

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina¹, Mesra B², Kiki Farida Ferine³

¹Mahasiswa Magister Manajemen Universitas Pembangunan Panca Budi

^{2,3}Magister Manajemen Universitas Pembangunan Panca Budi

Correspondence Author: mesrab@dosen.pancabudi.ac.id

Received : 29 June 2025

Revised : 10 July 2025

Accepted : 25 July 2025

Published : 09 August 2025

DOI : <https://doi.org/10.54443/morfai.v5i2.3671>

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3671>

Abstract

This study aims to analyze the influence of leadership style and organizational culture on teacher performance with competence as an intervening variable at Unggul Binaan State Senior High School in Bener Meriah Regency. This study uses a quantitative approach with a census technique, namely the entire population of 78 teachers as the research sample. Data collection was carried out through a questionnaire whose validity and reliability were tested using the Partial Least Square (PLS) method. The results of the study indicate that organizational culture has a positive and significant effect on teacher performance, while leadership style has a positive but significant direct effect on teacher performance. However, leadership style has a positive and significant effect on teacher competence. Teacher competence is proven to have a positive and significant effect on teacher performance, and is able to mediate the influence of leadership style and organizational culture on teacher performance. The coefficient of determination value shows that the variables of leadership style and organizational culture are able to explain competence by 70.4%, while leadership style, organizational culture, and competence together explain teacher performance by 80.7%. These findings indicate the importance of strengthening organizational culture and developing teacher competence to improve teacher performance at Unggul Binaan State Senior High School in Bener Meriah Regency.

Keywords: *Leadership Style, Organizational Culture, Competence, Teacher Performance.*

INTRODUCTION

Improving the quality of education in Indonesia is inextricably linked to the strategic role of teachers as the spearhead of the learning process. Optimal teacher performance is a key factor in achieving national education goals. However, achieving desired performance depends not only on individual teacher competency but also on the principal's leadership style and the prevailing organizational culture within the school. The principal's leadership style plays a crucial role in creating a conducive work environment for teachers. Effective leadership can increase teacher motivation, discipline, and responsibility in carrying out their duties. Research by Gumilar and Munzir (2020) shows that principals who implement instructive, consultative, and delegative leadership styles can significantly improve teacher discipline, work motivation, and responsibility. Furthermore, school organizational culture plays a crucial role in shaping teacher behavior and performance. A strong and positive organizational culture can create a work environment that supports collaboration, innovation, and commitment to shared goals. Research by Sitorus et al. (2022) found that organizational culture had a positive effect on teacher performance at SMA Negeri 1 Labura by 60.5%, indicating that the better the organizational culture, the higher the teacher performance. However, the relationship between leadership style, organizational culture, and teacher performance is not always direct. Teacher competence can act as an intervening variable, bridging the influence of leadership style and organizational culture on teacher performance. Competence encompasses the knowledge, skills, and attitudes necessary to carry out tasks effectively. Research by Marzuki and Luthfi (2022) shows that teacher competence has a direct influence of 40.18% on teacher performance and acts as a mediator in the relationship between organizational culture and motivation on teacher performance. As a secondary education institution with a strategic role in developing a superior generation, Unggul State Senior High Schools (SMA Negeri Unggul Binaan) in Bener Meriah Regency needs to ensure that the

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina *et al*

principal's leadership style and organizational culture support the improvement of teacher competence and performance. However, to date, there has been little research specifically examining the relationship between leadership style, organizational culture, competence, and teacher performance in the context of Unggul State Senior High Schools (SMA Negeri Unggul Binaan) in the region. Based on the description above, this study aims to analyze the influence of leadership style and organizational culture on teacher performance, with competency as an intervening variable at Unggul State Senior High Schools in Bener Meriah Regency. The results of this study are expected to contribute to the development of strategies to improve teacher performance by strengthening leadership style, organizational culture, and teacher competency.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning objectives, carrying out administrative duties, and fostering social relationships within the school environment. Teacher performance is the actual ability demonstrated in carrying out all responsibilities, including teaching, mentoring, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains that According to Sutrisno, teacher performance indicators can be grouped into the following aspects:

- 1) Quantity of Work
Describes the amount of work completed in a given time.
- 2) Quality of Work
Refers to the quality of work results and compliance with specified standards.
- 3) Punctuality
Assess how quickly work is completed according to the predetermined schedule.
- 4) Attendance
Frequency of attendance and discipline in carrying out duties.
- 5) Cooperation Ability
Ability to collaborate with colleagues, principals, and other relevant parties.

