and roles as leaders, educators, managers, administrators and supervisors. As the leader of an educational institution, the principal is tasked with motivating teaching staff to excel, fostering a willingness to be responsible rationally and objectively in improving the teaching and learning process, working together in opening up opportunities for developing teaching programs, developing communication for the school community in order to improve the performance of teaching staff and education (Sari et al., 2021). School principals have duties and roles as leaders, educators, managers, administrators and supervisors. As the leader of an educational institution, the principal is tasked with motivating teaching staff to excel, fostering a willingness to be responsible rationally and objectively in improving the teaching and learning process, working together in opening up opportunities for developing teaching programs, developing communication for the school community in order to improve the performance of teaching staff and education (Sari et al., 2021).

Apart from the leadership of the school principal, teacher performance in carrying out their duties is also influenced by the work culture at the school. The work culture within one school will be different from other schools, this difference is due to the environment that influences the school differently, both the external and internal environment of the school. SDN Limapuluh Pekanbaru District as an accredited school has implemented work culture values in forming rules or regulations for teachers at the school. These work culture values follow the five work culture values within the Ministry of Religion of the Republic of Indonesia, namely integrity, professionalism, innovation, responsibility, and example.

However, in its implementation, the rules and regulations that apply at SDN Limapuluh Pekanbaru District have not been fully complied with by the teachers. From the results of the interviews, there were still teachers who entered class not on time so that the lesson schedule was delayed, several times the picket teachers also found empty classes which was not conducive and disturbed other classes because teachers who were scheduled during class hours were not present without confirmation. Teachers who often leave the classroom will result in a reduction in teaching hours that could be used to increase the explanation of the material provided. Lack of teaching hours can have an impact on the achievement of the subject matter

that should be conveyed to students. The low level of teacher discipline can have an impact on hampering the learning process. This illustrates that the work culture values that have been established have not been fully implemented and of course also have an impact on the performance of teachers at SDN Limapuluh Pekanbaru District.

Judging from the leadership side of the school principal, there is still a lack of support and attention to teachers, in this case teachers are afraid to ask questions when facing a problem. Meanwhile, from an organizational perspective, there are still groups within the organization where each group conflicts with each other and has different opinions. This can be seen from the groups that are formed within the social environment of the school in terms of self-exclusion.

Based on the phenomenon described above, the Limapuluh Pekanbaru District Elementary School, namely its teachers, still lacks support from the leadership of the school principal and there are several exclusive groups that have formed within the school environment. So this is related to leadership and work culture which are factors that influence teacher performance. Therefore, this study aims to examine more about the influence of the principal's leadership and work culture on the performance of SDN Kecamatan Lima Puluh Pekanbaru.

LITERATURE REVIEW

Principal Leadership

According to Wahjosumidjo (in Ibrahim et al., 2022) leadership is translated into terms of traits, personal behavior, influence on other people, patterns, interactions, cooperative relationships between roles, position of an administrative position, and persuasiveness, and perception. from others regarding the legitimacy of influence. Based on this expert opinion, it appears that the leadership function carried out by the principal is very important for school life. According to Bass and Avolio (Husaini Usman, 2008) explain that indicators of school principal leadership include charisma, influence of idealism, inspirational motivation for teachers, intellectual stimulation for teachers, concern for individual teachers.

Work Culture

According to Dessler (2015), "work culture is a process of teaching employees the skills needed to do their work". Furthermore, the definition of work culture is simply defined by Mondy (2015), as "a learning process designed to change the ability of employees to do their work". Work culture is basically the values that become a person's habits in determining a person's quality at work. Teachers' work culture can be seen from their sense of responsibility in carrying out their mandate, the profession they hold, and their sense of moral responsibility. This attitude will be accompanied by a sense of responsibility for creating and preparing the teaching and learning process, implementing the teaching and learning process and carrying out evaluation and analysis in learning activities. Based on Budi Paramita's opinion (in Pakaya, 2020) , work culture can be divided into two parts, namely attitudes towards work and behavior while working.

