

The Influence of Organizational Culture, Teacher and Staff Involvement, and Leadership on the Performance of Teachers and Staff at SMA Dwi Warna

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ABSTRACT

This study examines the influence of organizational culture, teacher and staff involvement, and leadership on the performance of teachers and staff at SMA Dwi Warna. Employing a quantitative approach with a saturated sampling method, data were collected through structured questionnaires and analyzed using multiple regression. The findings reveal that organizational culture, involvement, and leadership each contribute positively to enhancing performance, both individually and collectively. A supportive organizational culture fosters a shared vision and professional collaboration, while active involvement encourages commitment and accountability. Furthermore, effective leadership provides clear direction, motivation, and a conducive work environment. The results underscore the importance of integrating cultural values, participatory engagement, and leadership practices to improve overall performance. These insights offer practical implications for educational institutions seeking to strengthen human resource management and achieve sustainable performance growth.

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INTRODUCTION

The performance of teachers and staff is a critical determinant of educational quality in any school setting. It not only influences student outcomes but also shapes the reputation and sustainability of the institution. According to Robbins and Judge (2019), performance in the workplace reflects the extent to which employees carry out their duties in alignment with organizational goals, which in the educational context translates into effective teaching, administrative efficiency, and a positive learning environment. In the competitive and rapidly changing educational landscape, schools are required to adopt strategies that foster consistent performance improvements among their personnel.

One of the fundamental drivers of employee performance is organizational culture. Schein (2017) describes organizational culture as a shared pattern of values, norms, and beliefs that guide members' behavior and decision-making processes. In schools, culture manifests in traditions, communication styles, and the shared commitment to educational

excellence. A positive and cohesive culture can inspire teachers and staff to work collaboratively, embrace innovation, and maintain a high level of professional integrity. Conversely, a fragmented culture may lead to disengagement and reduced motivation, ultimately affecting performance.

Teacher and staff involvement also plays a central role in achieving performance excellence. Involvement, as noted by Lawler and Worley (2011), refers to the degree to which employees participate in decision-making, problem-solving, and the implementation of organizational strategies. In the school context, involvement ensures that both teaching and non-teaching staff have a voice in shaping policies and practices, leading to greater ownership and accountability. When educators feel that their perspectives are valued, they are more likely to invest their energy and creativity into their work.

Leadership is another decisive factor that can shape performance outcomes. Northouse (2021) emphasizes that effective leaders inspire, guide, and support their teams toward achieving shared objectives. In an educational setting, leadership involves not only administrative oversight but also the ability to create an environment conducive to learning and professional growth. Transformational leaders, in particular, encourage innovation, build trust, and foster an inclusive atmosphere that empowers teachers and staff to reach their full potential.

The interrelationship between organizational culture, involvement, and leadership is well-documented in management literature. Denison et al. (2014) argue that a strong culture provides the foundation for participatory practices, while supportive leadership ensures that cultural values are translated into daily behaviors. In schools, this dynamic can enhance collaboration, streamline communication, and align individual efforts with institutional goals. Such synergy is essential for maintaining high standards of performance in both teaching and administrative functions.

Previous research supports the notion that these three factors, culture, involvement, and leadership, are significant predictors of employee performance. For example, Alharbi and Alyahya (2013) found that organizational culture has a direct impact on the work motivation and output of educational staff. Similarly, research by Leithwood et al. (2020) highlights the role of distributed leadership in fostering teacher engagement and improving student outcomes. These studies collectively suggest that enhancing these aspects can lead to substantial performance gains in educational institutions.

In the context of SMA Dwi Warna, the interplay of organizational culture, teacher and staff involvement, and leadership becomes particularly relevant. As a school committed to academic excellence and holistic development, SMA Dwi Warna operates in a competitive environment where stakeholder expectations are high. Maintaining and improving performance is not only necessary for meeting these expectations but also for sustaining the institution's reputation and attracting quality students and staff. However, challenges remain in ensuring that these factors are optimally aligned. Differences in professional backgrounds, varying levels of commitment, and the pressures of meeting academic targets can strain the organizational fabric. Without a strong culture, active involvement, and effective leadership, there is a risk that performance levels may plateau or even decline. As Bass and Riggio (2018)

suggest, organizational success depends on the continuous renewal of leadership practices, cultural reinforcement, and inclusive engagement.

This study seeks to investigate the influence of organizational culture, teacher and staff involvement, and leadership on performance in the specific context of SMA Dwi Warna. By adopting a quantitative approach, it aims to identify the extent to which these variables contribute to performance outcomes and to provide evidence-based recommendations for improvement. The findings are expected to inform school management strategies and contribute to the broader discourse on educational leadership and organizational effectiveness. Ultimately, the significance of this research lies in its potential to guide practical interventions in school management. By understanding how culture, involvement, and leadership interact to shape performance, SMA Dwi Warna and similar institutions can design targeted programs that strengthen professional commitment, foster collaboration, and enhance overall productivity. As Fullan (2014) notes, sustainable improvement in education requires both systemic alignment and the active engagement of all stakeholders, a principle that underpins the focus of this study.

