

## Principal Leadership and School Culture in Enhancing Teacher Productivity: Integrating Islamic Values and Local Culture at SMA Negeri 2 and SMA Negeri 3 Yogyakarta

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### **Abstract:**

*Education plays a strategic role in improving the quality of human resources, particularly through effective school leadership and organizational culture. However, previous studies tend to examine principal leadership and teacher performance separately, without integrating Islamic values and local cultural contexts. Therefore, this study focuses on analyzing principal leadership strategies and school culture in improving teacher performance within the context of Indonesian education. This study aims to examine how leadership strategies and school culture interact in enhancing teacher performance at SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta. The scope of this study includes leadership practices, school culture, and the integration of Islamic and local cultural values. This research employed a qualitative approach with a descriptive design. Data were collected through observations, in-depth interviews, and documentation involving principals, teachers, and educational staff. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, supported by triangulation techniques to ensure validity. The findings indicate that democratic and transformational leadership strategies improve teacher discipline, motivation, and innovation as key dimensions of teacher performance. Islamic values such as amanah, discipline, and shura, along with local cultural values like gotong royong and unggah-unggub, contribute to a positive and productive school environment.*

**Keywords:** *principal leadership, school culture, teacher performance, Islamic values, local culture*

### **INTRODUCTION**

Education is a crucial component in human life and serves as a primary instrument for national development. Through education, a nation can enhance the quality of its human resources, which constitute the foundation for social, economic, and cultural progress (Ningsih et al., 2022). In the context of increasingly intense global competition, national advancement is no longer determined solely by natural resources but by the quality of human resources who are expected to be creative, adaptive, and competitive (Pratiwi et al.,

2025). However, in practice, the quality of education still faces significant challenges, particularly related to teacher performance. Preliminary observations at SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta reveal issues such as suboptimal teacher discipline, limited innovation in instructional methods, and the persistence of conventional learning approaches. These conditions indicate that improving teacher performance remains a critical issue requiring systematic and contextual interventions.

Previous studies have shown that principal leadership significantly influences teacher performance and educational quality (Putra et al., 2023), while school culture shapes work motivation, collaboration, and organizational effectiveness (Ekawati et al., 2024; Rosida et al., 2025). From the perspective of Islamic education, leadership encompasses not only managerial competence but also moral and spiritual dimensions, emphasizing values such as *amanah* (trustworthiness), *adl* (justice), and *shura* (consultation) (Dahlan et al., 2021). In addition, within the socio-cultural context of Yogyakarta, local values such as *unggah-unggub*, social harmony, and *gotong royong* play a significant role in shaping interaction patterns and collective behavior in schools. However, most prior studies have examined these variables in isolation and have not simultaneously integrated leadership strategies, school culture, Islamic values, and local cultural context within a unified framework. This indicates a clear research gap, particularly in understanding how these elements interact holistically in influencing teacher performance.

This study argues that improving teacher performance cannot be effectively achieved through a fragmented approach. The effectiveness of principal leadership strategies is inherently linked to the integration of school culture, Islamic values, and local cultural context, as leadership practices are embedded within social, cultural, and religious value systems. Islamic values provide an ethical and spiritual foundation, while local cultural values ensure contextual relevance and social acceptance. Therefore, the integration of Islamic values such as *amanah*, discipline, and *shura* with local cultural values such as *gotong royong*, respect, and collectivism is essential to developing a holistic and value-based leadership model. This integrative approach is expected to strengthen school culture, enhance teacher motivation, and ultimately improve teacher performance in a more sustainable and meaningful way. The novelty of this study lies in its integrative framework that simultaneously examines principal leadership strategies, school culture, Islamic values, and local cultural context as an interconnected system in influencing teacher performance, which has not been comprehensively addressed in previous studies.