Competence

Understanding Competence

Spencer & Spencer (2020) Competence is a person's deep characteristics that are related to effective or superior performance in a particular job or situation, which include knowledge, skills, motivation, values, and behavioral patterns.

Competency Indicators

Company indicators according to Spencer & Spencer (2020) that can be used to measure a person's competence in a work context:

- 1) Motivation
 - The desire to achieve the best results
 - The drive to continue learning and growing
 - Initiative in taking responsibility
- 2) Values and Attitudes
 - Have high integrity and work ethics
 - Positive attitude towards work and coworkers
 - Ability to adapt to change
- 3) Knowledge
 - In-depth understanding of the field of work
 - Ability to apply relevant theory and information
 - Awareness of work standards and procedures
- 4) Skills

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina et al

- Adequate technical skills to perform the task
 - Ability to use work-related tools and technology
 - Effective communication skills in the work environment
- 5) Personal Characteristics
- Ability to manage emotions and stress
 - Ability to work in a team
 - Leadership and decision-making skills

Organizational culture

Understanding Organizational Culture

Zaelani et al. (2024) define organizational culture as a shared perception held by all employees in a company, which influences their work methods and behavior, thus differentiating them from other organizations.

Organizational Culture Indicators

Zaelani et al. (2024) refer to the opinion of Andayani & Tirtayasa (2019) who stated the following indicators of organizational culture:

- 1) Innovation
The ability of an organization to create new ideas and adapt to change.
- 2) Pay attention to detail
The level of accuracy and attention to detail in carrying out tasks.
- 3) Results orientation
The organization's focus on achieving goals and performance.
- 4) Individual orientation
The organization's attention to individual needs and development.
- 5) Team orientation
The importance of cooperation and collaboration between team members.
- 6) Aggressiveness
The level of courage and proactivity in facing challenges.
- 7) Stability
The ability of an organization to maintain consistency and resilience over the long term.

Leadership Style

Understanding Leadership Styles

Northouse (2021) defines leadership style as a leader's characteristic behavior when influencing, motivating, and directing subordinates toward achieving organizational goals. Northouse emphasizes that leadership style is not just about personality, but also about repeated patterns of action.

Leadership Style Indicators

Leadership style indicators according to Northouse (2021), namely:

- 1) Task-Oriented Behavior
Focus on achieving goals and productivity.
- 2) Relationship-Oriented Behavior
Focus on subordinates' needs and interpersonal relationships
- 3) Situational Leadership Style

