



The Influence of Principal Leadership and School Culture on the Quality of Educational in Tenggara Senior High Schools

Nuryasmi¹, Laili Komariyah², Amir Masruhim³, Widyatmike Gede Mulawarman⁴, Haeruddin⁵, Moh. Bazhar⁶

Mulawarman University, Indonesia

nuryasmi2004@gmail.com¹, laili.komariyah@fkip.unmul.ac.id², amir.masruhim@fkip.unmul.ac.id³,

widyatmike@fkip.unmul.ac.id⁴, haeruddin@fkip.unmul.ac.id⁵, moh.bazhar@fkip.unmul.ac.id⁶

Correspondence author Email: laili.komariyah@fkip.unmul.ac.id

Paper received: May-2025; Accepted: July-2025; Publish: August-2025

Abstract

Principal leadership and school culture are important aspects that can affect the quality of services in various educational institutions. these two aspects support in improving the quality of education which can be seen from the quality of educational services in a school. This study aims to determine the effect of principal leadership and school culture on the quality of educational services at State Senior High Schools in Tenggara. Multiple linear regression is an approach to modeling the relationship between a dependent variable and one or more independent variables. This study uses multiple linear regression methods with sampling techniques using simple random sampling. The research site of 3 senior high schools in Tenggara with a total population of 287 students, while the sample taken was 167 students. Data is collected through a questionnaire, which has been conduct for the validity and reliability test. The results showed that overall, these two factors contributed simultaneously to the quality of education services with a coefficient of determination of 76%, while the remaining 24% was influenced by other factors not identified in the model in this study. Data were collected through questionnaires that have been tested for validity and reliability. The results showed that overall, these two factors contributed simultaneously to the quality of education services with a coefficient of determination of 76%, while the remaining 24% was influenced by other factors not identified in the model in this study. The results show that principal leadership has a significant effect of 0.742 on the quality of education services, while school culture has a significant effect of 0.661 on the quality of education services in 3 Tenggara high schools. The importance of synergy between principal leadership and school culture has a positive impact on the ability of human resources in the school, so that the quality of service and quality of education can be improved

Keywords: Principal Leadership; School Culture; Service Quality; Multiple Linear Regression; Coefficient of Determination

Copyright and License

Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0 International License that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.



1. Introduction

Indonesia's education system continues to face major challenges, including low quality of educational services, disparities in standards across regions, and limited leadership capacity to drive school transformation. According to the 2022 Programme for International Student



Assessment (PISA), Indonesian students' achievements in literacy, numeracy, and science remain below the OECD average. This indicates that, despite improved access to education, service quality has not significantly increased—primarily due to weak school management and governance, especially in terms of school leadership and the development of a strong school culture.

East Kalimantan, which has drawn national attention as the site of the new capital city (IKN) Nusantara, faces similar issues. The gap in education quality between urban and rural areas is still pronounced. Reports from the East Kalimantan Education Office highlight key challenges such as a shortage of teachers in 3T (frontier, outermost, and disadvantaged) regions, limited managerial training for principals, and weak internalization of school culture to support effective learning. These conditions directly impact the quality of educational services experienced by students and the community.

School principals play a central role in setting educational direction and policy. Their responsibilities go beyond administration; they are instructional leaders tasked with mentoring teachers, motivating staff, and creating a conducive learning environment (Ngariyah, 2024). Principals are also instrumental in improving teacher performance, fostering a culture of literacy, and developing students' character through exemplary leadership and policy implementation. The effectiveness of this leadership greatly influences academic progress, student character development, and overall school resource management (Pirol et al., 2019).

At the senior high school (SMA) level in Tenggarong, principal leadership is crucial for managing educational policy and creating a productive, inclusive learning environment. A strong, positive, and quality-oriented school culture encourages collaboration, discipline, and innovation in the learning process. Several SMA in Tenggarong have begun to establish exemplary school cultures by internalizing character values, leveraging technology, and strengthening literacy. However, if leadership is weak and school culture inconsistent, educational service quality may decline—even if physical infrastructure is adequate (Erna Dewi Palupi et al., 2022).

