

The Influence of the Principal's Democratic Leadership Style and Teachers' Work Culture on Teacher Performance in Public Elementary School Clusters I and II, Pagaran District

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Teacher performance is one of the key factors determining the quality of education. However, preliminary observations conducted at Cluster I and Cluster II Public Elementary Schools in Pagaran District revealed low teacher work motivation, limited instructional innovation, and inadequate participation in Teacher Working Group (Kelompok Kerja Guru/KKG) activities. These conditions are presumed to be influenced by the democratic leadership style of school principals and teachers' work culture. This study aimed to analyze the effect of the principals' democratic leadership style on teacher performance, the effect of teachers' work culture on teacher performance, and the simultaneous effect of both variables on teacher performance in Cluster I and Cluster II Public Elementary Schools in Pagaran District. This study employed a quantitative approach with an associative research design. The population consisted of 91 teachers, all of whom were selected as the research sample using the total sampling technique. Data were collected through closed-ended questionnaires based on a Likert scale and analyzed using descriptive statistics, classical assumption tests, simple and multiple linear regression analyses, correlation analysis, coefficient of determination analysis, and hypothesis testing. The results revealed that the principals' democratic leadership style had a positive and significant effect on teacher performance, with a coefficient of determination of 22.3% ($F = 25.560$; $p < 0.05$). Teachers' work culture also had a positive and significant effect on teacher performance, with a coefficient of determination of 29.1% ($F = 36.560$; $p < 0.05$). Simultaneously, the principals' democratic leadership style and teachers' work culture had a positive and significant effect on teacher performance, with a correlation coefficient (R) of 0.566, a coefficient of determination of 32.0%, and an F -value of 20.714 ($p < 0.05$). These findings indicate that better implementation of a democratic leadership style by school principals and a stronger teachers' work culture contribute to improved teacher performance.

Keywords: democratic leadership style, teachers' work culture, teacher performance, elementary school.

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1. Introduction

Primary education serves as the fundamental foundation for the development of high-quality human resources. At this level, students begin to develop essential literacy, numeracy, character, and social competencies that determine their success in subsequent stages of education. Therefore, the quality of primary education has become an important indicator of the overall success of the educational system.

The success of primary education cannot be separated from the role of teachers as the primary actors in the learning process. Teachers have the professional responsibility to systematically and continuously plan, implement, and evaluate instruction. They are also expected to create an active, creative, and meaningful learning environment that accommodates the characteristics and needs of their students.

Within the context of modern educational management, teachers are regarded not merely as curriculum implementers but also as agents of change who play a strategic role in improving educational quality.

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Consequently, the quality of primary education largely depends on teachers' performance in carrying out their professional responsibilities.

Teacher performance reflects the extent to which teachers successfully fulfill their professional duties and responsibilities in accordance with established standards. It encompasses competencies in lesson planning, instructional implementation, classroom management, the use of appropriate teaching methods and learning media, and the evaluation of students' learning outcomes.

Teachers with high levels of performance tend to manage classrooms effectively, employ diverse instructional strategies, and adapt learning activities to students' needs. Conversely, poor teacher performance may result in monotonous instruction, limited innovation, and an inability to maximize students' potential. Numerous studies have demonstrated that improvements in teacher performance are directly associated with enhancements in instructional quality and student learning outcomes.

Teacher performance is not formed solely by individual factors but is influenced by a combination of internal and external factors. Internal factors include professional competence, work motivation, attitudes toward the teaching profession, and commitment to professional responsibilities. External factors include the principal's leadership, teachers' work culture, the school's organizational climate, and educational management and supervision systems.

A positive teacher work culture is reflected in teachers' commitment to their professional responsibilities, discipline in conducting classroom instruction, and active participation in professional development activities, such as the Teacher Working Group (Kelompok Kerja Guru/KKG). The KKG serves as a strategic platform for enhancing teachers' professional competence through discussion, reflection, and the exchange of instructional practices. However, the effectiveness of the KKG largely depends on teachers' work culture and the support provided by the school principal's leadership.

Previous studies have shown that a weak teacher work culture is often characterized by low work motivation, limited instructional innovation, and minimal teacher participation in collaborative school activities. These conditions directly affect teacher performance and the quality of classroom instruction. Therefore, strengthening teachers' work culture should become an integral component of strategies aimed at improving teacher performance.

In this regard, the democratic leadership of school principals plays a strategic role in fostering a positive work culture. Principals who serve as role models, facilitators, and motivators encourage teachers to internalize the values of professionalism and collaboration in their daily work practices. Accordingly, the synergy between democratic school leadership and teachers' work culture constitutes an essential prerequisite for the sustainable improvement of teacher performance.

Based on the preliminary observations conducted by the researchers in Clusters 1 and 2 of Pagaran Public Elementary Schools, several issues directly related to teacher performance were identified. These problems were particularly evident in teachers' work motivation and the level of instructional innovation implemented in classroom teaching. In general, some teachers tended to conduct learning activities routinely and administratively but had not yet optimized the development of creative and diverse instructional methods.

One tangible indicator of this issue was the low level of teacher participation in Teacher Working Group (KKG) activities. The KKG is designed as a professional forum to enhance teachers' competencies through discussion, reflection, and the sharing of instructional practices. However, preliminary observations revealed that teachers' attendance at KKG meetings was inconsistent, and their active participation in discussions remained relatively low. Several teachers attended merely to fulfill administrative requirements

without making substantive contributions to the exchange of ideas or the resolution of instructional problems.

The low level of participation in KKG activities represents a significant concern because the KKG serves as one of the most strategic instruments for teachers' professional development at the primary school level. When the KKG is not utilized optimally, teachers have fewer opportunities to improve their pedagogical and professional competencies. In the long term, this condition may hinder improvements in instructional quality and overall teacher performance.

These conditions cannot be separated from the influence of school principals' leadership and teachers' work culture. Principals who provide insufficient encouragement for teachers to participate in professional development activities, combined with a work culture that does not emphasize collaboration and continuous learning, may reinforce teachers' passive attitudes.

