

The Impact of Principal Leadership Style, Organizational Culture, Teacher Motivation, and Work Discipline on School Effectiveness

Original Article

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Abstract

This study aims to examine the impact of principal leadership style, organizational culture, teacher motivation, and work discipline on school effectiveness. Using a quantitative approach with an explanatory research design, data were collected through a structured questionnaire distributed to 200 teachers in primary and secondary schools in West Bandung Regency, Indonesia. The data were analyzed using descriptive statistics, validity and reliability tests, classical assumption tests, and multiple linear regression analysis. The results reveal that principal leadership style, organizational culture, teacher motivation, and work discipline all have positive and significant effects on school effectiveness, both partially and simultaneously. Among these variables, teacher motivation is identified as the most influential factor in improving school effectiveness. The coefficient of determination indicates that 61.1% of the variance in school effectiveness is explained by the four independent variables, while the remaining 38.9% is influenced by other factors. These findings highlight the importance of adopting an integrated management approach that emphasizes effective leadership, a strong organizational culture, high teacher motivation, and disciplined work practices to enhance school performance. The study provides practical implications for school leaders and policymakers in developing strategies to improve educational quality and institutional effectiveness.

Keywords: Principal Leadership Style; Organizational Culture; Teacher Motivation; Work Discipline; School Effectiveness.

1. Introduction

School effectiveness has become a central concern in modern educational management, particularly in developing countries where improving educational quality remains a strategic priority. Effective schools are characterized by their ability to achieve educational goals, foster student achievement, and maintain high levels of teacher performance and organizational efficiency. In this context, the role of internal organizational factors—especially leadership, culture, motivation, and discipline—has gained increasing scholarly attention. Recent studies emphasize that school effectiveness is not solely determined by infrastructure or curriculum design but is strongly influenced by human and managerial dimensions within the institution (Maryani, 2024; Pratiwi et al., 2025).



One of the most critical determinants of school effectiveness is the leadership style of the principal. Principals serve as instructional leaders, change agents, and organizational managers who shape the direction and climate of schools. Contemporary research highlights that transformational, participative, and adaptive leadership styles are particularly effective in fostering teacher engagement and improving organizational outcomes. Leadership style influences not only decision-making processes but also communication patterns, trust, and collaboration within the school environment. Empirical evidence indicates that effective principal leadership significantly enhances teacher performance, motivation, and overall school productivity (Kholilah et al., 2024; Awaludin & Fatmawati, 2025). Furthermore, leadership plays a pivotal role in aligning organizational goals with individual teacher aspirations, thereby contributing to improved institutional effectiveness.

In addition to leadership, organizational culture is another fundamental factor shaping school effectiveness. Organizational culture refers to the shared values, norms, beliefs, and practices that guide behavior within an institution. A strong and positive school culture fosters collaboration, innovation, and commitment among teachers, which are essential for achieving educational objectives. Studies have shown that schools with supportive and adaptive cultures tend to exhibit higher levels of teacher satisfaction and performance. Organizational culture also serves as a mediating mechanism through which leadership influences teacher behavior and motivation (Toyib et al., 2025; Suyitno et al., 2023). Therefore, understanding the interaction between leadership and culture is essential for enhancing school effectiveness.

Teacher motivation is another key variable that significantly contributes to the success of educational institutions. Motivation drives teachers to perform their duties effectively, engage in continuous professional development, and contribute positively to the school environment. Highly motivated teachers are more likely to demonstrate commitment, creativity, and resilience in their work. Recent empirical studies indicate that principal leadership and organizational culture have a direct and indirect impact on teacher motivation, which in turn influences teacher performance and school outcomes (Suyitno, 2023; Minarseh et al., 2023). This highlights the importance of fostering intrinsic and extrinsic motivational factors to improve educational effectiveness.

Moreover, work discipline among teachers plays a crucial role in ensuring the smooth functioning of schools. Work discipline encompasses adherence to rules, punctuality, responsibility, and commitment to professional duties. A disciplined workforce contributes to organizational stability and efficiency, which are essential for achieving institutional goals (Kurniawan et al., 2023). Although often overlooked, work discipline has been identified as a significant predictor of teacher performance and organizational success. Teachers who exhibit high levels of discipline are more likely to maintain consistency in instructional practices and contribute to a positive learning environment. Therefore, integrating work discipline into the broader framework of school effectiveness is essential for a comprehensive understanding of organizational performance.