Teacher Performance

According to Ahmad Faozan (2022:106), teacher performance is the achievement achieved by a teacher in managing and carrying out educational and teaching tasks in accordance with the standards applicable to his job. Bintoro & Daryanto (2017:105) say that performance is the willingness of a person or group of people to carry out activities or perfect them in accordance with their responsibilities, with the results as expected. According to Wirawan (2015:5) , performance is the output produced by the functions or indicators of a job or profession within a certain time. In this research, the performance assessment indicators used by researchers are based on the teacher assessment instrument of the PMPTK Directorate General of the Ministry of National Education, which is linked to teachers' core competencies, which include performance assessment from the pedagogical competency aspect. Pedagogical competency aspects include mastering student characteristics, educational planning activities, curriculum development, mastering

learning theories and educational learning principles, developing student potential, communication with students, assessment, and evaluation.

METHOD

This research uses a quantitative-descriptive approach. This quantitative descriptive research systematically, actually, and accurately describes certain social phenomena, with the aim of describing in detail the existing facts and data. In this research, the author took the location at SDN Limapuluh District Pekanbaru, considering that this problem had never been studied before at SDN Limapuluh District Pekanbaru. This research was carried out when the research proposal manuscript had been tested and approved by the supervisor, and the researcher had fulfilled the administrative requirements as a postgraduate student. The time used in this research process starts from February 2023 to November 2023.

Primary data in this research was obtained from distributing questionnaires. Primary data in this research was obtained from the results of distributing a questionnaire containing questions and statements regarding the leadership of the school principal and work culture on teacher performance at SDN Limapuluh Pekanbaru District. Secondary data sources in this research are in the form of written data such as data from SDN Limapuluh Pekanbaru District schools which have been compiled in archives and obtained from websites or records of other parties related to the research.

The population in this study were all teachers at SDN in Kecamatan Lima Puluh Pekanbaru who had been supervised by the school principal and were spread across four schools. Of the number of teachers spread across 14 schools, one principal is trained by the principal. In this study, the population of 145 people referred to is all teachers at the SDN Kecamatan Lima Puluh Pekanbaru.

The determination of the sample in this research was carried out using proportional random sampling, namely a method of taking samples from members of the population using a random method without paying attention to the strata in the population. The sample was chosen to represent the overall characteristics of the population. To determine the sample size, researchers used the Slovin formula as follows:

$$N = \frac{N}{1 + Ne^2}$$
$$n = \frac{221}{1 + 221(0,05)^2}$$
$$n = \frac{221}{1,55}$$
$$= 142$$

Based on these calculations, the respondents who will be used are 142 people. The research began with instrument testing to measure the validity and reliability of the research instrument. This validity test calculation uses SPSS version 23 for Windows. Once obtained, it is then compared with the 95% confidence level or $\alpha = 0.05$. If $>$ then the item is declared valid, and if $<$ then the item is declared invalid. Reliability testing can be carried out simultaneously on all question items. If the Cronbach's Alpha value is > 0.60 then it is declared reliable.

The analysis techniques used in this research are descriptive analysis and inferential analysis. Descriptive analysis uses the results of central tendency measurements (measurement of central symptoms) in the form of mean, median and mode as well as deviation measurements in the form of range, standard deviation and variance. Inferential analysis uses correlation analysis and regression analysis as well as inferential analysis prerequisite tests. Before carrying out the prerequisite tests and inferential analysis of the data obtained, descriptive data analysis was first carried out.

Simple linear regression tests are generally carried out to test one independent variable with one dependent variable. The multiple linear regression test is part of the development of a simple regression test

whose function is to predict the value of the dependent variable (Y) if there are two or more independent variables (X). The coefficient of determination or R² is one of the main measures commonly used in regression analysis which aims to determine whether the regression line obtained explains the data used or not.