This study aims to examine the influence of principal leadership and school culture on the quality of educational services at public high schools in Tenggarong. The research focuses on decision-making and teacher motivation by principals, discipline and work relationships within the school culture, as well as the quality of educational facilities and administrative services (Farwitawati et al., 2022). The research questions include whether there is a significant impact of principal leadership and school culture on educational service quality, and to what extent both factors contribute simultaneously.

The expected outcome of this research is to provide both theoretical and practical insights into how principal leadership and school culture affect improvements in educational service quality (Plaku & Leka, 2025; Safruddin Abdul Jabar & Joko Susilo, 2019). The practical implications are intended to inform more effective policy-making for educational quality enhancement, strengthen school management effectiveness, and serve as a reference for supervisors and the Kutai Kartanegara Education Office in designing programs to improve educational standards in the region (Setiawati et al., 2023).



2. Method

The research method employed in this study is a quantitative survey designed to measure the influence of school principal leadership and school culture on the quality of educational services at Tenggarong Public Senior High School. This study uses an ex post facto approach, where data are collected to investigate events that have already occurred and analyze their causal factors. The sample was selected using proportionate stratified random sampling to ensure proportional representation of each subgroup within the population. Respondents include principals, teachers, and educational staff at Tenggarong Public Senior High School.

2.1. Research Location and Time

This research was conducted at Tenggarong Public Senior High School, located in Tenggarong, East Kalimantan. The research was carried out from Juli to December 2024. This site was selected as it represents a typical public school environment where the dynamics of principal leadership, school culture, and the quality of educational services can be thoroughly observed and analyzed.

2.2. Research Data and Data Sources

The data used in this study comprised both primary and secondary sources. Primary data were collected through closed-ended questionnaires distributed to respondents to assess their perceptions of principal leadership, school culture, and educational service quality. Secondary data were obtained from school documents, including school profiles, work programs, and accreditation reports (Silaen, 2025). To complement the quantitative data, limited observational activities were also conducted, focusing on school events and practices related to organizational culture and leadership.

2.3. Data Collection and Analysis Techniques

Data collection was conducted using multiple instruments to ensure comprehensive coverage of the research variables. Closed-ended questionnaires were employed to gather structured responses regarding principal leadership, school culture, and the quality of educational services. Documentation review provided additional contextual information, while observations offered qualitative insights into the actual school environment and leadership practices. The collected data were analyzed using both descriptive and inferential statistical methods. The descriptive analysis summarized respondent characteristics and the distribution of variable scores, providing an overview of the data. Inferential analysis utilized multiple linear regression to examine the simultaneous impact of principal leadership and school culture on the quality of educational services. Statistical significance tests were performed to determine the validity of the identified relationships.

The expected outcome of this study is to provide empirical evidence on the contributions of principal leadership and school culture to the quality of educational services at Tenggarong Public Senior High School. These findings are intended to inform educational



policymakers in designing effective improvement programs and to guide principals and educators in fostering positive leadership and a supportive school culture.

3. Findings and Discussion

3.1. The Influence of School Principal Leadership on the Improvement of Educational Service Quality

In this study, the analysis conducted using multiple linear regression indicates that school principal leadership has a positive and significant effect on improving the quality of education services at Tenggarong Public Senior High School. Both principal leadership and organizational culture significantly influence the overall effectiveness of the school. Effective principal leadership enhances the school's overall performance, particularly in improving the quality of educational services (Darmawan, 2019).

School principal leadership refers to the ability and process by which a principal influences, directs, and motivates teachers, staff, and students to achieve educational goals and improve school quality(Dewi, 2021). Relevant leadership theories, such as transformational and instructional leadership, emphasize the principal’s role in providing vision, inspiration, and guidance to the entire school community. An effective principal creates a learning environment that fosters innovation and continuous improvement in teaching and learning. In this context, strong leadership not only drives teachers and students to achieve high academic performance but also supports ongoing development (Lisa Handayani et al., 2024).

In this study, principal leadership was measured through several indicators, including the principal’s ability to: 1) communicate a clear vision and mission to all school members; 2) motivate and support teachers and staff in carrying out their duties; 3) manage school resources effectively; 4) build positive relationships with students, teachers, and parents; 5) implement innovative school policies and programs; and 6) conduct evaluation and supervision of the learning process and teacher performance(Aldila Prillia Putri, 2024).