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina et al

Conceptual Framework

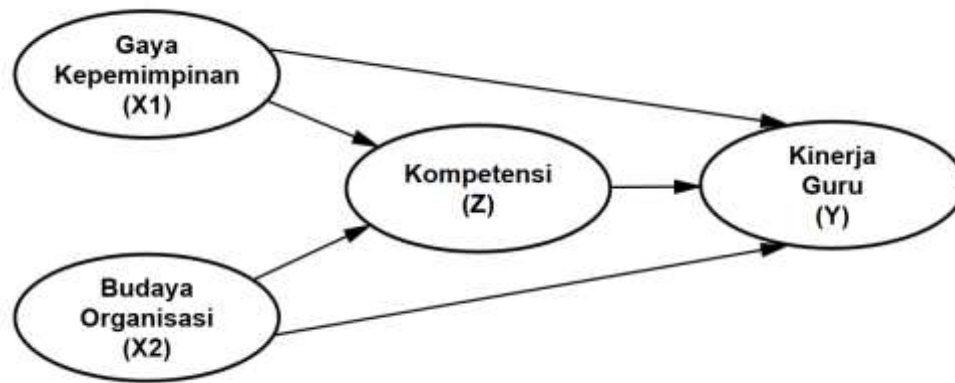


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Leadership style has a positive and significant influence on teacher performance in Outstanding State High School under Development in Bener Meriah Regency.
- H2: Leadership style has a positive and significant effect on competence in State High Schools Under the Guidance of Superior Fostered Students in Bener Meriah Regency.
- H3: Organizational culture has a positive and significant influence on teacher performance at the Superior State Senior High School in Bener Meriah Regency.
- H4: Organizational culture has a positive and significant influence on competence at the Superior State Senior High Schools under Development in Bener Meriah Regency.
- H5: Competence has a positive and significant effect on teacher performance at the Superior State Senior High Schools in Bener Meriah Regency.
- H6: Leadership style has a positive and significant effect on teacher performance through competency at the Superior State Senior High Schools in Bener Meriah Regency.
- H7: Organizational culture has a positive and significant influence on teacher performance through competency at the Superior State Senior High Schools in Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This type of quantitative research was conducted to create a study aimed at tailoring research and analyzing leadership style and organizational culture on teacher performance, with competency as an intervening variable at the Unggul State Senior High School in Bener Meriah Regency.

Research Location and Research Time

The research was conducted at Unggul Binaan State Senior High School, located in Burni Telong, Wih Pesam District, Bener Meriah Regency, Aceh. The research was conducted over a three-month period, from April to June 2025.

Population and Sample

In this study, the population was 78 people, consisting of 64 ASN teachers and 14 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina et al

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis musePLS Algorithm, produce:

Validity Test

Table 1. ValuesOuter Loadings

	Organizational culture	Leadership Style	Teacher Performance	Competence
X1.1		0.849		
X1.2		0.896		
X1.3		0.881		
X2.1	0.860			
X2.2	0.888			
X2.3	0.826			
X2.4	0.854			
X2.5	0.865			
X2.6	0.748			
X2.7	0.882			
Y.1			0.859	
Y.2			0.864	
Y.3			0.810	
Y.4			0.816	
Y.5			0.858	
Z.1				0.825
Z.2				0.881
Z.3				0.901
Z.4				0.785
Z.5				0.853

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina et al

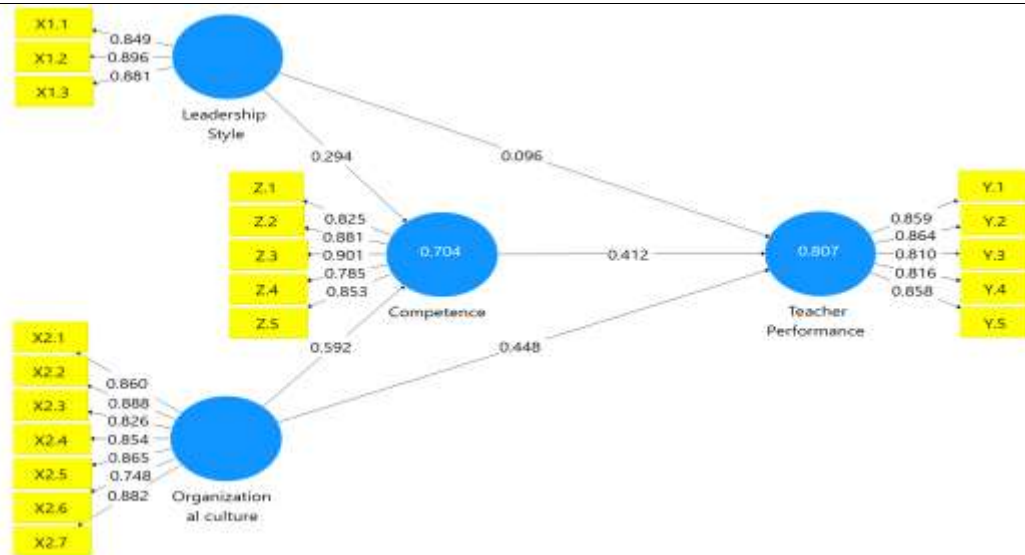


Figure 1. Outer Loadings

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.294X_1 + 0.592X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.096X_1 + 0.448X_2 + 0.412Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Competence	0.903	0.906	0.929	0.723
Leadership Style	0.848	0.853	0.908	0.767
Organizational Culture	0.934	0.937	0.947	0.718
Teacher Performance	0.897	0.899	0.924	0.708

