





The Enhancement of Teacher Performance towards Head School Leadership and Organizational Culture

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ABSTRACT

Teachers are the leading barometer in achieving the quality of education. The effectiveness of teacher performance can be seen in the ability of teachers to complete tasks and responsibilities that indicate the level of achievement of educational goals. This study aims to obtain information about how to improve teacher performance by examining the relationship between School Head's Leadership and organizational culture with teacher performance. This research was conducted on Buddhist Schools in Banten Province with a total population of 112 teachers. The sample was determined at a simple random, using the proportional random sampling technique and the Taro Yamane formula so that the number of samples in this study was 87 teachers. The method used in this study was a statistical correlational method with a quantitative approach. In this study, the data collection method used a questionnaire or questionnaire. The analysis of the research used path analysis. The results showed that: (1) There was a positive and significant relationship between School Head's Leadership and teacher performance; (2) there is a positive and significant relationship between organizational culture and teacher Performance; (3) There is a positive and significant relationship between principal leadership and organizational culture together with teacher performance. This study provides insight into improving teacher performance by strengthening influencing factors such as school leadership and organizational culture.

KEYWORDS

Teacher Performance; Head School Leadership; Organizational Culture

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Introduction

The nation's progress lies in a robust education system because it is from education that science develops and changes human civilization. One of the determining factors and implementation of changes in organizational systems is education. The quality or excellence of teaching, an indicator of the success of an educational process that the community can feel, is primarily determined by the teacher's Performance—the Performance produced by the teacher as a form of professional responsibility. Performance is closely related to the achievements of a person or institution in carrying out its duties. Performance can be known and measured if an individual or group of employees already has criteria or benchmark success standards. Teacher performance is a teacher's expertise in carrying out his responsibilities as an educator, such as learning activities, coaching, and additional relevant tasks following the ability to achieve learning objectives set by the government.

Teachers are educators and teachers in schools, whether formal or informal schools. A teacher is also defined as a person who teaches something new and can also be considered a teacher. The teacher is a profession, so the teacher's primary task can only be done by professional people. Professional teachers are experts in their fields and can carry out their duties well while having high competence and commitment to carrying out their duties and responsibilities. Some efforts to increase teacher professionalism that can be done include; (1) understanding the demands of existing professional standards, (2) achieving the required qualifications and competencies, and (3) building good and broad peer relations, including through professional organizations. (4) developing a work ethic or culture that prioritizes high-quality services to constituents, (5) adopting innovation or developing creativity in using the latest information and communication technology so as not to be left behind in their ability to manage to learn.

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To produce the quality of education required by [Law no. 20 of 2003](#) concerning the national education system and [PP no. 13 of 2015](#) concerning 8 National Education Standards, especially on Content Standards, Graduate Standards, Process Standards, and Standards for Assessment of the effectiveness of teacher performance are the main barometers of achieving the quality of education. The significance of teacher performance is a person's ability to complete tasks and responsibilities and can show the achievement of goals. To maximize the effectiveness of teacher performance by enhancing the school head's leadership as a school leader. Whether we realize it or not, the school head's leadership impacts the work climate. In addition to the principal's leadership, organizational culture and work motivation are also factors. If this link is underestimated, it will hamper the quality of education because teachers, as the frontline carriers of change, do not move because their teacher performance effectiveness is far below the competency standard. Based on the discussion above, there are several relevant studies related to School Head's Leadership and teacher Performance, such as the results of Haq et al. research show a very significant positive effect between the school head's leadership and teacher Performance (Haq, Nuzilal, Imam Tholkhah, and Amie Primarni, 2019). Another previous research showed a significant correlation between the principal's leadership and teachers' Performance. Thus, the school head's leadership on teacher achievement increases the school head's leadership and teacher performance (Fadhilaturrahmi, 2017). The research results by Goleman et al. show a significant influence on teacher perceptions of School Head's Leadership on teacher performance (Goleman et al., 2019). Based on the research results above, it can be concluded that the school head's leadership has an essential role in improving teacher performance. Increased teacher performance in the learning process can support the achievement of the vision in educational organizations. Good Performance will create good education if good education gives birth to students who are intelligent, competitive, and have character.