Reliability testing of the principal leadership variable was conducted using SPSS 25, yielding a Cronbach’s Alpha value of 0.743, which indicates that the variable is reliable and consistent. These findings align with existing research emphasizing the critical role of school principals in fostering school effectiveness and enhancing educational quality through strong leadership practices and a supportive organizational culture.

Tabel 1. Reliability Test Results of School Principal Leadership

Reliability Statistics	
Cronbach's Alpha	N of Items
,743	14



3.2. The Impact of School Culture on the Improvement of Educational Service Quality

The results indicate that school culture positively and significantly influences the improvement of educational service quality at Tenggarong Public Senior High School. Thus, the values and norms upheld in these schools contribute to enhancing the quality of education (Rahmayanti Puspitasari et al., 2024).

3.2.1. School of culture

School culture refers to the pattern of values, norms, and practices adopted by an organization to enhance employee productivity and efficiency (Mantero, 2025). A positive school culture can create a supportive work environment, motivate staff, and guide them to work more effectively. Efforts to build and strengthen school culture must be continuous and involve all organizational members. Leadership, effective communication, recognition, staff development, and local values are some of the key factors that support the formation of a strong and positive school culture (Yourneli, 2019).

In this study, school culture was measured using a questionnaire that included several key indicators: the level of collaboration among teachers, effective communication among staff, commitment to achieving educational goals, and the presence of values and norms that promote a strong work ethic. Reliability testing of the school culture variable was conducted using Cronbach's Alpha formula, yielding a value of 0.745, which is above the threshold of 0.60. Therefore, it can be concluded that the school culture variable is reliable and consistent.

Tabel 2. Reliability Test Results of School Culture

Reliability Statistics	
Cronbach's Alpha	N of Items
,745	14

3.2.2. The quality of education service

The quality of educational services is a crucial aspect in the field of education. This quality refers to the ability of educational institutions to provide services that not only meet but also exceed the expectations of stakeholders, including students, parents, and the wider community (Wilson Heenan et al., 2023). The factors that determine the quality of educational services encompass various elements, ranging from the teaching and learning process, curriculum, educational facilities, to the interaction between teachers and students (Tesno Ariando Tamburaka, 2025).

Improving the quality of educational services also requires continuous evaluation and enhancement. Educational institutions need to regularly assess both the processes and outcomes of education to identify weaknesses and seek solutions for improvement. This



evaluation can be conducted through satisfaction surveys, performance assessments, and feedback from various stakeholders(Agus Sutomo & Ngasbun Egar, 2025).

To determine the reliability of the educational service quality variable, Cronbach's Alpha formula was used. The reliability test yielded a Cronbach's Alpha value of 0.817. Since this value is greater than 0.60, it can be concluded that the educational service quality variable is reliable.

Additionally, demographic analysis of respondents was conducted. This analysis is used to present detailed data on the characteristics of respondents or samples used in the study, allowing for easier interpretation and understanding. The following are the results of the demographic analysis of respondents, generated with the assistance of SPSS version 25.

Tabel 3. The Reliability Test Results of Educational Service Quality

Reliability Statistics

Cronbach's Alpha	N of Items
,817	14

Tabel 4. Educational Service Quality Coefficient

Model	Coefficients ^a				
	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1 (Constant)	35,874	5,828		6,155	,000
School Principal Leadership	,742	,089	,124	4,597	,012
School Culture	,661	,098	,048	3,621	,035

a. Dependent Variable: Educational Service Quality

a. Respondents Age Demographics

Table 5. Respondents Age Demographics

Min	Max	Mean	Std. Deviation
17	19	17,74	0,580



Based on the table above, it can be seen that the youngest respondent is 17 years old, while the oldest respondent is 19 years old. Additional information reveals that the average age of the respondents is 17.74 years, with a standard deviation of 0.580. This indicates that most respondents' ages are close to the average age.