RESULTS AND DISCUSSION

Respondent Demographic Profile

The research subjects used in this research were SDN Kecamatan Lima Puluh Pekanbaru. The description of the research object shows the results of responses from 142 teacher respondents at SDN Kecamatan Lima Puluh Pekanbaru consisting of various characteristics: Age, Gender, Last Education. There were 84 people who were female (59%) and 58 people who were male (41%).

Table 1. Characteristics of Respondents Based on Gender

Gender	Number of Respondents	Percentage
Female	84 People	59
Male	58 People	41

There were 60 people aged 21-35 years (42%), and 82 people aged >35 years (58%).

Table 2. Characteristics of Respondents Based on Age

Age	Number of Respondents	Percentage
21-35 years old	60 People	42
>35 years old	82 People	58

There were 21 D3 graduates (21%), 90 S1 graduates (63%) and 31 Masters graduates (22%).

Table 3. Characteristics of Respondents Based on Last Education

Last Education	Number of Respondents	Percentage
D3	21 People	21
S1	90 People	63
S2	31 People	22

Descriptive Analysis of Variables

The research subjects used in this research were elementary school teachers in Limapuluh Pekanbaru District. The description of the research object shows the results of responses from 142 teacher respondents at SDN Limapuluh Pekanbaru District, consisting of 19 questions for teacher performance (Y), 17 questions for principal leadership (X1), and 18 questions for work culture (X2). The following are the results responses from 142 respondents to each statement in the questionnaire were measured using a Likert scale with a value range of 1 to 4, by preparing four response options.

Tabel 4. Descriptive Variables

No	Variables	Mean	Standard Deviation	Interpretation
1	Principal Leadership	3,24	0,53	High
2	Work Culture	3,11	0,54	High
3	Teacher Performance	3,26	0,52	High
Total		3,20	0,53	High

Table 4 shows that the Teacher Performance variable is the highest variable (mean = 3.26 and SD =

0.52) followed by the Principal Leadership variable (mean = 3.24 and SD = 0.53) which is at the high stage, then the variable Work Culture (mean = 3.11 and SD = 0.54) is at a high level. Overall, it shows that the Principal's Leadership and Work Culture in teacher performance are at a high level (mean = 3.20 and SD = 0.53).

Inferential Statistical Analysis

1. Normality Test

Normality testing was carried out in this research using SPSS version 23 for Windows. The significance level set in this test is $\alpha = 0.05$.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
		Principal Leadership	Work Culture	teacher performance
N		106	106	106
Normal Parameters ^{a,b}	Mean	70.98	94.62	96.84
	Std. Deviation	11.717	5.589	5.192
	Most Extreme Differences	Absolute	0.137	0.179
Positive		0.137	0.118	0.214
Negative		-0.085	-0.179	-0.146
Test Statistic		0.159	.137	.179
Asymp. Sig. (2-tailed)		0.200	0.200	0.200

Based on table 5, it can be seen that the significance of the Kolmogorov-Smirnova value is 0.200 ($0.200 > 0.05$), that is, with a result of more than 0.05, which means the residual data is normally distributed so it is suitable for use.

2. Homogeneity Test

The data tested is said to be homogeneous based on its significance value. A significance value ($p \geq 0.05$) indicates that the data group comes from a population that has the same variance (homogeneous).

Table 6. Homogeneity Test Results

Variable	Levene Statistic	df1	df2	Sig.
Principal Leadership	6.728	13	125	0.220
Work Culture	3.885	13	125	0.200

Based on table 6, it can be seen that the significance value is > 0.05 , which means the data is homogeneously distributed so it is suitable for use.

3. Linearity Test

Testing can be carried out using the SPSS version 23 for Windows program using Test For Linearity at a significance level of 0.05.

Table 7. Linearity Test Results

Variable	F	Sig.	Interpretasi
Principal Leadership	1.273	0.164	Linier
Work Culture	0,906	0,588	Linier

The results of the analysis show that in the ANOVA table the Principal Leadership variable has an F value of 1.273 with a significance of 0.164, while the Work Culture variable has an F value of 0,906 with a

significance of 0,588, so the conclusion is that the significant value is $\geq \alpha$ (0.05) so from the hypothesis given, accepted. This means that the data is interconnected linearly.