Therefore, this study aims to analyze principal leadership strategies and the role of school culture in improving teacher performance through the integration of Islamic values and local cultural context at SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta. These schools were selected purposively based on their strong academic reputations and distinctive cultural environments, making them relevant contexts for examining the interaction between leadership and value systems. This study employed a qualitative approach with a descriptive research design to gain an in-depth understanding of leadership practices and school culture based on real conditions in the field (Parker & Northcott, 2016). The descriptive design was used to systematically and factually describe leadership strategies, school culture, and their contributions to teacher performance without emphasizing hypothesis testing (Pashurrahman & Bustari, 2026). This study also explores the integration of Islamic values such as *amanah* (responsibility), *adl* (fairness), *shura* (deliberation), discipline, and *uswah hasanah* (exemplary behavior) and local cultural values, including *unggah-unggub* (politeness), social harmony, and *gotong royong* (collective

cooperation), as reflected in leadership practices and school interactions. The research was conducted in February 2025, involving primary and secondary data sources. Primary data were obtained through in-depth interviews and observations involving 12 purposively selected informants, consisting of principals, vice principals, teachers, and educational staff, based on criteria such as active involvement, professional experience, and direct engagement in school programs. Secondary data were collected from institutional documents, including schoolwork programs, supervision reports, and policy documents. Data collection was carried out in natural settings through observation, interviews, and documentation, with the researcher acting as the primary instrument. To ensure data validity, source and technique triangulation were applied by comparing data across informants and methods. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. The condensation process involved open coding to identify initial categories, followed by axial coding to organize data into broader themes, including principal leadership strategies, school culture, Islamic values, and local cultural values. These categories were analyzed to identify patterns of interaction and their influence on teacher performance, with findings continuously verified to ensure credibility and consistency.

## **DISCUSSION**

This section presents an integrated analysis of research findings and their interpretation by linking empirical data obtained from interviews with relevant theoretical frameworks and previous studies. The discussion focuses on three main aspects: (1) the role of the principal in motivating and empowering teachers, (2) leadership strategies in improving teacher performance productivity, and (3) the impact of leadership strategies on teacher performance, all of which are examined through the lens of Islamic values and local cultural contexts.

### **The Role of the Principal in Motivating and Empowering Teachers**

Based on interviews conducted with the principals of SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta, the findings reveal that both principals implement systematic and value-driven strategies to motivate and empower teachers. These strategies include recognition, participatory communication, professional development facilitation, and instructional autonomy.

The principal of SMA Negeri 2 Yogyakarta emphasized that motivation is not merely about verbal encouragement but about creating a supportive and developmental environment. He stated:

Motivating teachers is not only about giving encouragement, but also about how I... can create a supportive environment and provide space for all teachers... I do this by giving appreciation... holding regular meetings... and providing constructive feedback... empowering teachers is very important in advancing our school.

This perspective is reinforced by a teacher, Mr. Heri Purwanto, who explained: *“The principal often provides motivation... appreciates teacher performance... is open to criticism... and supports innovative ideas... We are given the freedom to use various teaching methods and are encouraged to participate in Classroom Action Research, training, and seminars.”*

These findings are further supported by data from SMA Negeri 3 Yogyakarta, where principals also provide motivation through direct interaction, meetings, and professional development activities. The consistency of these findings across both schools

indicates that effective leadership is characterized by continuous engagement, recognition, and empowerment practices.

From an analytical perspective, these findings demonstrate that the role of the principal extends beyond administrative functions to encompass motivational, developmental, and socio-cultural leadership. Leadership practices such as recognition, empowerment, and innovation operate simultaneously across managerial, psychological, and cultural dimensions.

*First*, the provision of appreciation in the form of recognition, incentives, and public acknowledgment functions as a key motivational mechanism. As reflected in the interviews, teachers feel valued when their performance is acknowledged in meetings, ceremonies, or supervision sessions. From the perspective of motivation theory, this strengthens job satisfaction and organizational commitment by reinforcing a sense of belonging. However, this study offers a deeper interpretation: recognition also reflects the Islamic value of *amanah*, where leadership is viewed as a moral responsibility to acknowledge and nurture the contributions of others. This indicates that motivation becomes more effective when it is not only managerial but also ethical in nature.

*Second*, teacher empowerment is carried out through active facilitation of training, workshops, seminars, and Classroom Action Research (CAR). The interview data clearly show that teachers are given opportunities to develop professionally and expand their competencies. This aligns with developmental leadership theory, which positions leaders as facilitators of continuous learning. However, this study reveals that empowerment is not merely structural, but value based (Ridwan et al., 2025). Participatory practices reflect the principle of *shura*, where decision-making involves collective deliberation, while local cultural values such as *unggab-unggub* ensure that such participation occurs within norms of respect and harmony. This interaction creates a culturally grounded empowerment system that enhances teacher engagement and responsibility.