Tabel 6. Sample Frequency Based on Respondents' Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	55	32,9	32,9	32,9
	18	100	59,9	59,9	92,8
	19	12	7,2	7,2	100,0
Total		167	100,0	100,0	

Based on the table above, it can be observed that there are 55 respondents aged 17 years, accounting for 32.9% of the total; 100 respondents aged 18 years, representing 59.9%; and 12 respondents aged 19 years, making up 7.2%.

b. Respondents' Gender Demographics

Tabel 7. Sample Frequency Based on Respondents Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	85	50,9	50,9	50,9
	Female	82	49,1	49,1	100,0
Total		167	100,0	100,0	

Based on the table above, it can be seen that there are 85 male respondents, representing 50.9%, and 82 female respondents, accounting for 49.1%.

Tabel 8. Statistical Description Based on Age and Gender

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	167	17	19	17,74	,580
Valid N (listwise)	167				



3.3. The Simultaneous Effect of School Principal Leadership and School Culture on Improving the Quality of Educational Services

The study results indicate a significant simultaneous effect of school principal leadership and school culture on improving the quality of educational services at SMA Negeri Tenggarong (Adipura Nusantara, 2025). The findings also reveal a positive correlation value, indicating that both the principal’s leadership and school culture have a direct and positive influence on the enhancement of educational service quality. In other words, as the quality of school leadership and school culture improves, the quality of educational services at SMA Negeri Tenggarong also increases.

The hypothesis testing will be conducted in two stages: simultaneous testing and partial testing, as outlined below.

3.3.1. Simultaneous F-Test

The F-test is conducted to determine whether the independent variables, collectively, have a significant impact on the dependent variable (Pahing & Yovitha Yulianti Ningsih, 2025). The hypothesis testing follows these criteria:

- 1) If the significance value (Sig.) exceeds 0.05, the independent variables do not simultaneously have a significant effect on the dependent variable (Balqis Nur Safitri, 2023).
- 2) If the significance value (Sig.) is below 0.05, the independent variables simultaneously have a significant effect on the dependent variable.

Tabel 9. Test of Results ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61,139	2	30,570	15,568	,012 ^b
	Residual	3197,172	164	19,495		
	Total	3258,311	166			

Based on the results of the simultaneous F-test shown in the table above, the significance value obtained is 0.012, which is less than 0.05. Therefore, it can be concluded that school principal leadership and school culture have a significant simultaneous effect on the quality of educational services.

3.3.2. Partial T-test

The partial T-test is employed to assess whether each independent variable has a significant individual effect on the dependent variable (Nursidah et al., 2022). The hypothesis testing for the T-test can be conducted using the following criteria:

- 1) If the significance value (Sig.) is greater than 0.05, the independent variable does not have a significant partial effect on the dependent variable.
- 2) If the significance value (Sig.) is less than 0.05, the independent variable has a significant partial effect on the dependent variable.



Tabel 10. Result of Partial T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
¹ (Constant)	35,874	5,828		6,155	,000
School Principal Leadership	,742	,089	,124	4,597	,012
School Culture	,661	,098	,048	3,621	,035

Based on the results of the partial T-test in the table above, the following information was obtained:

- 1) The T-test for the school principal leadership variable yielded a significance value of 0.012. Since this value is less than 0.05 (<0.05), it can be concluded that school principal leadership has a significant effect on the quality of educational services.
- 2) The T-test for the school culture variable produced a significance value of 0.035, which is also less than 0.05. Therefore, it can be concluded that school culture has a significant effect on the quality of educational services (Komariyah et al., 2024).

Thus, it can be concluded that the influence of school principal leadership and school culture contributes to the improvement of educational service quality through the performance of teachers, who serve as the foundation of educational service delivery in every institution. In this context, effective school principal leadership strengthens school culture, while a strong school culture supports the implementation of the vision, mission, and strategies set by the principal and the school. The collaboration between strong leadership and a positive school culture will create an educational institution capable of providing the highest quality educational services, thereby producing accomplished generations ready to face future challenges.