METHODS

This study adopted a quantitative research design to examine the influence of organizational culture, teacher and staff involvement, and leadership on performance within SMA Dwi Warna. Quantitative methods were chosen because they allow for systematic measurement of variables and statistical testing of hypotheses, ensuring objectivity and replicability (Creswell & Creswell, 2018). The research framework was grounded in established theories of organizational behavior and educational leadership, ensuring that each variable was operationalized according to validated constructs.

The population in this study consisted of all teachers and administrative staff employed at SMA Dwi Warna during the period of investigation. Given that the total population was manageable, a saturated sampling technique was employed, whereby every member of the population was included as a respondent (Sugiyono, 2019). This approach ensured comprehensive coverage and minimized sampling error, thereby enhancing the reliability of the results.

Data collection was conducted using structured questionnaires distributed directly to respondents. The questionnaire was designed based on prior empirical studies and theoretical frameworks, ensuring content validity. It comprised closed-ended items measured on a Likert scale, allowing respondents to indicate their level of agreement with various statements. The items were categorized under four main constructs: organizational culture, teacher and staff involvement, leadership, and performance.

Before the main data collection, a pilot test was conducted with a small subset of respondents to evaluate the clarity, relevance, and reliability of the instrument. Feedback from this stage was used to refine wording, remove ambiguity, and ensure that all items were contextually appropriate for the school environment. The final instrument demonstrated acceptable reliability, as indicated by Cronbach's Alpha values exceeding the recommended threshold for exploratory research (Nunnally & Bernstein, 1994).

The data collection process was carried out over a predetermined period, with researchers visiting the school to distribute and retrieve questionnaires in person. This direct approach

robust statistical techniques, the research aimed to produce findings that are both reliable and relevant to the improvement of teacher and staff performance in educational institutions. This structured process also facilitates future replication or adaptation of the study in different contexts, contributing to the broader field of educational management research.

RESULTS AND DISCUSSION

Data Normality

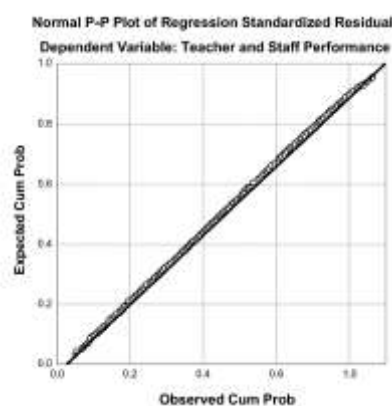


Figure 1. Normal P-P Plot of Regression Standardized Residual

A linear regression model is considered normally distributed if the data points on the normal probability plot are spread around the diagonal line and the significance value from the one-sample Kolmogorov–Smirnov test is greater than 0.05 (Imam Ghazali). The plot shows that the data points follow or are close to the diagonal line, indicating that the residuals are normally distributed.

Table 1. Data Normality Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.27002286
Most Extreme Differences	Absolute	.077
	Positive	.060
	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.145 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results, the Asymp. Sig. (2-tailed) value is 0.145. Since $0.145 > 0.050$, it can be concluded that the data are normally distributed.

Multicollinearity

The multicollinearity test is conducted by examining the VIF values of each independent variable. If the VIF value is less than 10.00 and the tolerance value is greater than 0.10, it can be concluded that the data are free from multicollinearity symptoms (Imam Ghozali).

Table 2. Multicollinearity Results

Model	Unstandard- ized Coeffi- cients (B)	Std. Error	Standard- ized Coeffi- cients (Beta)	t	Sig.	Toler- ance	VIF
(Constant)	7.369	1.785	–	4.128	0.000	–	–
Organizational Culture	0.140	0.136	0.112	3.031	0.005	0.567	1.762
Teacher and Staff Involvement	0.257	0.133	0.215	3.93	0.001	0.54	1.852
Leadership	0.393	0.113	0.366	3.465	0.001	0.599	1.669

The table shows that the Organizational Culture variable has a tolerance value of 0.567 and a VIF of 1.762, the Teacher and Staff Involvement variable has a tolerance value of 0.540 and a VIF of 1.852, and the Leadership variable has a tolerance value of 0.599 and a VIF of 1.669. Since all tolerance values are greater than 0.10 and all VIF values are less than 10.00, each research variable is considered free from multicollinearity.

Heteroscedasticity

The heteroscedasticity test can be observed from the scatterplot, where the distribution of points is random, and the spread is both above and below zero on the Y-axis. This indicates that heteroscedasticity is not present.