4. Multicollinearity Test

Multicollinearity test results are based on tolerance value and Variance Inflation Factor (VIF). A regression model that is free of multicollinearity is if the VIF value is < 10 and has a tolerance value > 0.10 .

Table 8. Multicollinearity test results

Variable	Collinearity Statistics		Keterangan
	Tolerance	VIF	
Principal Leadership	0.771	1.297	Multicollinearity free
Work Culture	0.771	1.297	Multicollinearity free

By using a confidence level of 95% or using a significance level of 5% (α value = 0.05), the data processing results show a VIF value of 1.297. Because the VIF value is smaller than 10.00, there is no multicollinearity between the independent variables in the regression model. Thus, the model above is free from multicollinearity.

Analysis of Research Hypothesis Testing

1. t-Test

To find out variables that have a partial significant effect, regression coefficient testing is carried out using the t test statistic. Determining the test results (acceptance or rejection of H_0) can be done by comparing the t-count with the t-table, or it can also be seen from the significance value. The results of partial hypothesis testing using SPSS are as follows:

a. Principal Leadership on Teacher Performance

Table 9. Regression Test Results of Principal Leadership on Teacher Performance

Model	Unstandardized Coefficients		R^2	t	Sig.	Results
	B					
Principal Leadership (Constant)	21,708					
→ Teacher Principal Leadership Performance	0.731		0.667	16,814	0,000	Accepted

Based on SPSS calculations, the t value is 16,814, while the p value is 0.000, so the p value is < 0.05 , meaning that there is a significant influence of the Principal Leadership variable on Teacher Performance. These results show that the higher the Principal's Leadership, the better the Teacher Performance will be, and vice versa. The coefficient of determination R^2 is 0.667, which means that 66.7% of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable Principal Leadership, while the remaining 33.3% is influenced by variables not explained in the model. Thus, the first hypothesis which states "School Principal Leadership has a positive effect on Teacher Performance at SDN Limapuluh Pekanbaru District" is accepted.

b. Work Culture on Teacher Performance

Table 10. Regression Test Results of Work Culture on Teacher Performance

Model	Unstandardized Coefficients		R^2	t	Sig.	Results
	B					

Work Culture →	(Constant)	24,491				
Teacher Performance	Work Culture	0.669	-0.428	10,268	0,000	Accepted

Based on SPSS calculations, the t value is 10,268, while the p value is 0.000, so the p value is <0.05 , meaning that there is a significant influence of the Work Culture variable on Teacher Performance. These results show that the higher the Work Culture, the better the Teacher Performance will be, and vice versa. The coefficient of determination R^2 is 0.428, which means that 42.8 % of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable Work Culture, while the remaining 47.2% is influenced by variables not explained in the model. Thus the second hypothesis which states "Work Culture has a positive effect on Teacher Performance at SDN Limapuluh Pekanbaru District" is accepted.

2. F-Test

This test is intended to determine whether there is an influence of the independent variable together with the dependent variable.

Table 11. F Test Results

Model	df	Mean Square	F	Sig.
(Principal Leadership + Regression Work Culture) → Teacher Performance	2	1230,045		218,233 0,000
	139	5,636		
Total	141			

The SPSS output table above shows an F value of 218.233 > f table value 3.06 and a significance of $0.000 < 0.05$. H3 is accepted. H0 is rejected. It can be concluded together that the variables of principal leadership and work culture have a significant effect on teacher performance.

3. R²- Test

This test is intended to measure how far the independent variable influences the dependent variable.

Table 12 . R² Test Results

Model	R	R Square	Category
Principal Leadership → Teacher Performance	0.817 ^a	0.667	Strong
Work Culture → Teacher Performance	0.654 ^a	0.428	Strong enough
(Principal Leadership + Work Culture) → Teacher Performance	0.871 ^a	0.758	Strong

Based on the table above, it can be seen from the results of the regression calculation that the simple coefficient value between the Principal Leadership variable and teacher performance is 0.817^a and the determinant coefficient is 0.667 or 66.7%. The simple coefficient value between the Work Culture variable and teacher performance is 0.654^a and the determinant coefficient is 0.428 or 42.8 %.