3.3.3. Data Normality Assumption Test

Normality testing is an essential assumption test in regression analysis. This test is conducted to determine whether the residuals (errors) between the dependent and independent variables are normally distributed (Riyatno et al., 2024). Normality testing assesses whether the research data follow a normal distribution. In this study, the Kolmogorov-Smirnov method was used for the normality test, assisted by the SPSS 25 software (Iku & Igo Leton, 2024). Data are considered normally distributed if the significance value (p) is greater than 0.05 ($p > 0.05$).



Tabel 11. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		167
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,38862983
Most Extreme Differences	Absolute	,048
	Positive	,048
	Negative	-,038
Test Statistic		,048
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the normality test results presented in the table above, the residuals of the model used in this study produced a significance value of 0.200, exceeding the 0.05 threshold. Therefore, it can be concluded that the data are normally distributed.

3.3.4. Data Heteroscedasticity Assumption Test

Heteroscedasticity testing is conducted to determine whether there is inequality in the variance of residuals across observations in a regression model. If the variance of residuals remains constant across observations, this condition is called homoscedasticity (Saeful Rahmat, 2022). In this heteroscedasticity test, the Glejser test is used, with the conclusion that if the Glejser test significance value is greater than 0.05, no heteroscedasticity is present.

Tabel 12. The result of Heteroscedasticity Test

The result of Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	-,297	3,365		-,088	,930
School Principal Leadership	,041	,051	,062	,791	,430
School Culture	,043	,057	,059	,762	,447

a. Dependent Variable: abs_Res

Based on the results of the heteroscedasticity test shown in the table above, the significance value for the school principal leadership variable using the Glejser test is 0.430, while the school culture variable yielded a significance value of 0.447. Since both significance values are greater than 0.05, it can be concluded that there is no indication of heteroscedasticity in the data used for this study.

3.3.5. Multicollinearity Test



Multicollinearity testing This test is conducted to determine whether there is a correlation (strong relationship) among the independent variables in a regression model (Lengkong & Tampongangoy, 2019). The purpose of this test is to ensure that the classical assumption of no multicollinearity is met, meaning there is no significant correlation between two or more independent variables in the regression model (Dinata, 2025). A good regression model should not have strong correlations among independent variables, indicating the absence of multicollinearity symptoms. The model is considered free from multicollinearity if the Variance Inflation Factor (VIF) is less than 10, or the tolerance value is greater than 0.10.

Tabel 13. The result of Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	School Principal Leadership	,992	1,008
	School Culture	,992	1,008

a. Dependent Variable: Quality of Educational Services

Based on the results of the multicollinearity test shown in the table above, the Variance Inflation Factor (VIF) values are all below 10, and the tolerance values are 0.992, which is greater than 0.10. Therefore, it can be concluded that there is no multicollinearity present in the regression model used in this study.

3.3.6. Multiple Linear Regression Equation

After conducting the assumption tests and confirming that all assumptions have been met, the next step is to develop the regression equation or model (Prabowo & Suyitno, 2023).

Tabel 14. Results of the Multiple Linear Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	35,874	5,828		6,155	,000
	School Principal Leadership	,742	,089	,124	4,597	,012
	School Culture	,661	,098	,048	3,621	,035

Based on Table 14 above, the resulting regression equation is as follows :

$$Y = 35,874 + 0,742(X1) + 0,661(X2)$$



The following is the interpretation of the regression equation above :

- Constant = The quality of educational services will increase even without the influence of any independent variables.
- X1 = School principal leadership has a positive effect on the quality of educational services. Each increase in respondents' scores on the school principal leadership variable will raise the level of educational service quality(Mulyono et al., 2023).
- X2 = School culture has a positive effect on the quality of educational services. Therefore, each increase in respondents' scores on the school culture variable will also increase the level of educational service quality.

3.3.7. Summary Model

The model summary section presents the results of the linear regression analysis, focusing on the R-squared value (coefficient of determination), with the following outcomes:

Tabel 15. The ruslt of Summary Model

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,872 ^a	,760	,757		4,415

Based on the results presented in the table above, the coefficient of determination (R-Square) is 0.760, or 76%. This indicates that the variables of school principal leadership and school culture jointly influence the quality of educational services by 76%, while the remaining 24% is affected by other variables outside the model used in this study

4. Conclusion

Based on the data analysis, school principal leadership has a positive and significant influence of 0.742 on improving the quality of educational services at SMAN 1, SMAN 2, and SMAN 3 Tenggarong. This indicates that the principals are effectively fulfilling their roles by providing support to teachers, staff, and students, thereby enhancing the quality of educational services. Additionally, school culture also has a positive and significant effect of 0.661, meaning that the values, norms, and rules upheld within the schools create a conducive environment that motivates all school members to improve service quality. Together, principal leadership and school culture contribute 76% to the improvement of educational service quality, while the remaining 24% is influenced by other factors outside the scope of this study.