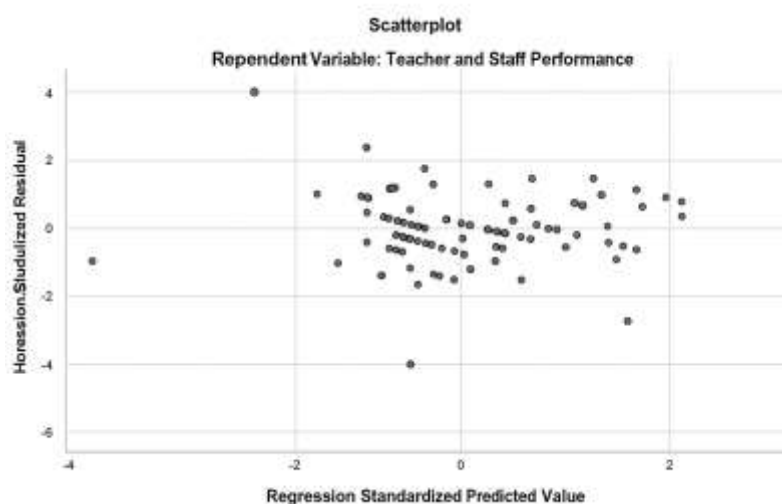


Figure 2. Scatterplot – Heteroscedasticity

It can be concluded that the points are scattered below zero on the Y-axis without forming any specific pattern, indicating the absence of heteroscedasticity.

Autocorrelation

The autocorrelation test was conducted using the Durbin–Watson method by comparing the Durbin–Watson (d) value with the Durbin–Watson table values for the upper bound (dU) and lower bound (dL). There is no indication of autocorrelation if the Durbin–Watson value lies between dU and (4 – dU).

Table 3. Autocorrelation Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin–Watson
1	0.599a	0.636	0.339	2.305	1.653

- Predictors: (Constant), Leadership, Organizational Culture, Teacher and Staff Involvement
- Dependent Variable: Teacher and Staff Performance

From the above output, it can be concluded:

- The dU value is obtained from the Durbin–Watson table based on k (3) and N (100) with a significance level of 5% or 0.05.
- dL (1.613) < Durbin–Watson (1.653) > 4 – dU (2.264).
- Therefore, it can be concluded that there is no indication of autocorrelation.

Descriptive Statistics Test

Table 4. Descriptive Statistics Test Results

Variable	N	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation
Organizational Culture	100	7	20	1556	15.56	0.226	2.262
Teacher and Staff Involvement	100	7	20	1553	15.53	0.237	2.368
Leadership	100	7	20	1549	15.49	0.264	2.638
Teacher and Staff Performance	100	10	25	1963	19.63	0.283	2.834
Valid N (listwise)	100	–	–	–	–	–	–

The descriptive statistics show that all variables have relatively high mean scores, with Organizational Culture averaging 15.56, Teacher and Staff Involvement 15.53, Leadership 15.49, and Teacher and Staff Performance 19.63. The standard deviations indicate moderate variability across respondents' perceptions, suggesting consistent responses within each variable.

Validity Test

The validity test was conducted by comparing the calculated r-value with the r-table value. The r-table was determined at a significance level of $\alpha = 5\%$ (0.05) with a sample size

(n) of 100. Using the formula $df = n - 2$, the degrees of freedom were 98, resulting in an r-table value of 0.196.

Table 5. Validity Test Results

Variable	Item Code	r-Calculated	r-Table	Remark
Organizational Culture (X1)	X1.1	0.761	0.196	Valid
	X1.2	0.763	0.196	Valid
	X1.3	0.765	0.196	Valid
	X1.4	0.571	0.196	Valid
Teacher and Staff Involvement (X2)	X2.1	0.709	0.196	Valid
	X2.2	0.669	0.196	Valid
	X2.3	0.759	0.196	Valid
	X2.4	0.664	0.196	Valid
Leadership (X3)	X3.1	0.875	0.196	Valid
	X3.2	0.778	0.196	Valid
	X3.3	0.829	0.196	Valid
	X3.4	0.84	0.196	Valid
Teacher and Staff Performance (Y)	Y1	0.826	0.196	Valid
	Y2	0.763	0.196	Valid
	Y3	0.803	0.196	Valid
	Y4	0.803	0.196	Valid
	Y5	0.83	0.196	Valid

It can be concluded that the calculated r-values are greater than the r-table value, indicating that all items are valid. Therefore, all statements can effectively measure the variables of Organizational Culture, Teacher and Staff Involvement, and Leadership in relation to the Performance of Teachers and Staff at SMA Dwi Warna.

Reliability Test

The reliability test in this study was conducted to determine the consistency of respondents' answers to statements measuring the variables of Organizational Culture, Teacher and Staff Involvement, and Leadership in relation to the Performance of Teachers and Staff at SMA Dwi Warna.