The preliminary findings in Clusters 1 and 2 of Pagaran Public Elementary Schools also indicated that teachers' work motivation had not yet reached an optimal level, as reflected by their limited participation in KKG activities and the lack of instructional innovation in classroom practices. Previous studies have shown that teachers' work motivation is strongly influenced by the work environment, particularly the principal's leadership style and the prevailing school work culture. Democratic school leadership plays a crucial role in enhancing teachers' motivation by providing trust, valuing teachers' opinions, and involving them in decision-making processes. Teachers who feel appreciated and actively involved are more likely to demonstrate higher work motivation and contribute more actively to professional development activities.

Furthermore, a collaborative and supportive teacher work culture also contributes to improving teachers' work motivation and instructional innovation. A work culture that emphasizes collaboration, mutual learning, and collective reflection encourages teachers to share best practices and develop innovative learning approaches. In this context, the democratic leadership of school principals serves as the primary driving force in fostering a work culture that supports teachers' motivation and creativity.

According to Sitorus and Pasaribu, participatory and exemplary school leadership has a significant impact on teachers' work motivation and professionalism. Principals who are capable of creating an open and democratic work climate encourage teachers to participate more actively in collaborative professional activities such as the Teacher Working Group (Kelompok Kerja Guru/KKG) and to implement innovative instructional practices with greater confidence.

Teacher performance issues characterized by low work motivation, limited instructional innovation, and weak participation in professional development activities such as the Teacher Working Group (KKG) represent fundamental challenges that cannot be overlooked in the management of primary education. These problems affect not only the current teaching and learning process but also have long-term implications for the quality of graduates and the achievement of national educational objectives.

Within the context of Clusters 1 and 2 of Pagaran Public Elementary Schools, these issues warrant particular attention because schools within the same cluster are expected to receive relatively uniform professional development through the KKG forum. However, the researchers' preliminary observations indicate that current practices do not fully reflect the ideal function of the KKG as a professional development platform for teachers. This condition suggests the existence of underlying issues related to school principals' leadership and teachers' work culture that require empirical investigation.

The importance of this study is further reinforced by the demands arising from the transformation of education in the global and digital era. Teachers are no longer expected merely to master subject content but are also required to develop innovative, creative, and student-centered learning that promotes twenty-

first-century skills. Without strong work motivation and the support of democratic school leadership, these expectations are difficult to achieve optimally at the primary education level.

From the perspective of educational leadership, numerous recent studies have confirmed that principals' leadership styles significantly influence teacher performance through the creation of a positive work climate and organizational culture. Nevertheless, there remains a limited body of research specifically examining the influence of democratic school leadership and teachers' work culture on teacher performance within the context of elementary school clusters, particularly in regions with distinctive social and cultural characteristics such as Clusters 1 and 2 of Pagaran Public Elementary Schools.

This study simultaneously examines the influence of the principal's democratic leadership style and teachers' work culture on teacher performance by using the empirical issues identified during the preliminary observations as the basis for analysis. The study not only investigates the theoretical relationships among these variables but also builds upon field evidence indicating low teacher motivation and the suboptimal functioning of the KKG as a professional development forum. Therefore, this research is expected to provide a more contextual and practical understanding of the factors influencing teacher performance.

In addition, this study has theoretical significance in advancing educational management literature, particularly in the areas of democratic leadership and teacher work culture. The findings are expected to enrich educational leadership theory by providing empirical evidence regarding the effectiveness of democratic leadership in improving teacher performance through the development of a positive and collaborative work culture. The objectives of this study are as follows:

- a. To analyze and determine the effect of the principal's democratic leadership style on teacher performance in Clusters 1 and 2 of Pagaran Public Elementary Schools.
- b. To analyze and determine the effect of teachers' work culture on teacher performance in Clusters 1 and 2 of Pagaran Public Elementary Schools.
- c. To analyze and determine the simultaneous effect of the principal's democratic leadership style and teachers' work culture on teacher performance in Clusters 1 and 2 of Pagaran Public Elementary Schools.

2. Methods

This study employed a quantitative approach using an associative research design. The quantitative approach was selected because the data collected were numerical and analyzed using statistical techniques. According to Sugiyono, quantitative research is a method based on the philosophy of positivism that is used to examine a specific population or sample for the purpose of testing predetermined hypotheses. The associative research design was adopted to examine the influence of the first independent variable (the principal's democratic leadership style) and the second independent variable (teachers' work culture) on the dependent variable (teacher performance).

The population of this study consisted of all teachers from Public Elementary School Clusters 1 and 2 in Pagaran, totaling 91 teachers. Because the population size was relatively small, the entire population was included as the research sample (total sampling), comprising all teachers from Clusters 1 and 2 in Pagaran District.

The research instrument was designed to obtain, process, and interpret information collected from respondents using a standardized measurement procedure. Data were collected through a structured questionnaire. The questionnaire employed in this study was a closed-ended questionnaire, requiring respondents to select one of the predetermined response options.

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The research instrument utilized a frequency-based Likert scale because the variables under investigation were related to work behaviors and activities performed repeatedly. The Likert scale, as developed by Rensis Likert, enables the measurement of respondents' graded perceptions toward a particular phenomenon. Specifically, the frequency-based Likert scale was used to measure the frequency of specific behaviors through the response categories of Always, Often, Sometimes, and Never.

Data were collected using the closed-ended questionnaire, and the analysis consisted of two stages: descriptive analysis and classical assumption testing. Prior to hypothesis testing, the classical assumption tests including tests of normality and linearity for the three research variables were conducted to ensure that the data met the assumptions required for regression analysis. Regression analysis was employed to test the research hypotheses. The first and second hypotheses were analyzed using simple linear regression, whereas the third hypothesis was tested using multiple linear regression.

3. Results

This study was conducted rigorously and systematically to obtain valid research data capable of addressing the proposed hypotheses and achieving the research objectives. Accordingly, this section presents the research findings based on established theories and concepts, including: (1) the description of the research data, (2) testing of the statistical assumptions, (3) hypothesis testing, and (4) discussion of the research findings.

Description of the Research Data

The research data are presented separately for each variable. The raw data for the Principal's Democratic Leadership Style (X_1) are provided in Appendix 11, the Teachers' Work Culture (X_2) data are presented in Appendix 12, and the Teacher Performance (Y) data are available in Appendix 13.