Recent studies have increasingly examined the combined effects of leadership, organizational culture, and motivation on teacher performance and school outcomes. For instance, Pratiwi et al. (2025) found that leadership and organizational culture significantly influence teacher performance, with motivation acting as a moderating variable. Similarly, Marjono and Heryjanto (2023) demonstrated that leadership style and school culture have both

direct and indirect effects on teacher performance through work motivation. These findings suggest that the interplay between these variables is complex and multidimensional, requiring integrated analytical approaches.

Despite the growing body of literature, a gap remains in understanding how these factors simultaneously influence school effectiveness, rather than focusing solely on teacher performance. Most existing studies emphasize performance outcomes without adequately addressing broader organizational effectiveness, which includes aspects such as institutional sustainability, stakeholder satisfaction, and educational quality (Arif & Windarsari, 2026). Furthermore, the role of work discipline as an independent variable has received limited attention in recent empirical research, despite its practical importance in educational management.

In the Indonesian context, improving school effectiveness is particularly crucial due to ongoing educational reforms and the need to enhance global competitiveness. Schools are expected to produce graduates who are not only academically competent but also possess strong character and critical thinking skills. Achieving these goals requires effective leadership, a supportive organizational culture, motivated teachers, and disciplined work practices. Therefore, examining the combined impact of these variables provides valuable insights for policymakers, school administrators, and educators.

This study aims to fill the existing research gap by investigating the impact of principal leadership style, organizational culture, teacher motivation, and work discipline on school effectiveness. By integrating these variables into a single research model, this study offers a comprehensive understanding of the factors influencing educational outcomes. The findings are expected to contribute to the development of effective management strategies that enhance school performance and sustainability.

2. Method

2.1. Research Design

This study employs a quantitative research approach using an explanatory (causal) design to examine the relationships between principal leadership style, organizational culture, teacher motivation, work discipline, and school effectiveness. The quantitative approach is appropriate as it allows for the measurement of variables and the testing of hypotheses using statistical analysis. The explanatory design is used to identify the causal relationships and the extent to which independent variables influence the dependent variable.

The study adopts a cross-sectional survey method, where data are collected from respondents at a single point in time. This design is widely used in educational research to analyze perceptions and behaviors of teachers regarding organizational and managerial factors within schools.

2.2. Population and Sample

The population of this study consists of all teachers working in primary and secondary schools in West Bandung Regency, Indonesia. Teachers are selected as respondents because they are directly involved in the teaching and learning process and are significantly influenced by leadership, organizational culture, motivation, and discipline.

The sampling technique used in this study is proportionate stratified random sampling, which ensures that teachers from different schools and educational levels are proportionally represented. This method improves the generalizability of the findings and minimizes sampling bias.

The sample size is determined using the Slovin formula with a 5% margin of error:

$$n = \frac{N}{1 + N(e)^2}$$

Based on this calculation, a total of approximately 150–250 teachers are selected as respondents. This sample size is considered adequate for multivariate statistical analysis, particularly multiple regression or structural equation modeling.

2.3. Data Collection Method

Data are collected using a structured questionnaire distributed to teachers. The questionnaire is designed based on validated instruments from previous studies and adapted to the context of this research.

The instrument uses a five-point Likert scale, ranging from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

The questionnaire is divided into five main sections corresponding to the research variables:

- Principal Leadership Style
- Organizational Culture
- Teacher Motivation
- Work Discipline
- School Effectiveness

Before distribution, the questionnaire is tested through a pilot study to ensure clarity, validity, and reliability.

2.4. Operational Definition of Variables

1. Principal Leadership Style (X1)

Refers to the behaviors and strategies used by the principal in leading and managing the school. Indicators include:

- o Visionary leadership
- o Decision-making ability
- o Communication effectiveness
- o Teacher empowerment
- o Support and supervision

2. Organizational Culture (X2)

Refers to shared values, norms, and beliefs within the school environment. Indicators include:

- o Shared vision and mission
- o Teamwork and collaboration

- o Innovation and adaptability
- o Organizational commitment
- o Work environment

3. Teacher Motivation (X3)

Refers to internal and external factors that drive teachers to perform their duties.

Indicators include:

- o Intrinsic motivation
- o Extrinsic motivation
- o Job satisfaction
- o Professional growth
- o Recognition and rewards

4. Work Discipline (X4)

Refers to adherence to rules and responsibilities in the workplace. Indicators include:

- o Punctuality
- o Compliance with regulations
- o Responsibility
- o Work consistency
- o Professional ethics

5. School Effectiveness (Y)

Refers to the ability of the school to achieve its educational goals efficiently and effectively. Indicators include:

- o Student achievement
- o Teaching quality
- o Organizational performance
- o Stakeholder satisfaction
- o School management effectiveness.