*Third*, principals promote innovation by granting teachers autonomy in designing and implementing instructional strategies. As stated by teachers, they are encouraged to adopt diverse teaching methods, conduct research, and participate in professional development activities. While previous studies emphasize individual autonomy as the main driver of innovation, this research highlights the importance of collective cultural support (Yudiarso et al., 2025). The value of *gotong royong* fosters collaboration among teachers, enabling shared problem-solving and knowledge co-construction. As a result, innovation is not only individually initiated but also socially sustained.

Overall, the findings indicate that the principal's role is multidimensional, integrating motivational, developmental, and cultural functions. The interaction between Islamic values (*amanah*, *shura*) and local cultural values (*unggab-unggub*, *gotong royong*) creates a mutually reinforcing system in which ethical principles provide normative direction, while cultural practices ensure contextual relevance and sustainability.

The main contribution of this study lies in proposing a value-integrative leadership model, where leadership effectiveness is not determined solely by managerial competence or leadership style, but by the extent to which leadership is embedded within ethical and cultural value systems. Unlike previous studies that tend to treat leadership, values, and culture as separate constructs, this study demonstrates that their integration produces a more holistic, contextually adaptive, and sustainable approach to improving teacher performance.

### **Principal Leadership Strategies in Improving Teacher Performance Productivity**

The findings reveal that the principals of SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta implement distinct yet complementary leadership strategies democratic and transformational leadership which significantly contribute to improving teacher performance productivity. These strategies are not only reflected in leadership practices but are also reinforced by interview data and interpreted through relevant theoretical frameworks.

At SMA Negeri 2 Yogyakarta, the principal explicitly adopts a democratic leadership style, emphasizing participation, openness, and collaboration. This is clearly reflected in his statement: *"I apply a democratic leadership style... involving teachers in decision-making, accepting their suggestions and ideas, maintaining openness... and giving teachers full opportunities to contribute to all aspects."*

This finding indicates that teachers are actively involved in organizational processes, positioning them as partners rather than subordinates. Such participatory practices foster a sense of ownership and responsibility among teachers, which ultimately enhances their engagement and performance. From a theoretical perspective, this aligns with democratic leadership theory, which emphasizes participation, transparency, and collective responsibility as key drivers of organizational effectiveness.

However, this study provides a deeper insight by demonstrating that the effectiveness of democratic leadership is not solely driven by procedural participation. Instead, it is strengthened by the integration of value systems. From an Islamic perspective, this leadership reflects the principle of *shura* (consultation), where decision-making is conducted through deliberation and mutual agreement. Simultaneously, local cultural values such as *unggah-ungguh* reinforce respectful and harmonious interaction. This combination creates a culturally grounded participatory environment that enhances trust, collaboration, and long-term commitment.

In contrast, the leadership strategy at SMA Negeri 3 Yogyakarta is predominantly transformational, focusing on innovation, professional development, and teacher empowerment. This is evident from interview data with teachers. Mrs. Setiorini Hidayati stated: *"The principal strongly supports our performance development... provides training and workshops... and motivates us to try new approaches."*

Similarly, Mr. Dadang Tri Atmoko emphasized: *"We are encouraged to be innovative and creative... given opportunities to use technology, project-based learning, and interactive methods... and the principal is always ready to discuss problems and provide solutions."*

These findings highlight key characteristics of transformational leadership, including inspiration, intellectual stimulation, and continuous professional development. Teachers are encouraged to move beyond routine practices and become active innovators in the teaching and learning process. This aligns with transformational leadership theory, which positions leaders as agents of change who inspire and empower followers to achieve higher levels of performance (Prayetno, 2022).

Nevertheless, this study extends existing literature by demonstrating that transformational leadership becomes more effective when integrated with ethical and cultural values. The Islamic concept of *ijtihad* encourages creativity, critical thinking, and intellectual effort in solving educational challenges. At the same time, the local cultural value of *gotong royong* fosters collaboration among teachers, enabling the sharing of ideas and collective problem-solving. As a result, innovation is not only individually initiated but also

socially sustained, creating a more adaptive and dynamic learning environment (Utu & Sintasari, 2021).