In contrast to the facts in the field, researchers observed that the Performance of Buddhist teachers in Banten Province is still weak. This can be seen from the dimensions of academic competence, personality competence, social competence, and professional competence. Based on the education balance in Banten Province, the results of the teacher performance assessment conducted by school supervisors and the Banten Provincial Education Office only reached an average of 55.90 from the national stipulation of 61.74 (Effendy, 2016). This shows that teacher competence is still low, and teacher performance needs to be improved. In this condition, teachers have not achieved what is expected of Law no. 14 of 2010 concerning Teachers and Lecturers, as stated in Chapter 3 article 7. The education balance data is based on the number of teachers in PKG and certified teachers with civil and non-civil servants status. Whether we realize it or not, the task of teachers in the future will be even more difficult. Teachers are not only tasked with transferring knowledge, skills, and technology but also carry out the tasks assigned to them by society. In addition to observations and data on the education balance, the researcher also conducted a preliminary study on the effectiveness of teacher performance by taking teacher respondents in Banten Province. Researchers have also distributed an initial survey questionnaire consisting of 20 statements about teacher performance to 5 principals as respondents (assessors) to assess six teachers in each school. From the survey results, the following results were obtained: (1) There are 45% of teachers with problems in pedagogic competence where work effort and responsibility in completing work are still weak, so they have not reached the expected standard of achievement; (2) 44% of teachers have problems with personality competence where interpersonal relationships and loyalty behavior are still weak, so the lack of cooperation between co-workers and a weak sense of belonging makes the Performance results less than optimal; (3) 48% of teachers have problems with social competence where the ability of teachers to establish good communication in the work environment is still weak, which is also an obstacle to creating an excellent organizational culture; and (4) There are 48% of teachers with problems in professional competence where the quality of the work done is still relatively low, so the work results have not reached the expected standard to achieve the organization's vision and mission.

Based on the survey data above, it can be concluded that the Performance of Buddhist teachers in Banten Province has not been optimal and needs to be improved. Thus, efforts are required to optimize teacher performance. Suppose the teacher can maximize and strive for attitudes and behavior as well as interest in work, carry out the norms or rules as a professional teacher, and be willing to practice and sacrifice or accept the risk for their responsibilities. In that case, the educational organization will have better quality. The less than optimal performance of Buddhist teachers in Banten Province is a problem that does not stand alone, meaning that there is a related influence on improving teacher performance. In terms of improving teacher performance, it is assumed that the school head's leadership and organizational culture are considered—the need for leadership support from the principal to improve teacher performance. The principal is the controller of educational organizations who can influence subordinates to improve educational organizations' quality. Through leadership, principals can help teachers explore their performance capabilities and create a better organizational culture, making teacher performance more effective and efficient. Based on the description above, it is necessary to research to reveal the problem of teacher performance as the primary variable. Of course, it is associated with other variables that are thought to correlate with teacher performance, namely, principal leadership and organizational culture.

Literature review

Teacher Performance

Teacher performance is a teacher's expertise in carrying out his responsibilities as an educator, such as learning activities, coaching, and additional relevant tasks following the ability to achieve learning objectives set by the government. The indicators are (1) feasibility, (2) quality of results, (3) dignity, and (4) professionalism (Phytanza & Burhaein, 2020). According to Trivellas et al. (2015:469). Performance is the various dimensions carried out by a person in achieving results in the organization. Factors that indicate Performance are: (1) work environment, (2) workgroup, (3) established work standards, (4) employee initiatives, and (5) work efficiency. Teacher performance is work performed as the result of an activity that is the responsibility of a person to achieve goals. The indicators are:

(1) responsibility for the task, (2) interest in the task, (3) opportunities for development, and (4) attention from the principal (Suryandari, 2016)

According to Zare (2016: 114-127), Performance is a form of behavior with cause and effect in its implementation. In this case, the person's behavior can change Performance from mental status to practical activities. There are performance indicators, namely: (1) Quality of work results, (2) Punctuality in completing work, (3) Accountable results of work, (4) Initiative in completing work, and (5) Cooperating with other parties. Teacher performance is the ability to carry out duties as educators based on the skills and abilities possessed in education to achieve learning objectives. There are factors on teacher performance, namely: (1) the number of assignments, (2) time demands, (3) low salaries, and (4) student distractions (Alfionita et al., 2020). According to Sutan et al. (2020:75) Teacher performance is the work that can be achieved in an organization according to the authority and responsibility possessed to accomplish the organization's vision, mission, and goals. The teacher performance indicators are (1) quality, (2) quantity, (3) timeliness, (4) cost-effectiveness, (5) the need for supervision, and (5) interpersonal relationships.