Based on the data collected from 91 teachers in Clusters 1 and 2 of Pagaran District, descriptive statistical analysis was performed to determine the highest and lowest scores, mean, median, and mode for each research variable. The statistical analyses were conducted using SPSS (Statistical Product and Service Solutions) version 24.

This study measured three variables: the Principal's Democratic Leadership Style (X_1), Teachers' Work Culture (X_2), and Teacher Performance (Y). Each variable was measured independently using its respective research instrument. The descriptive statistics for all variables are summarized in Table 4.1.

Table 4.1. Descriptive Statistics of Variables X_1 , X_2 , and Y

Statistics	Principal's Democratic Leadership Style (X_1)	Teachers' Work Culture (X_2)	Teacher Performance (Y)
Valid (N)	91	91	91
Missing	0	0	0
Mean	52.64	64.35	53.11
Median	54.00	64.00	54.00
Mode	55	68	58
Minimum	40	51	41
Maximum	60	72	60

Principal's Democratic Leadership Style (X_1)

Based on the responses of 91 teachers, the Principal's Democratic Leadership Style (X_1) variable obtained a maximum score of 60.00 and a minimum score of 40.00, with a mean of 52.64, a median of 54.00, and a mode of 55.00.

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The frequency distribution of the Principal's Democratic Leadership Style scores is presented in Appendix 20. The score intervals are illustrated in the histogram shown in Figure 4.1.

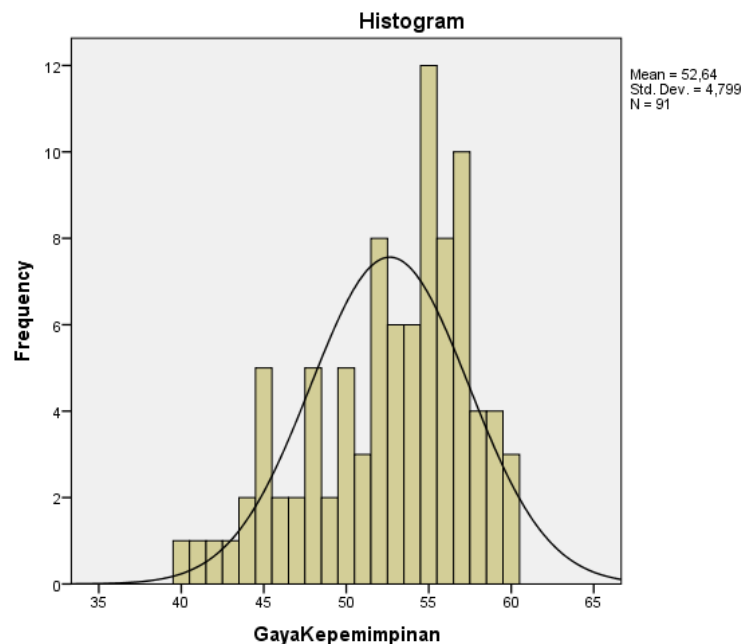


Figure 4.1. Score Interval Distribution of the Principal's Democratic Leadership Style Variable (X_1)

Based on the data presented in Appendix 11, the overall mean score for the Principal's Democratic Leadership Style variable was 3.51, which falls within the very good category. The indicator Teacher Involvement in Decision-Making obtained a mean score of 3.60, classified as very good. The indicator Open Two-Way Communication achieved a mean score of 3.56, also categorized as very good. The indicator Trust and Delegation of Authority obtained a mean score of 3.43, which falls within the very good category. Similarly, the indicator Appreciation of Teachers' Opinions and Initiatives recorded a mean score of 3.40, while the indicator Principal's Exemplary Leadership achieved a mean score of 3.56; both were classified as very good.

Furthermore, the questionnaire items with the highest weighted scores for the Principal's Democratic Leadership Style variable were Item 2 and Item 6, each obtaining a total score of 329 and a mean score of 3.60, categorized as very good. These findings indicate that most teachers responded "Always" to the statements "The principal invites teachers to deliberate before establishing school policies" and "The principal responds to teachers' suggestions."

In contrast, the questionnaire item with the lowest weighted score was Item 11, which obtained a total score of 307 and a mean score of 3.40, although it still fell within the very good category. Most teachers responded "Always" to the statement "The principal provides teachers with opportunities to take initiative." Among the indicators, Teacher Involvement in Decision-Making made the greatest contribution, achieving the highest mean score of 3.60, which was also classified as very good.

2. Teachers' Work Culture Variable (X_2)

Based on the responses of 91 teachers, the Teachers' Work Culture (X_2) variable obtained a maximum score of 72.00 and a minimum score of 51.00, with a mean of 64.35, a median of 64.00, and a mode of 68.00. The frequency distribution of the Teachers' Work Culture scores is presented in Appendix 21. The score intervals illustrating the implementation of teachers' work culture are shown in the histogram presented in Figure 4.2.

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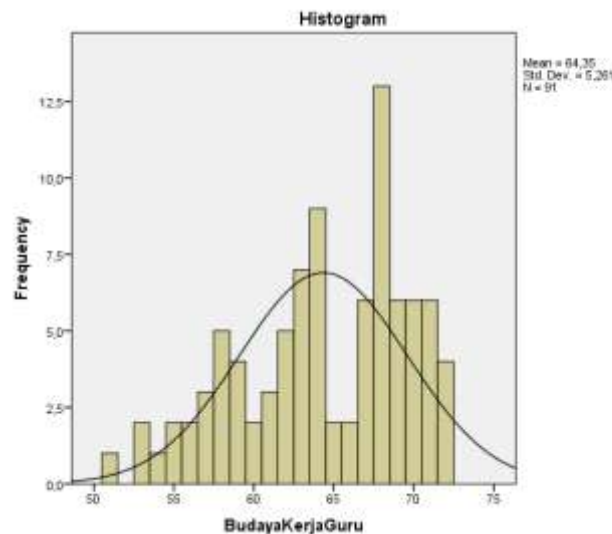


Figure 4.2. Score Interval Distribution of the Teachers' Work Culture Variable (X₂)

Based on the data presented in Appendix 12, the overall mean score for the Teachers' Work Culture variable was 3.55, which falls within the very good category. The Integrity indicator obtained a mean score of 3.53, classified as very good. The Professionalism indicator achieved a mean score of 3.56, also categorized as very good. The Accountability indicator recorded a mean score of 3.50, while the Discipline indicator obtained a mean score of 3.53, both of which were classified as very good. The Collaboration (Synergy) indicator achieved the highest mean score of 3.66, and the Service Orientation indicator recorded a mean score of 3.53; both were also classified as very good.