The impact of these leadership strategies is clearly reflected in improved teacher discipline, which emerges as a key indicator of enhanced performance. The principal of SMA Negeri 2 Yogyakarta stated: *“Teacher discipline... has improved... teachers arrive on time, prepare teaching materials well, and follow school regulations... supported by routine supervision and evaluation.”*

This statement is reinforced by Mrs. Rita Ariyani, who noted: *“The principal always emphasizes discipline... we observe improvements every month... supported by a discipline assessment system covering attendance, teaching, and duty schedules.”*

Similarly, the principal of SMA Negeri 3 Yogyakarta confirmed: *“Teacher discipline has increased significantly... seen from attendance, compliance with teaching schedules, and participation in school activities.”*

These findings indicate that discipline is systematically developed through consistent leadership practices, including supervision, evaluation, and structured accountability systems. From a theoretical perspective, this aligns with organizational control and performance management theories. However, this study reveals that discipline is not merely the result of formal regulation but is strengthened by value internalization (Mirsa et al., 2024). The Islamic value of *amanah* fosters a sense of responsibility and accountability, while local cultural norms reinforce compliance and social order (Noor & Dartim, 2021). Consequently, discipline evolves from external control into an internalized professional and moral commitment (Niviantari & Kawiana, 2022).

Overall, the findings demonstrate that democratic and transformational leadership are not mutually exclusive but complementary (Nafal et al., 2024). Democratic leadership strengthens participation and collective ownership, while transformational leadership drives innovation and professional growth. Their effectiveness is significantly enhanced when integrated with Islamic values (*shura, amanah, ijtihad*) and local cultural values (*unggab-ungguh, gotong royong*).

The key contribution of this study lies in showing that leadership strategies are most effective when they operate within a value-integrative framework. This model moves beyond conventional leadership approaches by emphasizing the interaction between managerial practices, ethical principles, and cultural contexts. As a result, teacher performance improvement becomes more holistic, contextually adaptive, and sustainable.

### **The Impact of Leadership Strategies on Teacher Productivity**

Based on the research findings, the leadership strategies implemented by the principals of SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta have a significant impact on teacher performance. These impacts are reflected in three interrelated dimensions: discipline, motivation, and innovation in learning. Importantly, this study shows that these outcomes are not merely the result of leadership practices in isolation, but are produced through the interaction between leadership strategies and the integration of Islamic and local cultural values.

#### ***Increased Teacher Discipline***

Improved teacher discipline emerges as one of the most significant indicators of strengthened teacher performance at SMA Negeri 3 Yogyakarta. The findings of this study demonstrate that leadership characterized by a balance between firmness and a humanistic approach has successfully fostered higher levels of teacher discipline, particularly in relation to punctuality, attendance, adherence to teaching schedules, completion of administrative

responsibilities, and compliance with institutional regulations. Such improvements indicate that effective school leadership does not merely function as an instrument of supervision, but also as a mechanism for cultivating professional awareness and ethical responsibility among teachers.

The study further reveals that teacher discipline is not exclusively shaped by formal control systems, sanctions, or bureaucratic monitoring. Instead, sustainable discipline is formed through the internalization of professional values and moral responsibility. Teachers who perceive their work as a form of ethical duty tend to demonstrate greater consistency in fulfilling academic obligations, even in the absence of direct supervision. This finding suggests that discipline rooted in intrinsic awareness is more enduring and effective than discipline based solely on external pressure.

These findings complement and extend previous studies conducted (Juwantini et al., 2022; Prayetno, 2022), which emphasized the importance of leadership in shaping teacher discipline. However, this study contributes a broader perspective by demonstrating that discipline becomes more sustainable when it is grounded in both ethical and cultural value systems. In this context, Islamic values and local cultural principles operate simultaneously as moral foundations that guide teacher behavior and professional conduct.