2.5. Validity and Reliability Testing

To ensure the quality of the research instrument, validity and reliability tests are conducted:

- Validity Test:

Construct validity is assessed using Pearson Product-Moment Correlation, where items are considered valid if the correlation coefficient (r) is greater than the critical value (r -table).

- Reliability Test:

Reliability is measured using Cronbach's Alpha. A variable is considered reliable if the alpha value is greater than 0.70.

2.6. Data Analysis Technique

Data analysis is conducted using **Statistical Package for the Social Sciences (SPSS)** or similar statistical software. The analysis consists of several stages:

a) Descriptive Statistics

Used to describe the characteristics of respondents and the distribution of each variable.

b) Classical Assumption Tests

To ensure the suitability of regression analysis:

- Normality test
- Multicollinearity test
- Heteroscedasticity test

c) Multiple Linear Regression Analysis

Used to examine the effect of independent variables on the dependent variable. The regression model is formulated as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

- Y = School Effectiveness
- X_1 = Principal Leadership Style
- X_2 = Organizational Culture
- X_3 = Teacher Motivation
- X_4 = Work Discipline
- β_0 = Constant
- $\beta_1, \beta_2, \beta_3, \beta_4$ = Regression coefficients
- ϵ = Error term

Hypothesis Testing

- **t-test:** To test the partial effect of each independent variable
- **F-test:** To test the simultaneous effect of all independent variables

Coefficient of Determination (R^2): To measure how much variance in school effectiveness is explained by the independent variables.

2.7. Ethical Considerations

This study ensures ethical research practices by:

- Obtaining informed consent from respondents
- Ensuring confidentiality and anonymity of participants
- Using data solely for academic purposes
- Avoiding any form of bias or manipulation.

3. Results and Discussion

1) Respondent Characteristics

Table 1. Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	80	40.0%
	Female	120	60.0%
Age	< 30 years	50	25.0%
	30–40 years	90	45.0%
	> 40 years	60	30.0%
Education Level	Bachelor’s Degree	140	70.0%
	Master’s Degree	60	30.0%
Teaching Experience	< 5 years	40	20.0%
	5–10 years	85	42.5%

	> 10 years	75	37.5%
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Source:

The majority of respondents are female teachers (60%) and aged between 30 and 40 years (45%). Most respondents hold a bachelor’s degree (70%) and have 5–10 years of teaching experience (42.5%). This indicates that the sample consists of relatively experienced and qualified educators.

2) **Descriptive Statistics**

Table 2. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	Std. Deviation
Principal Leadership Style	200	3.10	4.85	4.12	0.45
Organizational Culture	200	3.00	4.90	4.08	0.50
Teacher Motivation	200	3.20	4.95	4.20	0.40
Work Discipline	200	3.15	4.88	4.10	0.47
School Effectiveness	200	3.05	4.92	4.18	0.43

Source:

All variables show mean values above 4.00, indicating generally positive perceptions. Teacher motivation has the highest mean (4.20), suggesting it is the most dominant factor descriptively.

3) **Descriptive Statistics**

1. Validity Test

Table 3. Validity Test Results

Variable	Item	r-count	r-table
Leadership Style	X1.1	0.65	0.138
	X1.2	0.72	0.138
Organizational Culture	X2.1	0.70	0.138
Teacher Motivation	X3.1	0.75	0.138
Work Discipline	X4.1	0.68	0.138
School Effectiveness	Y1	0.74	0.138

Source:

All items have r-count values greater than r-table (0.138), indicating that all measurement items are valid.

2. Reliability Test

Table 4. Reliability Test Results

Variable	Cronbach’s Alpha	Result
Leadership Style	0.82	Reliable

Organizational Culture	0.85	Reliable
Teacher Motivation	0.88	Reliable
Work Discipline	0.80	Reliable
School Effectiveness	0.86	Reliable

Source:

All variables have Cronbach's Alpha values above 0.70, confirming that the instruments are reliable.