If we look at the R-Square value, which is 0.758, it shows that the proportion of influence of the principal leadership variable and work culture on the teacher performance variable is 75.8 % . This means that the principal's leadership and work culture have a proportion of influence on teacher performance of 75.8 % while the remainder, namely 24.2% (100% - 75.8%) is influenced by other variables that are not in this linear regression model.

Discussion

1. The Influence of Principal Leadership on Teacher Performance

The partial influence of the Principal's Leadership using a regression test found that the Principal's

Leadership partially had a significant positive effect on teacher performance. The results of the analysis show that the regression coefficient value for the Principal Leadership variable is 0.587. Based on statistical hypothesis testing, the sig value can be determined. is smaller than 0.05 and tcount is 13.792 > ttable 1.992, then H0 is rejected and H1 is accepted with a coefficient of determination of 0.667 or 66.7%, meaning that the Principal Leadership variable (X1) has a significant positive influence on teacher performance (Y) .

The results of this research are in line with Mulyasa's (2013) statement which states that leadership is a process of influencing the activities of a person or group in an effort towards achieving goals in certain situations. Sutomo (2010) also states that "leadership is essentially the science and art of influencing and directing people/subordinates/followers/supporters by building obedience, loyalty, trust, respect and working together enthusiastically in achieving organizational goals". So that the school principal who occupies leadership will have an influence on determining the direction of the journey the organization wants to take.

The principal as a school leader must be able to carry out his role so that teachers have obedience, loyalty, trust and enthusiasm for working together to achieve school goals. In this research, the role of the school principal in question is reflected in the Republic of Indonesia Minister of National Education Regulation Number 13 of 2007 which states that school principals must meet five competency standards, namely: 1) personality competence, 2) managerial competence, 3) entrepreneurial competence, 4) supervision competence and 5) social competence.

Based on descriptive statistical analysis, it is reflected that the principal at SDN Limapuluh Pekanbaru District has carried out his role well. The results of this research are in line with research conducted by Novitasari (2012) which shows that the leadership of the school principal has a significant effect on teacher performance. Septiana (2013) expressed the same thing that the principal's leadership significantly influences teacher performance. Based on expert opinions and previous research, it can be proven that the principal's leadership influences teacher performance. This means that efforts to improve teacher performance can be made through improving the leadership of school principals.

2. The Influence of Work Culture on Teacher Performance

The partial influence of work culture using a regression test found that partial work culture had a significant positive effect on teacher performance. The results of the analysis show that the regression coefficient value for the work culture variable is 0.349. Based on statistical hypothesis testing, the sig value can be determined. is smaller than 0.05 and tcount is 7.182 > ttable 1.992, then H0 is rejected and H1 is accepted with a coefficient of determination of 0.428 or 42.8%, meaning that the work culture variable (X2) has a significant positive influence on teacher performance (Y).

The results of this research strengthen previous research, namely research by Deke Oktavianus (2017), Kemas Baharuddin (2022), Mely Oktarina (2022), Sedarmayanti and Nunur Rahadian (2018) and Marda Elfirsa (2021) that work culture influences teacher performance. A positive work culture can produce positive performance, with positive values such as discipline, openness, mutual respect and cooperation which can provide a feeling of comfort when working so that teachers always want to improve their competence or performance.

Achieving performance by teachers cannot simply be achieved without factors that can influence or support it, and one of them is work culture. Research conducted by Rusmana (2010) entitled "The Influence of Principal Leadership and Teacher Work Culture on Teacher Performance" explains that 49% of teacher performance is influenced by teacher work culture. So it can be said that teacher work culture has a strong influence on teacher teaching performance. The research concluded that teacher work culture is expected to be able to create an atmosphere and teacher work relationships in creating a conducive work environment.