From an Islamic educational perspective, discipline reflects the principle of *amanah* (trustworthiness and responsibility), where teachers are expected to carry out their duties with integrity, sincerity, and accountability. Teachers are not merely employees fulfilling institutional obligations, but moral agents entrusted with the responsibility of educating future generations. Consequently, discipline becomes part of religious and ethical devotion. In addition, the principle of *adl* (justice) strengthens this process through the implementation of fair, transparent, and consistent regulations that apply equally to all members of the school community. When school leaders apply rules fairly and consistently, teachers are more likely to perceive institutional policies as legitimate and worthy of compliance.

At the same time, local cultural values also play an essential role in reinforcing teacher discipline. Cultural norms emphasizing harmony, mutual respect, social responsibility, and collective order contribute significantly to the development of disciplined behavior within the school environment. In the Javanese cultural context, values such as respect for social order, ethical conduct, and communal harmony encourage teachers to maintain professionalism not only for personal achievement but also to preserve social cohesion and institutional dignity. These cultural expectations create social pressure that positively supports professional discipline.

The interaction between Islamic values and local cultural values creates a mutually reinforcing mechanism in shaping teacher discipline. Ethical responsibility derived from *amanah* is strengthened by culturally embedded norms of respect, obedience, and social harmony. As a result, discipline evolves beyond mere compliance with administrative rules into a shared moral and cultural commitment collectively upheld by members of the school community. Teachers become disciplined not simply because they are monitored, but because discipline is perceived as part of personal integrity, professional ethics, and social responsibility.

Furthermore, strengthened teacher discipline contributes not only to improved teacher performance but also to broader institutional outcomes. Consistent discipline positively influences teaching effectiveness, classroom management, learning continuity, and student academic engagement. Disciplined teachers tend to demonstrate greater

preparedness in instructional planning, more consistent learning delivery, and stronger commitment to educational objectives. In turn, this creates a more conducive learning environment and enhances the overall quality of education within the school.

These findings imply that efforts to improve teacher discipline should not rely solely on administrative control or punitive approaches. Instead, educational institutions need to develop leadership models that integrate ethical values, cultural awareness, and humanistic communication. School leaders who successfully combine firmness, fairness, moral exemplarity, and cultural sensitivity are more capable of fostering sustainable teacher discipline rooted in internal awareness rather than external coercion. Thus, discipline becomes not only an organizational requirement but also a manifestation of professional ethics, religious values, and collective cultural consciousness within the educational environment.

### ***Increased Teacher Motivation***

The increase in teacher motivation reflects the effectiveness of leadership practices that emphasize empowerment, recognition, and participation. Principals create an open and supportive work environment where teachers feel valued, which fosters both intrinsic and extrinsic motivation. This study advances previous findings (Anwar et al., 2023) by highlighting that motivation is sustained when aligned with value integration. From an Islamic perspective, motivation is closely linked to *amanah* and *ikhlas* (sincerity), where teachers perceive their work not only as a professional duty but also as a moral and spiritual responsibility. This internal dimension strengthens commitment beyond material incentives.

Simultaneously, local cultural values such as *gotong royong* reinforce motivation by fostering a sense of collective responsibility and belonging. Teachers are not working individually but as part of a collaborative community striving toward shared goals. This collective orientation enhances engagement, cooperation, and enthusiasm in professional activities. Thus, motivation in this context is multidimensional psychological, moral, and social. The integration of these dimensions explains why teachers demonstrate higher commitment, stronger collaboration, and greater dedication, ultimately contributing to improved teacher performance and a more positive school climate..

### ***Increased Innovation in Learning***

Innovation in learning represents the most advanced manifestation of improved teacher performance. At SMA Negeri 3 Yogyakarta, transformational leadership encourages teachers to adopt creative, student-centered, and contextually relevant instructional approaches. These include the use of technology-based media, active learning models, and the integration of character education into teaching practices.

While previous studies emphasize the role of transformational leadership in fostering innovation, this research provides a deeper explanation by highlighting the role of value integration. From an Islamic perspective, innovation aligns with the concept of *ijtihad*, which emphasizes intellectual effort, critical thinking, and creativity in addressing challenges. This encourages teachers to continuously develop new approaches in teaching (Lagarensen et al., 2025). At the same time, local cultural values such as *gotong royong* strengthen innovation by transforming it into a collective process. Teachers collaborate, share experiences, and co-develop instructional strategies, ensuring that innovation is not isolated but socially sustained.