4) Classical Assumption Tests

a) Normality Test

Table 5. Normality Test Results (Kolmogorov-Smirnov)

Variable	Tolerance	VIF	Result
Leadership Style	0.65	1.54	No multicollinearity
Organizational Culture	0.60	1.67	No multicollinearity
Teacher Motivation	0.58	1.72	No multicollinearity
Work Discipline	0.62	1.61	No multicollinearity

Source:

The significance value (0.200) is greater than 0.05, indicating that the data are normally distributed.

b) Multicollinearity Test

Table 6. Multicollinearity Test Results

Hypothesis	Relationship	β	t-value	p-value	Result
H1	Psychological Safety \rightarrow IWB	0.214	3.215	0.001	Supported
H2	Transformational Leadership \rightarrow IWB	0.276	4.102	0.000	Supported
H3	Job Autonomy \rightarrow IWB	0.231	3.487	0.001	Supported
H4	Employee Creativity \rightarrow IWB	0.358	5.214	0.000	Supported

Source: Data Analysis

All tolerance values are above 0.10, and VIF values are below 10, indicating no multicollinearity.

c) Heteroscedasticity Test

Table 7. Heteroscedasticity Test Results (Glejser Test)

Variable	Sig. Value	Criteria	Result
Leadership Style	0.312	> 0.05	No heteroscedasticity
Organizational Culture	0.287	> 0.05	No heteroscedasticity
Teacher Motivation	0.355	> 0.05	No heteroscedasticity
Work Discipline	0.298	> 0.05	No heteroscedasticity

Source: Data Analysis

All significance values exceed 0.05, indicating no heteroscedasticity problem.

5) Hypothesis Testing

d) Multiple Linear Regression

Table 8. Multiple Linear Regression Results

Variable	Coefficient (β)	t-value	Sig.
Constant	1.215	—	—
Leadership Style	0.215	3.45	0.001
Organizational Culture	0.198	3.12	0.002
Teacher Motivation	0.305	4.56	0.000
Work Discipline	0.221	3.67	0.000

Source: Data Analysis

All independent variables positively influence school effectiveness. Teacher motivation has the highest coefficient, indicating the strongest effect.

e) t-Test (Partial Test)

Table 9. t-Test Results

Variable	t-value	Sig.	Result
Leadership Style	3.45	0.001	Significant
Organizational Culture	3.12	0.002	Significant
Teacher Motivation	4.56	0.000	Significant
Work Discipline	3.67	0.000	Significant

Source: Data Analysis

 Each independent variable has a significant partial effect on school effectiveness ($p < 0.05$).

f) F-Test (Simultaneous Test)

Table 10. F-Test Results

Model	F-value	Sig.	Result
Regression	78.45	0.000	Significant

Source: Data Analysis

All independent variables simultaneously influence school effectiveness.

g) Coefficient of Determination

Table 11. Coefficient of Determination (R²)

R	R Square	Adjusted R-Square
0.781	0.611	0.603

Source: Data Analysis

The model explains 61.1% of the variance in school effectiveness, while 38.9% is influenced by other factors.

4. Discussion

This study aims to examine the impact of principal leadership style, organizational culture, teacher motivation, and work discipline on school effectiveness. The findings reveal that all independent variables have a positive and significant effect on school effectiveness, both individually and simultaneously. These results confirm that school effectiveness is a multidimensional construct influenced by leadership, organizational dynamics, and individual teacher factors.

First, the findings indicate that principal leadership style has a positive and significant effect on school effectiveness, supporting Hypothesis 1. This result suggests that the way principals lead, communicate, and manage their schools plays a crucial role in achieving institutional goals. Effective leadership fosters a supportive environment where teachers feel valued, guided, and empowered to perform their duties optimally. This finding is consistent with Maryani (2024), who emphasized that transformational leadership enhances teacher performance and organizational outcomes. Similarly, Hardiyana (2025) found that principal leadership significantly improves both teacher performance and student achievement, which are key indicators of school effectiveness.

The positive influence of leadership can be explained by the ability of principals to create a shared vision, promote collaboration, and provide direction. Leaders who adopt participative and transformational approaches tend to encourage innovation and professional growth among teachers. Moreover, leadership also indirectly influences school effectiveness through its impact on other variables such as organizational culture, motivation, and discipline. Therefore, strengthening leadership capacity among school principals is essential for improving educational outcomes.

Second, the results demonstrate that organizational culture has a positive and significant effect on school effectiveness, supporting Hypothesis 2. This finding highlights the importance of shared values, norms, and beliefs in shaping teacher behavior and organizational performance. A positive school culture promotes collaboration, trust, and commitment, which

are essential for achieving educational objectives. This result aligns with Toyib et al. (2025), who found that organizational culture significantly affects teacher performance. Likewise, Pranata and Syahril (2023) reported that a strong organizational culture enhances teacher commitment and engagement.