Furthermore, the questionnaire item with the highest weighted score for the Teachers' Work Culture variable was Item 28, with a total score of 339 and a mean score of 3.70, categorized as very good. This result indicates that most teachers responded "Always" to the statement "I collaborate with fellow teachers."

In contrast, the questionnaire item with the lowest weighted score was Item 33, which obtained a total score of 304 and a mean score of 3.30. Although this was the lowest among all items, it still fell within the very good category. Most teachers responded "Always" to the statement "I serve students' parents professionally." Among all indicators, Collaboration (Synergy) made the greatest contribution, achieving the highest mean score of 3.66, which was classified as very good.

Teacher Performance Variable (Y)

Based on the responses of 91 teachers, the Teacher Performance (Y) variable obtained a maximum score of 60.00 and a minimum score of 41.00, with a mean of 53.11, a median of 54.00, and a mode of 58.00. The frequency distribution of the Teacher Performance scores is presented in Appendix 22. The distribution of Teacher Performance scores is illustrated in the histogram shown in Figure 4.3.

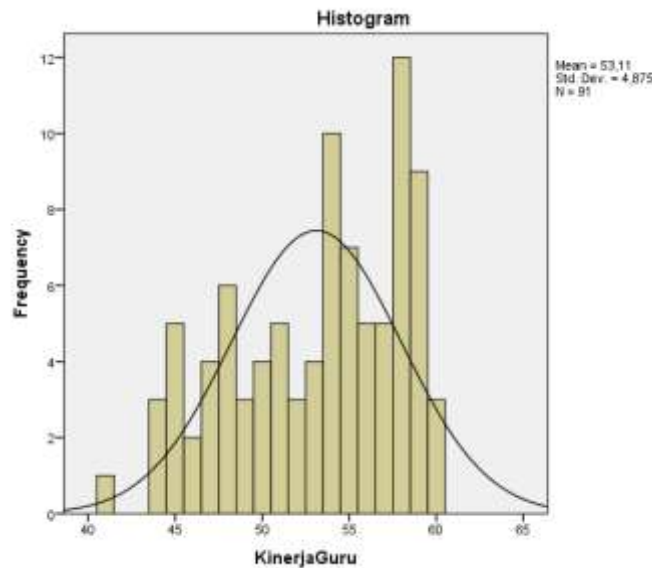


Figure 4.3. Score Interval Distribution of the Teacher Performance Variable (Y)

Based on the data presented in Appendix 13, the overall mean score for the Teacher Performance variable was 3.54, which falls within the very good category. The Lesson Planning indicator achieved a mean score of 3.63, classified as very good. The Instructional Implementation indicator obtained a mean score of 3.53, while the Assessment and Evaluation of Learning indicator recorded a mean score of 3.50, both of which were categorized as very good. The Work Discipline and Responsibility indicator achieved a mean score of 3.56, and the Professional Development indicator recorded a mean score of 3.45. All indicators were classified within the very good category.

Furthermore, the questionnaire item with the highest weighted score for the Teacher Performance variable was Item 34, which obtained a total score of 333 and a mean score of 3.70, categorized as very good. This finding indicates that most teachers responded "Always" to the statement "I prepare a lesson plan before teaching."

In contrast, the questionnaire items with the lowest weighted scores were Items 41 and 46, each obtaining a total score of 310 and a mean score of 3.40, which still fell within the very good category. Most teachers responded "Always" to the statements "I use evaluation results to improve instruction" and "I participate in teachers' professional development activities." Among all indicators, Lesson Planning made the greatest contribution to teacher performance, achieving the highest mean score of 3.63, which was classified as very good.

Classical Assumption Tests

Normality Test

To ensure that the data for each research variable were normally distributed, a normality test was conducted using SPSS version 24.0. The data were considered to be normally distributed when the significance value (Asymp. Sig.) was greater than 0.05. The complete results of the normality test are presented in the SPSS output summarized in Table 4.2.

Table 4.2. Summary of the Normality Test Results

		Unstandardized Residual
N		91
Normal Parameters ^{a,b}	Mean	0,3579391
	Std. Deviation	3,53922576

Most Extreme Differences	Absolute	0,108
	Positive	0,056
	Negative	-0,108
Test Statistic		0,108
Asymp. Sig. (2-tailed)		,010c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on Table 4.2, the significance value (Asymp. Sig.) obtained from the Kolmogorov–Smirnov normality test for variables X_1 and X_2 was 0.10, which is greater than the significance threshold of 0.05 ($0.10 > 0.05$). According to the established criterion, data are considered to be normally distributed when the significance value exceeds 0.05. Therefore, it can be concluded that the data for the Principal's Democratic Leadership Style, Teachers' Work Culture, and Teacher Performance variables are normally distributed.

Linearity Test

The linearity test was conducted to determine whether a linear relationship existed between the dependent variable (Y) and each independent variable (X_1 and X_2). The decision regarding linearity was based on the significance value of the Deviation from Linearity obtained from the SPSS 24.0 output. A relationship was considered linear when the significance value of the Deviation from Linearity was greater than 0.05. The results of the linearity tests are presented below.

Table 4.3. Linearity Test Results for the Relationship between X_1 and Y

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance × Principal's Democratic Leadership Style					
Between Groups (Combined)	692.093	20	34.605	1.674	0.059
Linearity	477.215	1	477.215	23.089	0.000
Deviation from Linearity	214.878	19	11.309	0.547	0.929
Within Groups	1,446.808	70	20.669		
Total	2,138.901	90			

As shown in Table 4.3, the significance value of the Deviation from Linearity for the relationship between the Principal's Democratic Leadership Style (X_1) and Teacher Performance (Y) was 0.929, which is greater than 0.05. Therefore, it can be concluded that the relationship between these two variables is linear.