Table 6. Reliability Test Results

Research Variable	Cronbach's Alpha	Remark
Organizational Culture	0.677	Reliable
Teacher and Staff Involvement	0.653	Reliable
Leadership	0.85	Reliable
Teacher and Staff Performance	0.864	Reliable

Since the calculated r-values (Cronbach's Alpha) for all variables exceed the r-table value of 0.60, each variable used in this study is declared reliable. This indicates that all variables have Cronbach's Alpha values above 0.60, meaning respondents' answers are consistent in responding to each item measuring the variables of Organizational Culture,

Teacher and Staff Involvement, and Leadership in relation to the Performance of Teachers and Staff at SMA Dwi Warna.

t-Test (Partial)

The partial t-test was conducted to compare the calculated t-value with the t-table value at a significance level of $\alpha = 0.05$. If the calculated t-value is greater than the t-table value ($t_{\text{calculated}} > t_{\text{table}}$) or the significance level is less than 0.05, it can be concluded that X1, X2, and X3 have an effect on Y. To determine the t-table value in hypothesis testing for the regression model, the degrees of freedom (df) were calculated using the formula:

$$df = n - k$$

where n = number of observations and k = number of variables (independent and dependent).

Table 7. t-Test (Partial) Results

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	7.369	1.785	–	4.128	0.000
Organizational Culture	0.140	0.136	0.112	3.031	0.005
Teacher and Staff Involvement	0.257	0.133	0.215	3.930	0.001
Leadership	0.393	0.113	0.366	3.465	0.001

a. Dependent Variable: Teacher and Staff Performance

The t-test results are as follows:

- The Organizational Culture variable obtained a t-value of 3.031, which is greater than the t-table value of 1.660, with a significance level of 0.005, which is less than 0.050. This indicates that Organizational Culture has a positive and significant effect on the Performance of Teachers and Staff at SMA Dwi Warna.
- The Teacher and Staff Involvement variable obtained a t-value of 3.930, which is greater than the t-table value of 1.660, with a significance level of 0.001, which is less than 0.050. This indicates that Teacher and Staff Involvement has a positive and significant effect on the Performance of Teachers and Staff at SMA Dwi Warna.
- The Leadership variable obtained a t-value of 3.465, which is greater than the t-table value of 1.660, with a significance level of 0.001, which is less than 0.050. This indicates that Leadership has a positive and significant effect on the Performance of Teachers and Staff at SMA Dwi Warna.

F-Test (Simultaneous)

Table 8. F-Test (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	285.163	3	95.054	17.887	0.000b
Residual	510.147	96	5.314	–	–
Total	795.31	99	–	–	–

a. Dependent Variable: Teacher and Staff Performance

b. Predictors: (Constant), Leadership, Organizational Culture, Teacher and Staff Involvement

The F-test produced an F-value of 17.887, which is greater than the F-table value of 2.70 ($17.887 > 2.70$), with a probability value of 0.00, which is less than 0.05. This indicates that the regression model can be used to predict the Performance of Teachers and Staff at SMA Dwi Warna. In other words, the variables Organizational Culture, Teacher and Staff Involvement, and Leadership jointly (simultaneously) have a significant effect on the Performance of Teachers and Staff at SMA Dwi Warna.

Coefficient of Determination (R²)

Table 9. Coefficient of Determination (R²) Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.599a	0.636	0.339	2.305

- a. Predictors: (Constant), Leadership, Organizational Culture, Teacher and Staff Involvement
- b. Dependent Variable: Teacher and Staff Performance

The coefficient of determination (R Square) is 0.636, indicating that 63.6% of the Performance of Teachers and Staff at SMA Dwi Warna is explained by the variables Organizational Culture, Teacher and Staff Involvement, and Leadership. The remaining 36.4% is influenced by other variables not examined in this study.

CONCLUSION

This study demonstrates that organizational culture, teacher and staff involvement, and leadership each have a positive and significant influence on the performance of teachers and staff at SMA Dwi Warna. The findings indicate that a supportive and cohesive organizational culture fosters collaboration, shared values, and a sense of belonging among members, which in turn enhances overall performance. Active involvement of teachers and staff in decision-making processes strengthens their sense of responsibility and commitment to achieving institutional goals. Effective leadership, characterized by clear direction, motivation, and the ability to inspire, further contributes to creating a productive and harmonious work environment. When these three factors operate in synergy, they form a strong foundation for sustained performance improvements in educational institutions. The results of this research emphasize the importance of integrating cultural development, participatory engagement, and leadership excellence as part of school management strategies. By doing so, schools can enhance professional commitment, encourage innovation, and maintain high standards of service to students and stakeholders. These findings provide valuable insights for policymakers and school leaders in designing programs and policies that promote positive cultural values, encourage active participation, and strengthen leadership capacity to support long-term educational success.

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