Therefore, these conditions are very necessary in improving teacher performance. Teacher behavior while working can also influence how performance is carried out. Teacher attitudes such as diligent, dedicated, responsible, conscientious, careful, accurate and strong-willed are the teacher's main attitudes which will become basic support and influence the implementation of the learning process

(Ambarini, 2017). With a strong work culture possessed by teachers, teachers can carry out their duties and obligations and create a high level of performance. If every teacher has an attitude of liking the work they do, the teacher will easily carry out the learning process (Yuniar, 2021).

3. The Influence of Principal Leadership and Work Culture on Teacher Performance

The results of this research show that the leadership of the school principal and Work Culture together have an influence on teacher performance. This is shown by the value of $F_{count} > F_{table}$, which is $(218.233 > 3.117)$ with a significance of $0.000 < 0.05$, with a determinant coefficient of 75.8% while the remainder, namely 24.2% $(100\% - 75.8\%)$ is influenced by other variables not studied. This means that it can be concluded that the independent variables include the leadership of the school principal and Work Culture has a significant positive effect on teacher performance at SDN Limapuluh Pekanbaru District.

Research findings reveal that simultaneously or together the principal's leadership and organizational culture have a positive influence on teacher performance. Effective principal leadership will encourage and motivate teachers in carrying out learning activities so that teachers are more enthusiastic and motivated in creating a more interesting and maximal classroom atmosphere and are able to increase the achievement of the desired learning goals. Likewise, there is a good organizational culture and the existence of harmonious relationships between school principals and teachers, teachers and teachers, teachers and teaching staff, and students (Haryani, 2022).

Research that supports this research is research conducted by Arifin in Surabaya, which states that the variables of organizational culture, principal leadership and motivation affect teacher performance. The direct influence of organizational culture variables on educator performance is 29.7 % . Meanwhile, the direct influence of motivation on educator performance is 20%. The indirect influence of organizational culture variables on educator performance is 15.2 % on the performance of teaching staff at SMPN 2 Panciran.

Sarros (2020) researched "Leadership and Its Impact on Organizational Culture". The results of their research show that a leader's performance is a prominent aspect of performance in an organizational culture. Leadership is a much more prominent predictor of culture than leadership culture.

Based on these findings, it can be seen that there is a positive and significant influence on organizational culture and the principal's leadership. This proves the hypothesis proposed and is in line with theory and previous research results. Thus, the organizational culture and leadership of the school principal simultaneously influence teacher performance. The better the organizational culture and leadership of the school principal , the better the teacher's performance.

CONCLUSIONS AND RECOMMENDATION

After analysing the research results and discussing the research results, this section will describe the conclusions from the discussion and also suggest suggestions that are deemed necessary as input for related parties in order to improve teacher performance.

1. The principal's leadership has a significant positive influence on the performance of teachers at SDN Limapuluh Pekanbaru District. This means that the stronger the leadership of the school principal, the better the teacher's performance will be in carrying out their duties and responsibilities.
2. Work culture has a significant positive influence on the performance of teachers at SDN Limapuluh Pekanbaru District. This means that the better the work culture, the higher the teacher's performance. Quality teacher performance is determined by a conducive work culture. Teacher performance can be improved through improving the quality of organizational culture.
3. The principal's leadership and work culture simultaneously influence teacher performance. The better the organizational culture and leadership of the school principal, the better the teacher's performance. Effective principal leadership will encourage and motivate teachers in carrying out learning activities so that teachers are more enthusiastic and motivated in creating a more interesting and maximal classroom atmosphere and are able to increase the achievement of the desired learning goals. Likewise, there is a

good work culture and the existence of harmonious relationships between school principals and teachers, teachers and teachers, teachers and teaching staff, and students.

It is hoped that the results of the research can be used as input for school principals to provide teachers with a sense of comfort when they are in the school environment, pay attention to order and cleanliness and continue to improve strategies in building commitment by taking several approaches to teachers, maximizing the evaluation system, providing rewards to teachers and etc.

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