This interaction demonstrates a mutually reinforcing relationship: *ijtihad* drives individual creativity, while *gotong royong* ensures collaborative implementation. As a result,

innovation becomes more sustainable and impactful. These innovations not only enhance students' learning experiences but also contribute to the development of a dynamic, adaptive, and forward-looking school culture (Munandar et al., 2025). Overall, this study demonstrates that the impact of leadership on teacher performance is mediated by the integration of Islamic and local cultural values. Discipline is strengthened through *amanah* and cultural norms, motivation is enhanced through *ikhlas* and collective values, and innovation is sustained through the interaction between *ijtihad* and *gotong royong*.

The key contribution of this study lies in showing that teacher performance is not solely determined by leadership style, but by how leadership is embedded within ethical and cultural frameworks. This integrative model provides a more comprehensive understanding of educational leadership, where managerial practices, religious values, and local culture function as an interconnected system in improving teacher performance in a sustainable manner.

### **Integration of Islamic Values and Local Cultural Contexts**

One of the most significant findings of this study is that Islamic values and local cultural values do not operate as separate or parallel constructs; rather, they interact in a dynamic and mutually reinforcing relationship that shapes leadership practices and school culture. Islamic values such as *amanah* (responsibility), *shura* (consultation), and *ijtihad* (intellectual effort and innovation) are not only conceptually present but are practically embedded within local cultural expressions such as *gotong royong* (cooperation), *unggah-ungguh* (politeness and respect), and collectivism.

This integration can be understood as a form of value convergence, where religious ethics provide normative and moral direction, while local cultural values function as social mechanisms that translate these norms into everyday practices. For instance, participatory leadership grounded in the principle of *shura* is operationalized through culturally embedded traditions of collective deliberation and consensus-building. Similarly, the value of *amanah* is reinforced through local norms of responsibility, respect, and social harmony, ensuring that accountability is not merely formal but socially and morally internalized.

Furthermore, the concept of *ijtihad* plays a critical role in fostering innovation and adaptability among teachers. However, unlike purely individualistic interpretations of innovation, this study shows that *ijtihad* is strengthened through the cultural value of *gotong royong*, where innovation becomes a collaborative process. Teachers do not work in isolation but engage in shared reflection, discussion, and co-construction of knowledge. This interaction creates a sustainable innovation ecosystem in which individual creativity is supported and amplified by collective engagement.

From a theoretical perspective, these findings extend existing leadership and organizational culture theories by demonstrating that values are not static or symbolic elements but active drivers of behavior and institutional effectiveness. The integration of Islamic and local cultural values creates what can be conceptualized as a value-based socio-cultural leadership system, in which ethical principles guide decision-making, while cultural norms regulate interaction and reinforce behavioral consistency.

Importantly, this integration also enhances the internalization of organizational values among teachers. When leadership practices are aligned with both religious beliefs and cultural expectations, they are more readily accepted, internalized, and sustained. This explains why leadership strategies in this study lead to consistent improvements in discipline, motivation, and innovation, as these outcomes are supported not only by formal structures but also by deeply embedded value systems.

## CONCLUSION

This study concludes that principal leadership strategies and school culture play a crucial role in improving teacher performance at SMA Negeri 2 Yogyakarta and SMA Negeri 3 Yogyakarta. The findings demonstrate that democratic and transformational leadership contribute significantly to enhancing teacher discipline, motivation, and innovation in learning. Furthermore, the effectiveness of leadership is strengthened through the integration of Islamic values and local cultural context. Values such as *amanah*, *shura*, and discipline interact with local cultural values such as *gotong royong*, *unggab-unggub*, and social harmony, forming a holistic and value-based leadership model. This integration not only improves teacher performance but also creates a sustainable, collaborative, and culturally grounded school environment.

For future research, it is recommended to expand the scope of the study by involving a wider range of educational institutions and diverse regional contexts to enhance the generalizability of the findings. Further studies are also encouraged to examine additional variables such as organizational commitment, job satisfaction, and student learning outcomes. In addition, the use of quantitative or mixed-method approaches is suggested to provide more comprehensive and robust evidence regarding the relationship between leadership, culture, and teacher performance.

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