Table 4.4. Linearity Test Results for the Relationship between X_2 and Y

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance × Teachers' Work Culture					
Between Groups (Combined)	886.914	20	44.346	2.479	0.003
Linearity	622.797	1	622.797	34.821	0.000
Deviation from Linearity	264.118	19	13.901	0.777	0.725
Within Groups	1,251.987	70	17.886		
Total	2,138.901	90			

Based on Table 4.4, the significance value of the Deviation from Linearity for the relationship between Teachers' Work Culture (X_2) and Teacher Performance (Y) was 0.725, which is greater than 0.05. Therefore, The Influence of the Principal's Democratic Leadership Style and Teachers' Work Culture on Teacher Performance in Public Elementary School Clusters I and II, Pagaran District. Pretti Sihombing et.al

it can be concluded that the relationship between Teachers' Work Culture (X_2) and Teacher Performance (Y) is linear.

Multicollinearity Test

The multicollinearity test was conducted to determine whether a high correlation existed among the independent variables. A good regression model should not exhibit multicollinearity among the independent variables. The test was performed using SPSS version 24.0 by examining the Variance Inflation Factor (VIF) and Tolerance values. Multicollinearity is considered absent when $VIF < 10$ and $Tolerance > 0.10$. The results are presented in Table 4.5.

Table 4.5. Results of the Multicollinearity Test

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	17.459	5.557		3.142	0.002		
Principal's Democratic Leadership Style (X_1)	0.223	0.115	0.219	1.934	0.056	0.602	1.661
Teachers' Work Culture (X_2)	0.372	0.105	0.401	3.543	0.001	0.602	1.661

Dependent Variable: Teacher Performance (Y).

As shown in Table 4.5, the Variance Inflation Factor (VIF) value for the Principal's Democratic Leadership Style (X_1) was 1.661, which is below the threshold value of 10. Likewise, the VIF value for Teachers' Work Culture (X_2) was 1.661, which is also below 10. In addition, both variables had Tolerance values of 0.602, which exceed the minimum criterion of 0.10. These findings indicate that no multicollinearity exists in the regression model.

Correlation Analysis

Correlation analysis was conducted to determine the strength and direction of the relationship between the research variables, specifically whether the relationships were positive or negative.

Table 4.6. Summary of the Pearson Correlation Analysis

Variable	Principal's Democratic Leadership Style (X_1)	Teachers' Work Culture (X_2)	Teacher Performance (Y)
Principal's Democratic Leadership Style (X_1)	1	0.631**	0.472**
Sig. (2-tailed)		0.000	0.000
N	91	91	91
Teachers' Work Culture (X_2)	0.631**	1	0.540**
Sig. (2-tailed)	0.000		0.000
N	91	91	91
Teacher Performance (Y)	0.472**	0.540**	1
Sig. (2-tailed)	0.000	0.000	
N	91	91	91

Note: Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4.6, the Pearson correlation coefficient between the Principal's Democratic Leadership Style (X_1) and Teacher Performance (Y) was 0.472, which is greater than the critical value of r (r_{table}). The Influence of the Principal's Democratic Leadership Style and Teachers' Work Culture on Teacher Performance in Public Elementary School Clusters I and II, Pagaran District. Pretti Sihombing et.al

= 0.202, 95% confidence level, $n = 91$). The significance value (Sig. (2-tailed)) was 0.000, which is less than 0.05, indicating a significant positive relationship between the two variables.

Similarly, the correlation coefficient between Teachers' Work Culture (X_2) and Teacher Performance (Y) was 0.540, which is also greater than r_{table} (0.202), with a significance value of 0.000 (< 0.05). This result indicates a significant positive relationship between Teachers' Work Culture and Teacher Performance. Therefore, both independent variables individually demonstrate positive and statistically significant relationships with Teacher Performance.

Multiple Correlation Analysis

Multiple correlation analysis was conducted to determine the simultaneous relationship between the Principal's Democratic Leadership Style (X_1) and Teachers' Work Culture (X_2) with Teacher Performance (Y).

Table 4.7. Summary of the Multiple Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.566	0.320	0.305	4.065

Predictors: (Constant), Teachers' Work Culture (X_2), Principal's Democratic Leadership Style (X_1). Dependent Variable: Teacher Performance (Y). As presented in Table 4.7, the multiple correlation coefficient (R) was 0.566, indicating a moderate positive relationship between the independent variables Principal's Democratic Leadership Style (X_1) and Teachers' Work Culture (X_2) and the dependent variable, Teacher Performance (Y).

The coefficient of determination (R^2) was 0.320, indicating that 32.0% of the variance in Teacher Performance can be explained jointly by the Principal's Democratic Leadership Style and Teachers' Work Culture, while the remaining 68.0% is attributable to other factors not included in the present study.

Simple and Multiple Linear Regression Analysis

Simple linear regression analysis was conducted to determine the functional relationship between the dependent variable (Y) and each independent variable (X) using the equation $Y = a + bX$. Meanwhile, multiple linear regression analysis was employed to examine the simultaneous influence of the independent variables on the dependent variable using the equation $Y = a + b_1X_1 + b_2X_2$. The results are summarized in the following tables.

Table 4.8. Summary of the Simple Linear Regression Analysis for X_1 on Y

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	27.855	5.016		5.553	0.000		
Principal's Democratic Leadership Style (X_1)	0.480	0.095	0.472	5.056	0.000	1.000	1.000

Dependent Variable: Teacher Performance (Y).

Based on Table 4.8, the simple linear regression equation describing the relationship between the Principal's Democratic Leadership Style (X_1) and Teacher Performance (Y) is:

$$Y = 27.855 + 0.480X_1$$

This equation indicates that when the constant is 27.855, every one-unit increase in the Principal's Democratic Leadership Style is associated with an increase of 0.480 units in Teacher Performance. Furthermore, the calculated t-value ($t = 5.056$) is greater than the critical t-value ($t = 1.980$, $\alpha = 0.05$, $df = 89$), indicating that the Principal's Democratic Leadership Style has a statistically significant positive effect on Teacher Performance.