Source: Smart PLS Output, 2025

Table 2 above shows that the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Competence	0.704	0.699
Teacher Performance	0.807	0.803

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the competency variable there is an R square value of 0.704 meaning the influence of leadership style and organizational culture is 0.704 or 70.4% the rest is on

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina et al

other variables outside the model. The R square value of teacher performance is 0.807 meaning leadership style, organizational culture and competency are 0.807 or 80.7% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Teacher Performance	0.096	1,163	0.245	Rejected
Leadership Style -> Competence	0.294	2,930	0.004	Accepted
Organizational Culture -> Teacher Performance	0.448	5,220	0,000	Accepted
Organizational Culture -> Competence	0.592	6,924	0,000	Accepted
Competence -> Teacher Performance	0.412	4,382	0,000	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4 there are direct influence values which will be explained as follows:

1. Leadership style has a positive but insignificant effect on teacher performance with a t-statistic value of 1.163 below 1.96 and a significance value of 0.245 above 0.05, meaning that leadership style has a positive but insignificant effect on teacher performance because the significance value is below 0.05. The results of this study are inconsistent with the results of previous studies which stated that leadership style has a positive and significant effect on teacher performance (Badrin et al, 2022).
2. Leadership style has a positive and significant influence on competence with a t-statistic value of 2.930, above 1.96, and a significance level of 0.004, below 0.05, indicates that leadership style has a positive and significant effect on competence, as the significance value is below 0.05. This finding aligns with previous research, which found that leadership style has a positive and significant effect on competence (Yanti, 2021).
3. Organizational culture has a positive and significant influence on teacher performance with a t-statistic value of 5.220, above 1.96, and a significance level of 0.000 below 0.05, indicates that organizational culture has a positive and significant effect on teacher performance, as the significance value is below 0.05. The results of this study align with previous research, indicating that organizational culture has a positive and significant effect on teacher performance (Ahmad & Harris, 2021).
4. Organizational culture has a positive and significant influence on competence with a t-statistic value of 6.924, above 1.96, and a significance level of 0.000 below 0.05, indicates that organizational culture has a positive and significant effect on competency, as the significance value is below 0.05. This study's findings align with research conducted by Diwanti et al. (2021), which found that organizational culture has a positive and significant effect on competency.
5. Competence has a positive and significant influence on teacher performance with a t-statistic value of 4.382 above 1.96 and a significance level of 0.000 below 0.05, indicating that competence has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are consistent with previous research which stated that competence has a positive and significant effect on teacher performance (Haryono & Surah, 2020).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH COMPETENCE AS AN INTERVENING VARIABLE IN HIGH SCHOOLS A SUPERIOR COUNTRY FOSTERED IN BENER MERIAH REGENCY

Roslina et al

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Competence -> Teacher Performance	0.121	2,587	0.010	Accepted
Organizational Culture -> Competence -> Teacher Performance	0.244	3,450	0.001	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Leadership style has a positive and significant influence on teacher performance through competency with a t-statistic value of 2.587 and a significance value of 0.007 means that competence plays a very important role as an intervening variable between leadership style and teacher performance because with a direct influence the hypothesis is rejected but with the presence of the competence variable as an intervening variable the hypothesis is accepted.
2. Organizational culture has a positive and significant influence on teacher performance through competency with a t-statistic value of 3.450 and a significance value of 0.001 means that competence plays a role as an intervening variable between organizational culture and teacher performance because with the existence of an intervening variable, the hypothesis of organizational culture on teacher performance is accepted.