Principals should regularly conduct annual evaluations, actively involve educators and staff in all school activities, and foster good relationships with parents to support educational



quality development. Educators and staff are expected to be more diligent in delivering services to continuously enhance education quality.

The implications of this research include providing a foundation for further studies to explore other variables contributing to the improvement of educational service quality, as well as assisting in the development of effective leadership models that foster a school culture supportive of high-quality educational services.

Acknowledgments

I would like to express my deepest gratitude to my thesis advisors, Prof. Dr. Laili Komariyah, Prof. Dr. H Muh. Amir Masruhim, M.Kes, Prof. Dr. Widyatmike Gede Mulawarman, M.Hum, Dr. Haeruddin, M.Pd., and Prof. Dr. Moh. Bahzar, M.Si for their guidance, support, and direction throughout the process of writing this article. Their patience and wisdom in providing feedback have been invaluable to me, and without their assistance, the completion of this article would not have been possible. I hope that all the knowledge and experience they have shared will benefit me in the future.

5. References

- Adipura Nusantara, F. (2025). Pengaruh Kepemimpinan Kepala Sekolah. *Jurnal Mahasiswa Ekonomi & Bisnis*, 5(2), 821–834.
<https://doi.org/https://doi.org/10.31004/anthor.v3i4.330>
- Agus Sutomo, & Ngasbun Egar. (2025). Pengaruh Lingkungan Kerja, Budaya Organisasi, Dan Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru Smk. *Andragogi Jurnal Pendidikan Dan Pembelajaran*, 5, 116–129.
<https://doi.org/https://doi.org/10.31538/adrg.v5i1.1857>
- Aldila Prillia Putri, W. R. A. M. (2024). Profesionalitas Dan Kreativitas Guru Terhadap Kualitas Pendidikan Di Era Society 5.0. *Jpkpm*, 4(1), 48–52. <https://jurnal.fkip-uwgm.ac.id/index.php/jpkpm/article/view/1691/931>
- Balqis Nur Safitri. (2023). *Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Pendidik Dan Tenaga Kependidikan Smk Kimia Tunas Harapan Jakarta* [Fitk Uin Syarif Hidayatullah Jakarta].
https://repository.uinjkt.ac.id/dspace/bitstream/123456789/73723/1/1119018200003_5_Balqis%20nur%20safitri_Watermark.Pdf
- Darmawan, A. (2019). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Budaya Sekolah Terhadap Kinerja Guru. *Jurnal Mandiri : Ilmu Pengetahuan, Seni, Dan Teknologi*, 3(2), 244–256. <https://doi.org/10.33753/mandiri.v3i2.85>