Table 4.9. Summary of the Simple Linear Regression Analysis for X_2 on Y

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	20.931	5.339		3.920	0.000		
Teachers' Work Culture (X_2)	0.500	0.083	0.540	6.046	0.000	1.000	1.000

Dependent Variable: Teacher Performance (Y).

Based on Table 4.9, the regression equation describing the relationship between Teachers' Work Culture (X_2) and Teacher Performance (Y) is:

$$Y = 20.931 + 0.500X_2$$

This equation indicates that, with a constant value of 20.931, every one-unit increase in Teachers' Work Culture is associated with an increase of 0.500 units in Teacher Performance. The calculated t-value ($t = 6.046$) exceeds the critical t-value ($t = 1.980$, $\alpha = 0.05$, $df = 89$), indicating that Teachers' Work Culture has a statistically significant positive effect on Teacher Performance.

Table 4.10. Summary of the Multiple Linear Regression Analysis

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	17.459	5.557		3.142	0.002		
Principal's Democratic Leadership Style (X_1)	0.223	0.115	0.219	1.934	0.056	0.602	1.661
Teachers' Work Culture (X_2)	0.372	0.105	0.401	3.543	0.001	0.602	1.661

Dependent Variable: Teacher Performance (Y).

Based on Table 4.10, the multiple linear regression equation is:

$$Y = 17.459 + 0.223X_1 + 0.372X_2$$

The regression equation indicates that:

The constant value of 17.459 implies that when both the Principal's Democratic Leadership Style (X_1) and Teachers' Work Culture (X_2) are equal to zero, the predicted value of Teacher Performance (Y) is 17.459. The regression coefficient for the Principal's Democratic Leadership Style (X_1) is 0.223, indicating that, holding the other independent variable constant, a one-unit increase in the principal's democratic leadership style is associated with an increase of 0.223 units in teacher performance. The regression coefficient for Teachers' Work Culture (X_2) is 0.372, indicating that, holding the other independent variable constant, a one-unit increase in teachers' work culture is associated with an increase of 0.372 units in teacher performance.

Coefficient of Determination

The coefficient of determination analysis was conducted to determine the proportion of variance in the dependent variable explained by the independent variables. Although the coefficient of determination can be calculated using the formula $R^2 = (r_{xy})^2 \times 100\%$, in this study it was obtained directly from SPSS version 24.

Table 4.11. Coefficient of Determination for X₁ on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.472	0.223	0.214	4.321

Predictor: Principal's Democratic Leadership Style (X₁).

Dependent Variable: Teacher Performance (Y).

As shown in Table 4.11, the correlation coefficient (R) between the Principal's Democratic Leadership Style and Teacher Performance is 0.472. The coefficient of determination (R^2) is 0.223, indicating that 22.3% of the variance in Teacher Performance is explained by the Principal's Democratic Leadership Style, while the remaining 77.7% is explained by other variables not included in this study.

Table 4.12. Coefficient of Determination for X₂ on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.540	0.291	0.283	4.127

Predictor: Teachers' Work Culture (X₂).

Dependent Variable: Teacher Performance (Y).

As presented in Table 4.12, the correlation coefficient (R) between Teachers' Work Culture and Teacher Performance is 0.540. The coefficient of determination (R^2) is 0.291, indicating that 29.1% of the variance in Teacher Performance is explained by Teachers' Work Culture, whereas the remaining 70.9% is attributable to other factors outside the scope of this study.

Table 4.13. Coefficient of Determination for X₁ and X₂ on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.566	0.320	0.305	4.065

Predictors: Principal's Democratic Leadership Style (X₁) and Teachers' Work Culture (X₂).

Dependent Variable: Teacher Performance (Y).

As shown in Table 4.13, the multiple correlation coefficient (R) for the combined effects of the Principal's Democratic Leadership Style and Teachers' Work Culture on Teacher Performance is 0.566. The coefficient of determination (R^2) is 0.320, indicating that the two independent variables jointly explain 32.0% of the variance in Teacher Performance, while the remaining 68.0% is explained by other variables not included in the regression model.

Hypothesis Testing

Hypothesis testing was conducted to verify the proposed research hypotheses. The analyses were performed using SPSS version 24, and the results are summarized below.

First Hypothesis

There is a significant effect of the Principal's Democratic Leadership Style on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District.

Table 4.14. Summary of the Hypothesis Testing Results for X₁ on Y

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	477.215	1	477.215	25.560	0.000
Residual	1,661.686	89	18.671		

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Model	Sum of Squares	df	Mean Square	F	Sig.
Total	2,138.901	90			

Dependent Variable: Teacher Performance (Y).

Predictor: Principal's Democratic Leadership Style (X₁).

Based on Table 4.14, the calculated F-value ($F = 25.560$) is greater than the critical F-value ($F = 3.07$) at $\alpha = 0.05$. Furthermore, the significance value is 0.000, which is less than 0.05. Therefore, H_{a1} is accepted and H_{01} is rejected, indicating that the Principal's Democratic Leadership Style has a statistically significant effect on Teacher Performance among teachers in Public Elementary School Clusters 1 and 2, Pagaran District.

Second Hypothesis

There is a significant effect of Teachers' Work Culture on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District. The second hypothesis was tested using the results presented in Table 4.15.

Table 4.15. Summary of the Hypothesis Testing Results for X₂ on Y

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	622.797	1	622.797	36.560	0.000
Residual	1,516.104	89	17.035		
Total	2,138.901	90			

Dependent Variable: Teacher Performance (Y).

Predictor: Teachers' Work Culture (X₂).

As shown in Table 4.15, the calculated F-value ($F = 36.560$) exceeds the critical F-value ($F = 3.07$). The significance value (0.000) is also below the significance level of 0.05. Therefore, H_{a2} is accepted and H_{02} is rejected, indicating that Teachers' Work Culture has a statistically significant effect on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District.

Third Hypothesis

There is a significant simultaneous effect of the Principal's Democratic Leadership Style and Teachers' Work Culture on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District.

Table 4.16. Summary of the Hypothesis Testing Results for X₁ and X₂ on Y

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	684.622	2	342.311	20.714	0.000
Residual	1,454.279	88	16.526		
Total	2,138.901	90			

Dependent Variable: Teacher Performance (Y).