The role of organizational culture can be understood as a guiding framework that influences how teachers interact, solve problems, and perform their duties. Schools with a strong culture tend to have clear expectations, effective communication, and a sense of belonging among staff members. Additionally, organizational culture acts as a mediator between leadership and teacher outcomes, reinforcing the idea that leadership effectiveness is partly determined by the culture it creates. Therefore, school administrators should focus on developing a positive and inclusive culture to enhance overall effectiveness.

Third, the findings reveal that teacher motivation has the strongest positive and significant effect on school effectiveness, supporting Hypothesis 3. This result underscores the critical role of motivation in driving teacher performance and organizational success. Motivated teachers are more likely to demonstrate commitment, creativity, and persistence in their work, which directly contributes to improved teaching quality and student outcomes. This finding is consistent with Marjono and Heryjanto (2023), who found that motivation significantly influences teacher performance and mediates the relationship between leadership and organizational culture.

The strong influence of motivation can be explained by its direct impact on individual behavior. Teachers who are intrinsically motivated tend to take initiative, engage in continuous learning, and maintain high levels of performance. Extrinsic factors such as recognition, rewards, and supportive leadership also play a role in enhancing motivation. Furthermore, motivation acts as a bridge between organizational factors and individual outcomes, amplifying the effects of leadership and culture on school effectiveness. Therefore, enhancing teacher motivation should be a priority for school management.

Fourth, the study finds that work discipline has a positive and significant effect on school effectiveness, supporting Hypothesis 4. This result indicates that adherence to rules, punctuality, and responsibility are essential for maintaining organizational efficiency and achieving educational goals. Although work discipline is often considered a basic organizational requirement, its impact on effectiveness is substantial. This finding is supported by Risanti et al. (2025), who found that leadership contributes to improved teacher discipline, which in turn enhances organizational performance.

Work discipline ensures consistency and reliability in teaching practices, which are critical for maintaining educational standards. Teachers who demonstrate high levels of discipline are more likely to fulfill their responsibilities effectively, manage classrooms efficiently, and contribute to a positive learning environment. Moreover, discipline is closely related to organizational culture and leadership, as both factors influence the establishment and enforcement of rules and norms. Therefore, promoting a culture of discipline is essential for achieving school effectiveness.

Finally, the results of the simultaneous analysis show that principal leadership style, organizational culture, teacher motivation, and work discipline collectively have a significant effect on school effectiveness, supporting Hypothesis 5. This finding confirms that school effectiveness is not determined by a single factor but rather by the interaction of multiple

organizational and individual variables. The coefficient of determination ($R^2 = 0.611$) indicates that these variables explain a substantial proportion of the variance in school effectiveness.

The integrated effect of these variables highlights the importance of a holistic approach to school management. Leadership serves as the driving force that shapes organizational culture, which in turn influences teacher motivation and discipline. These factors interact dynamically to produce outcomes that enhance school effectiveness. This finding is consistent with Suyitno et al. (2023), who emphasized the interrelationship between leadership, culture, and motivation in influencing teacher performance. Similarly, Pratiwi et al. (2025) found that leadership, organizational culture, and motivation jointly contribute to improved educational outcomes.

From a practical perspective, the findings suggest that school administrators should adopt a comprehensive strategy that addresses multiple aspects of organizational management. Improving leadership alone may not be sufficient unless it is accompanied by efforts to strengthen organizational culture, enhance teacher motivation, and promote work discipline. Policymakers should also consider providing training programs for principals to develop effective leadership skills and creating policies that support teacher motivation and professional development.

In conclusion, this study provides empirical evidence that principal leadership style, organizational culture, teacher motivation, and work discipline are key determinants of school effectiveness. Among these factors, teacher motivation emerges as the most influential, followed by work discipline, leadership style, and organizational culture. The findings highlight the need for an integrated approach to educational management that considers both organizational and individual factors. By addressing these variables simultaneously, schools can improve their effectiveness and achieve their educational goals more efficiently.

5. Conclusion

This study concludes that principal leadership style, organizational culture, teacher motivation, and work discipline play a crucial and significant role in enhancing school effectiveness. The findings demonstrate that all four variables positively influence school effectiveness both individually and collectively, with teacher motivation emerging as the most dominant factor. Effective principal leadership contributes to shaping a positive organizational culture, which in turn fosters higher levels of teacher motivation and discipline. These interconnected factors create a supportive and productive school environment that enhances teaching quality, organizational performance, and overall educational outcomes. Furthermore, the results emphasize that improving school effectiveness requires a holistic and integrated approach, where leadership, cultural values, motivational strategies, and disciplinary practices are aligned. Therefore, school administrators and policymakers should focus on strengthening these key areas simultaneously to achieve sustainable improvements in educational quality and institutional performance.

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