-
- Dewi, S., & Sumatera Utara, U. (2021). Transformasi Kepemimpinan Pendidikan Dalam Meneguhkan Islam Moderat. *Transformasi Kepemimpinan Pendidikan Dalam Meneguhkan Islam Moderat*, 788–804. [Http://Didilib.Upi.Edu/Admistrator/Fulltext/](http://Didilib.Upi.Edu/Admistrator/Fulltext/)
- Dinata, A. I. (2025). Pengaruh Kepemimpinan Kepala Sekolah Dan Iklim Organisasi Terhadap Kinerja Guru Dan Implikasinya Pada Mutu Sekolah Smk Swasta Kabupaten Pandeglang Provinsi Banten. *Bussman Journal: Indonesian Journal Of Business And Management*, 5(1), 211. <https://doi.org/10.53363/Buss.V5i1.354>
- Erna Dewi Palupi, Sudharto, & Yovitha Yuliejantiningasih. (2022). Pengaruh Supervisi Akademik Kepala Sekolah Dan Budaya Sekolah Terhadap Mutu Pembelajaran Sekolah Menengah Pertama Negeri. *Jurnal Manajemen Pendidikan (Jmp)*, 11(3), 244–262. <https://doi.org/https://doi.org/10.26877/jmp.V11i3.14927>
- Iku, D., & Igo Leton, S. (2024). Pengaruh Kepemimpinan Pelayan, Budaya Sekolah, Disiplin Guru Dan Implementasi Platform Merdeka Mengajar Terhadap Kinerja Guru Sekolah Dasar Penggerak. *Jiip (Jurnal Ilmiah Ilmu Pendidikan)*, 7(4), 3979–3991. <https://doi.org/https://doi.org/10.54371/jiip.V7i4.4191>
- Komariyah, L., Adha, M. A., & Ariyanti, N. S. (2024). Structural Effect Of Principals Change Leadership On E-Learning Effectiveness. *International Journal Of Evaluation And Research In Education*, 13(2), 663–671. <https://doi.org/10.11591/ijere.V13i2.26257>
- Lengkong, F. D. J., & Tampongangoy, D. L. (2019). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kualitas Pelayanan Pendidikan Di Smp Negeri 2 Modayag Kabupaten Bolaang Mongondow Timur Klarita Prisilia Mamahit. *Jurnal Administrasi Publik*, 3(3), 60–66.
- Lisa Handayani, Esther Naomi Samosir, Sutono, Dewi Riana, Septi Indrawani Turan, & Yudo Dwiyono. (2024). Peran Kepemimpinan Pendidikan Dalam Mengintegrasikan Teknologi Berbasis Kearifan Lokal Di Sekolah Dasar Negeri. *Sistema: Jurnal Pendidikan*, 5(1), 51–63. <https://jurnal.fkip-uwgm.ac.id/index.php/sjp/article/view/1813/917>
- Safruddin Abdul Jabar, C., & Joko Susilo, T. (2019). Pengaruh Kepemimpinan Kepala Sekolah, Supervisi Pendidikan Dan Budaya Sekolah Terhadap Kinerja Guru Sekolah Dasar Negeri. *Jurnal Manajemen Pendidikan Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, 1(2), 181–195. <https://d1wqtxts1xzle7.cloudfront.net/99563096/15980->



-
- Mantero, O. E. (2025). Pengaruh Budaya Organisasi, Disiplin, Dan Kinerja Karyawan Terhadap Produktivitas Kerja Karyawan Pt. Sania Bakery. *Cetak) Journal Of Innovation Research And Knowledge*, 4(9), 6847–6851.
<https://Bajangjournal.Com/Index.Php/Jirk/Article/View/9699/7630>
- Mulyono, M., Komariyah, L., & Mulawarman, W. G. (2023). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Era Kurikulum Merdeka. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3, 183–194. <https://doi.org/10.30872/jimpian.v3ise.2994>
- Ngariyah. (2024). *Peningkatan Mutu Sekolah Melalui Budaya Sekolah Dan Kompetensi Pedagogik (Studi Empiris Pada Sekolah Menengah Pertama Se-Kabupaten Kotawaringin Barat)* [Program Magister Manajemen Universitas Islam Sultan Agung Semarang].
<https://www.proquest.com/openview/bb638c26fd44c2be705d2de78c72e4f6/1?cbl=2026366&diss=y&pq-origsite=g scholar>
- Nursidah, Muh Yunus, & Elpisah. (2022). Pengaruh Supervisi Akademik Kepala Sekolah Dan Budaya Sekolah Terhadap Mutu Mengajar Guru. *Jurnal Pendidikan Ekonomi (Jupe)*, 10(1), 38–44. <https://doi.org/https://doi.org/10.26740/jupe.v10n1.p38-44>
- Pahing, & Yovitha Yulianti Ningsih. (2025). Analisis Pengaruh Profesionalisme Guru, Budaya Organisasi, Dan Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Sekolah. *Andragogi Jurnal Pendidikan Dan Pembelajaran*, 5(1), 174–186.
<https://doi.org/https://doi.org/10.31538/adrg.v5i1.1899>
- Pirol, A., Rustan, E., Penguji, Mp., Zuhri Abu Nawas, H. M., Syamsu Sanusi, H., & Pascasarjana, Mp. (2019). *Hubungan Kepemimpinan Kepala Sekolah Dan Kinerja Guru Dengan Karakter Siswa Berbasis Budaya Lokal Di Sma Negeri 5 Palopo* [Thesis, Institut Agama Islam Negeri Iain Palopo].
<https://repository.iainpalopo.ac.id/id/eprint/714/1/Rahmawati.Pdf>
- Plaku, A. K., & Leka, K. (2025). The Role Of Leaders In Shaping School Culture. *Frontiers In Education*, 10, 01–12. <https://doi.org/10.3389/educ.2025.1541525>
- Prabowo, K. A., & Suyitno, Y. (2023). The Principal's Leadership Role In Creating A Student Literacy Culture. *Proceedings Series On Social Sciences & Humanities*, 12, 515–520. <https://doi.org/10.30595/pssh.v12i.841>