Predictors: Principal's Democratic Leadership Style (X₁) and Teachers' Work Culture (X₂).

Based on Table 4.16, the calculated F-value ($F = 20.714$) is greater than the critical F-value ($F = 3.07$). In addition, the significance value is 0.000, which is less than 0.05. Therefore, H_{a3} is accepted and H_{03} is rejected, indicating that the Principal's Democratic Leadership Style and Teachers' Work Culture jointly have a statistically significant effect on Teacher Performance among teachers in Public Elementary School Clusters 1 and 2, Pagaran District.

Discussion

The Principal's Democratic Leadership Style (X₁) Has a Positive and Significant Effect on Teacher Performance (Y)

The results of the data analysis indicate that the overall mean score for the Principal's Democratic Leadership Style variable was 3.51, which falls within the very good category. The Teacher Involvement in Decision-Making indicator obtained a mean score of 3.60, classified as very good. Likewise, the Open Two-Way Communication indicator achieved a mean score of 3.56, the Trust and Delegation of Authority indicator recorded 3.43, the Appreciation of Teachers' Opinions and Initiatives indicator obtained 3.40, and the Principal's Exemplary Leadership indicator achieved 3.56. All indicators were classified within the very good category.

The questionnaire items with the highest weighted scores for the Principal's Democratic Leadership Style variable were Items 2 and 6, each obtaining a total score of 329 with a mean score of 3.60, indicating that most teachers responded "Always" to the statements "The principal invites teachers to deliberate before establishing school policies" and "The principal responds to teachers' suggestions." In contrast, Item 11 received the lowest weighted score, with a total score of 307 and a mean score of 3.40, although it remained within the very good category. Most teachers responded "Always" to the statement "The principal provides teachers with opportunities to take initiative." Among all indicators, Teacher Involvement in Decision-Making made the greatest contribution, achieving the highest mean score of 3.60.

The findings of this study demonstrate that the Principal's Democratic Leadership Style contributes 22.3% to Teacher Performance, with the calculated F-value (25.560) exceeding the critical F-value (3.07). These findings indicate a statistically significant positive effect of democratic leadership on teacher performance. Democratic leadership (participative leadership) is characterized by providing organizational members with opportunities to participate in policy formulation, problem-solving, and organizational performance evaluation. According to Wahjosumidjo, its primary indicators include: (1) teacher involvement in decision-making, (2) open two-way communication, (3) trust and delegation of authority, (4) appreciation of teachers' opinions and initiatives, and (5) exemplary leadership demonstrated by the principal.

The findings of this study are consistent with those reported by Supriyadi et al. in their research entitled *The Influence of Democratic Leadership Style, Organizational Communication, and Work Culture on the Performance of Public Elementary School Teachers in Kranggan District, Temanggung Regency*. Their study concluded that both democratic leadership and work culture have significant positive effects on teacher performance, both individually and simultaneously. In other words, higher levels of democratic leadership and stronger work culture are associated with improved teacher performance.

Teachers' Work Culture (X₂) Has a Positive and Significant Effect on Teacher Performance (Y)

The results also indicate that the overall mean score for the Teachers' Work Culture variable was 3.55, which falls within the very good category. The Integrity indicator achieved a mean score of 3.53, Professionalism obtained 3.56, Accountability recorded 3.50, Discipline achieved 3.53, Collaboration (Synergy) obtained the highest mean score of 3.66, and Service Orientation recorded 3.53. All indicators were classified as very good.

The questionnaire item with the highest weighted score for the Teachers' Work Culture variable was Item 28, with a total score of 339 and a mean score of 3.70, indicating that most teachers responded "Always" to the statement "I collaborate with fellow teachers." Conversely, Item 33 received the lowest weighted score, with a total score of 304 and a mean score of 3.30, although it also remained within the very good category. Most respondents answered "Always" to the statement "I serve students' parents professionally."

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Among all indicators, Collaboration (Synergy) contributed the highest mean score (3.66), indicating that collaborative practices constitute the strongest aspect of teachers' work culture.

The findings further reveal that Teachers' Work Culture contributes 29.1% to Teacher Performance, with the calculated F-value (36.560) exceeding the critical F-value (3.07). These results confirm that teachers' work culture has a statistically significant positive effect on teacher performance. Teachers' work culture is understood as a component of organizational culture that guides work behavior, including the formation of work attitudes, communication patterns, and decision-making practices. Its principal indicators include (1) integrity, (2) professionalism, (3) accountability, (4) discipline, (5) collaboration (synergy), and (6) service orientation.

The results of this study are supported by Wahyuni, whose research entitled *The Relationship between School Principal Leadership and Teachers' Work Culture* demonstrated a significant relationship between school leadership and teachers' work culture. Communicative, participatory, and exemplary leadership was found to foster a work culture characterized by discipline, responsibility, and cooperation among teachers, thereby contributing to improved teacher performance.

The Principal's Democratic Leadership Style (X₁) and Teachers' Work Culture (X₂) Jointly Have a Positive and Significant Effect on Teacher Performance (Y)

The results of the data analysis indicate that the overall mean score for the Teacher Performance variable was 3.54, which falls within the very good category. Among the indicators, Lesson Planning achieved the highest mean score of 3.63, followed by Work Discipline and Responsibility (3.56), Instructional Implementation (3.53), Assessment and Evaluation of Learning (3.50), and Professional Development (3.45). All indicators were classified as very good, indicating that the teachers generally demonstrated a high level of professional performance.

The questionnaire item with the highest weighted score for the Teacher Performance variable was Item 34, with a total score of 333 and a mean score of 3.70, indicating that most teachers responded "Always" to the statement "I prepare a lesson plan before teaching." In contrast, Items 41 and 46 received the lowest weighted scores, each obtaining a total score of 310 and a mean score of 3.40, although they still fell within the very good category. These items corresponded to the statements "I use evaluation results to improve instruction" and "I participate in teachers' professional development activities." Among all indicators, Lesson Planning made the greatest contribution to teacher performance, with the highest mean score of 3.63.