CONCLUSION

1. Leadership style has a positive but not significant effect on teacher performance in Outstanding State High School under Development in Bener Meriah Regency.
2. Leadership style has a positive and significant influence on competence in State High Schools Under the Guidance of Superior Fostered Students in Bener Meriah Regency.
3. Organizational culture has a positive and significant influence on teacher performance at the Superior State Senior High School in Bener Meriah Regency.
4. Organizational culture has a positive and significant influence on competence at the Superior State Senior High Schools in Bener Meriah Regency.
5. Competence has a positive and significant influence on teacher performance at the Fostered Superior State Senior High School in Bener Meriah Regency.
6. Leadership style has a positive and significant influence on teacher performance through competency at the Superior State Senior High School in Bener Meriah Regency.
7. Organizational culture has a positive and significant influence on teacher performance through competency at the Superior State Senior High School in Bener Meriah Regency.

SUGGESTION

1. For the leadership style variable, the indicator with the lowest score was the statement, "The principal provides clear work instructions to teachers." Schools should hold regular briefings before class to convey work instructions directly and clearly to teachers.
2. Organizational culture with the statement "I have a high passion to achieve personal and organizational goals." Agencies need to facilitate and develop employee self-motivation through career development programs, recognition of achievements, and active involvement in planning organizational goals.
3. For the competency variable with the statement "The school encourages healthy competition among teachers to improve performance," schools can hold regular awards for outstanding teachers, such as the "Monthly Exemplary Teacher" award, to encourage healthy competition.
4. Teacher performance, with the statement "Schools assess teacher performance based on student learning outcomes." Schools can establish teacher performance assessment indicators that clearly refer to student learning outcomes and then disseminate these indicators regularly.

REFERENCES

- Andayani, & Tirtayasa. (2019). Budaya organisasi dan pengaruhnya terhadap kinerja. Jakarta: Media Disiplin.
- Badrun, B., Mustahiqurrahman, M., Indra, I. M., Fakhurrazi, F., & Akbar, M. A. (2022). The Influence of principal's leadership style on teacher performance. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(1).
- Diwanti, D. P., Suryanto, S., Iswati, S., Agustina, T. S., & Notobroto, H. B. (2021). The effect of organizational culture and readiness to change on organizational entrepreneurship: The role of competence. *Jurnal Manajemen Bisnis*, 12(2), 248-265.
- Gumilar & Munzir. (2020). Pengaruh Gaya Kepemimpinan terhadap Kinerja Guru. *Jurnal Manajemen Pendidikan*, 7(2), 45–57.
- Haryono, S., Amrullah, N. I. H., & Surah, S. (2020). The effect of principal leadership and teacher competence on teacher performance: The role of work motivation. *International Journal of Business Marketing and Management (IJBMM)*, 5(4), 9-14.
- Marzuki, & Luthfi, M. (2022). Pengaruh Kompetensi Guru terhadap Kinerja Guru dengan Motivasi sebagai Variabel Mediasi. *Jurnal Pendidikan dan Manajemen*, 8(1), 33–41.
- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Thousand Oaks, CA: SAGE Publications.
- Sari, A. P., Ahmad, S., & Harris, H. (2021). Pengaruh budaya organisasi dan motivasi kerja terhadap kinerja guru. *Jambura Journal of Educational Management*, 97-113.
- Sitorus, M., Hasibuan, D., & Simbolon, T. (2022). Pengaruh Budaya Organisasi terhadap Kinerja Guru di SMA Negeri 1 Labura. *Jurnal Administrasi Pendidikan*, 10(1), 12–20.
- Spencer, L. M., & Spencer, S. M. (2020). *Competence at Work: Models for Superior Performance*. New York: John Wiley & Sons.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sutrisno, E. (2020). *Manajemen Sumber Daya Manusia (Edisi Revisi)*. Jakarta: Kencana.
- Yanti, F. (2021). Pengaruh Gaya Kepemimpinan Demokratis Kepala Sekolah terhadap Kompetensi Guru. *Kelola: Journal of Islamic Education Management*, 6(1), 9-24.
- Zaelani, M., Rahmawati, D., & Sari, N. (2024). *Budaya Organisasi dan Implikasinya terhadap Kinerja Karyawan*. Bandung: CV Widya Pustaka.