-
- Rahmayanti Puspitasari, Titik Haryati, & Endang Wuryandini. (2024). Pengaruh Budaya Mutu Sekolah Terhadap Pengukuran Kinerja Sekolah Di Sekolah Menengah Atas Di Kabupaten Blora. *Journal Of Human And Education*, 4(6), 1351–1355.
<https://doi.org/10.31004/Jh.V4i6.2077>
- Reni Farwitawati, Souvya Fithrie, & Masirun. (2022). Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Organisasi Terhadap Kinerja Guru Sekolah Menengah Kejuruan. *Jurnal Daya Saing*, 8(3), 332–339.
<https://doi.org/10.35446/Dayasaing.V8i3.1021>
- Riyatno, Y., Kusumaningsih, W., & Soedjono, S. (2024). Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Profesionalisme Guru, Dan Peran Komite Sekolah Terhadap Peningkatan Mutu Pendidikan. *Jurnal Inovasi Pembelajaran Di Sekolah*, 5(2), 485–492. <https://doi.org/10.51874/Jips.V5i2.237>
- Saeful Rahmat, P. (2022). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Budaya Organisasi Terhadap Kinerja Guru. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(1), 41–48.
<https://doi.org/10.26740/Jupe.V10n1.P38-44>
- Setiawati, M., Arifin, Z., & Defirono, I. (2023). The Leadership Of The School Principal In Realizing Independent Learning. *Jipsi: Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipiner*, 2(4), 203–216. <https://doi.org/10.59944/Jipsi.V2i4.223>
- Silaen, M. A. (2025). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Manajemen Pendidikan Terhadap Semangat Kerja Guru Di Sma Negeri Se Kabupaten Asahan. *Journal Of Science And Social Research*, VIII(1), 276–285.
<http://jurnal.goretanpena.com/index.php/jssr>
- Tesno Ariando Tamburaka, Y. H. W. D. R. 3. (2025). Pengaruh Penggunaan Teknologi Informasi Dan Komunikasi (Tik), Supervisi Akademik Dan Budaya Sekolah Terhadap Kinerja Guru Di Kecamatan Kendari Kota Kendari Sulawesi Tenggara. *Jurnal Ilmiah Riset Aplikasi Manajemen*, 3(1), 1086–1099.
<https://doi.org/10.32815/Jiram.V3i1.90>
- Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix Mcnamara, P. (2023). The Impact Of Transformational School Leadership On School Staff And School Culture In Primary Schools—A Systematic Review Of International Literature. *Societies*, 13(6), 2–27.
<https://doi.org/10.3390/Soc13060133>



Borneo Educational Journal (Borju)

<https://jurnal.fkip-uwgm.ac.id/index.php/Borju>

Volume 7, Issues 2, August,2025

EISSN : 2655-9323

Section : Research Article

Page : 480-496

DOI : 10.24903/bej.v7i2.2057

Yourneli, R. (2019, April). The Influence Of Principal Leadership And Organizational Culture On The Teachers' Performance. *Proceedings Of The International Conference On Educational Sciences And Teacher Profession (Icetek 2018)*.
<https://doi.org/10.2991/Icetek-18.2019.21>