The findings further indicate that the Principal's Democratic Leadership Style and Teachers' Work Culture jointly exert a positive and statistically significant influence on Teacher Performance, accounting for 32.0% of the explained variance. Based on the hypothesis testing results, the calculated F-value (20.714) exceeded the critical F-value (3.07), resulting in the rejection of the null hypothesis (H₀) and the acceptance of the alternative hypothesis (H_a). Therefore, it can be concluded that the Principal's Democratic Leadership Style and Teachers' Work Culture have a significant positive effect on Teacher Performance among teachers in Public Elementary School Clusters 1 and 2, Pagaran District, both individually and simultaneously.

These findings are consistent with the study conducted by Jaisah, entitled *The Influence of Leadership, School Culture, and Work Motivation on Teacher Performance at Mumtaz Islamic Elementary School*. The study concluded that school leadership, school culture, and work motivation all have significant positive effects on teacher performance, with each variable making a meaningful contribution.

The present findings are also supported by the study conducted by Muhamad Rowaji et al., entitled *The Influence of Leadership Style and Work Culture on Work Motivation in Public Vocational High Schools*. Their research demonstrated that the principal's leadership style significantly influences teachers' work

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motivation in public vocational high schools in Batang Regency. In addition, teachers' work culture was found to have a significant positive effect on work motivation. The study further revealed that leadership style and work culture jointly exhibited a very strong relationship with teachers' work motivation. These findings reinforce the importance of effective leadership and a positive organizational culture in enhancing teachers' professional performance and organizational effectiveness.

4. Conclusion

Based on the data description and the results of the data analysis presented in this study, the following conclusions can be drawn:

Results of the Data Description

a. Principal's Democratic Leadership Style

Based on the descriptive analysis of the Principal's Democratic Leadership Style variable, the overall mean score was 3.51, which falls within the very good category. The questionnaire items with the highest weighted scores were Items 2 and 6, each obtaining a total score of 329 and a mean score of 3.60, indicating that most teachers responded "Always" to the statements "The principal invites teachers to deliberate before establishing school policies" and "The principal responds to teachers' suggestions." Meanwhile, Item 11 obtained the lowest weighted score, with a total score of 307 and a mean score of 3.40, although it remained within the very good category. Most teachers responded "Always" to the statement "The principal provides teachers with opportunities to take initiative." The indicator contributing the highest score was Teacher Involvement in Decision-Making, with a mean score of 3.60, which was also classified as very good.

b. Teachers' Work Culture

Based on the descriptive analysis of the Teachers' Work Culture variable, the overall mean score was 3.55, indicating a very good category. The questionnaire item with the highest weighted score was Item 28, with a total score of 339 and a mean score of 3.70, indicating that most teachers responded "Always" to the statement "I collaborate with fellow teachers." Conversely, Item 33 received the lowest weighted score, with a total score of 304 and a mean score of 3.30, although it remained within the very good category. Most respondents answered "Always" to the statement "I serve students' parents professionally." The indicator contributing the highest score was Collaboration (Synergy), with a mean score of 3.66, which was categorized as very good.

c. Teacher Performance

The descriptive analysis of the Teacher Performance variable showed an overall mean score of 3.54, which falls within the very good category. The questionnaire item with the highest weighted score was Item 34, with a total score of 333 and a mean score of 3.70, indicating that most teachers responded "Always" to the statement "I prepare lesson plans before teaching." Meanwhile, Items 41 and 46 obtained the lowest weighted scores, each with a total score of 310 and a mean score of 3.40, although both remained within the very good category. These items corresponded to the statements "I use evaluation results to improve instruction" and "I participate in teachers' professional development activities." The indicator contributing the highest score was Lesson Planning, with a mean score of 3.63, which was classified as very good.

Results of the Data Analysis

- a. There is a positive and statistically significant effect of the Principal's Democratic Leadership Style on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District. This finding is evidenced by the calculated F-value (25.560), which is greater than the critical F-value (3.07), and a coefficient of determination of 22.3%. This indicates that the better the principal's democratic

leadership style, the better the teacher performance in Public Elementary School Clusters 1 and 2, Pagaran District.

- b. There is a positive and statistically significant effect of Teachers' Work Culture on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District. This is demonstrated by the calculated F-value (36.560), which exceeds the critical F-value (3.07), and a coefficient of determination of 29.1%. This means that stronger teachers' work culture is associated with higher levels of teacher performance.
- c. The Principal's Democratic Leadership Style and Teachers' Work Culture jointly have a positive and statistically significant effect on Teacher Performance in Public Elementary School Clusters 1 and 2, Pagaran District. The multiple correlation coefficient was $R = 0.566$, with a coefficient of determination (R^2) of 0.320, indicating that 32.0% of the variance in teacher performance can be explained jointly by the principal's democratic leadership style and teachers' work culture. Furthermore, the calculated F-value (20.714) exceeded the critical F-value (3.07), confirming that improvements in both democratic leadership and teachers' work culture are associated with improved teacher performance.

Recommendations

Based on the findings, conclusions, and limitations of this study, the following recommendations are proposed:

- a. Based on the highest-scoring items of the Principal's Democratic Leadership Style variable, school principals are encouraged to maintain their positive leadership practices by continuing to involve teachers in deliberative decision-making before establishing school policies and by consistently responding to teachers' suggestions. Regarding the lowest-scoring item, principals are encouraged to provide greater appreciation for teachers' opinions and initiatives by offering more opportunities for teachers to take initiative.
- b. Based on the highest-scoring item of the Teachers' Work Culture variable, teachers are encouraged to maintain strong collaboration (synergy) with their colleagues. In addition, considering the lowest-scoring item, teachers are expected to strengthen their service orientation by providing professional services to students' parents.
- c. Based on the highest-scoring item of the Teacher Performance variable, teachers are encouraged to continue preparing lesson plans before teaching. Furthermore, based on the lowest-scoring items, teachers are expected to make greater use of evaluation results to improve instructional practices and to participate more actively in professional development activities.
- d. Future researchers who intend to investigate Teacher Performance are encouraged to examine additional variables that may influence teacher performance. Moreover, future studies exploring the effects of the Principal's Democratic Leadership Style and Teachers' Work Culture are recommended to incorporate other relevant variables, as these factors may also be associated with aspects affecting teachers, such as learning facilities, teacher salary satisfaction, educational background, and other related factors.

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