Teacher performance is the success of a teacher's work seen from the quality and quantity in carrying out his responsibilities as an educator based on several dimensions, namely: (1) pedagogic competence, (2) professional competence, (3) personality competence, and (4) social competence (Mangkunegara & Puspitasari, 2015). According to Dicky, Onrevi (2020:117), there are factors that influence the Performance of teachers in carrying out their duties and responsibilities as educators: motivation, skills, and education. In addition, factors from outside the individual are work climate and salary level. According to the experts, it could be concluded that dimensions of teacher performance, namely: (1) performance quality; (2) quantity; duration; (3) school attendance; and (4) cooperative attitude.

Based on the theory of teacher performance above, it can be synthesized that teacher performance is the individual's ability to carry out the work that has become the authority and responsibility effectively and efficiently to achieve optimal work results in the organization. The dimensions of teacher performance are (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. The indicators are as follows: (1) Work effort, (2) Responsibility, (3) interpersonal relationships, (4) Loyalty behavior, (5) Ability, (6) Work environment, (7) Quality of results work, (8) Work results.

School Head's Leadership

School Head's leadership is a method or art used to influence, encourage, guide, direct, and move subordinates and related parties to carry out their responsibilities to achieve the organization's goals. The indicators are (1) the initiative of subordinates and (2) monitoring the implementation of tasks (Akhmad Said, 2018). School Head's leadership is the role of a leader in regulating and managing all organizational resources to achieve the goals that have been set (Hardono & Yusuf, 2017). A school head's leadership is a person's ability to influence, guide, encourage, direct and move subordinates in running an educational organization effectively and efficiently to achieve the expected goals. The indicators are: (1) strong personality, (2) ability to make decisions, (3) division of task authority on subordinates, (4) established communication, and (5) work meetings (Subrata, 2019). The principal plays an essential role as a leader in building the quality of educators and education and ensuring that students continue to receive meaningful learning. So it is necessary to do an effective way and good communication so that the learning process runs smoothly (Khairuddin, 2020). The school head plays an essential role as a leader in building the quality of educators and education and ensures that students continue to receive meaningful learning. So it is necessary to do an effective way and good communication so that the learning process runs smoothly (T. N. dan Sari & Prasetya, 2020).

Based on the above theory, it can be synthesized that the school head's leadership is a person's ability to influence and be responsible for directing, guiding, and moving subordinates to improve quality effectively and efficiently to achieve goals. The indicators are: (1) a strong personality, (2) monitoring the implementation of tasks, (3) work meetings, and (4) division of task authority among subordinates.

Organizational culture

Organizational culture is an innovative resource that can be used to increase growth and Performance within an organization (Harel et al., 2020). An organizational culture is a form of chronic problem-solving in the organization, both internal and external, which is carried out consistently by a group and which, in time, is passed on to new members as the right way to understand, think and feel about the problems that arise in the organization (Jufrizen & Rahmadhani, 2020). Organizational culture is a basic thought pattern given to new members as a way to think, act, and feel correct about any problems that arise in the organization. The indicators of organizational culture are (1) Innovation, (2) Paying attention to details, (3) Result orientation, (4) Individual orientation, (5) Team orientation, (6) Aggressiveness, and (7) Stability (Windaryadi, 2019). Organizational culture is a system that contains meaning, values, and beliefs shared in an organization that becomes the basis for acting and distinguishing one organization from another. The indicators are (1) regularity of observed behavior, (2) norms, (3) dominant values, (4) philosophy, (5) rules, and (6) organizational climate (Hendra, 2020). Organizational culture is a process of a characteristic behavior, values, beliefs, and habits that direct a person's behavior in an organization (Khan et al., 2020). Based on the above theory, it can be synthesized that organizational culture is a form of attitude and behavior of a person or group in an organization that has distinctive values for working and solving various problems. The indicators of organizational culture are (1) innovation, (2) team orientation, (3) stability, (4) rules, and (5) dominant values.

Methods

This study examines the strength of the relationship between variables so that the correlational study method is part of the type of quantitative descriptive research. Arikunto (2010:270) said a correlation coefficient is a statistical tool that can be used to compare the measurement results of two different variables to determine the degree of relationship between these variables. The purpose of the correlation study is to determine whether or not there is a relationship, how close it is, and the direction of the connection (positive or negative). The design and constellation of this study used a correlational research flow. The independent variables in this study are the school head's leadership (X1) and organizational culture (X2), while the dependent variable (Y) is teacher performance. The population in this study was 112 Buddhist teachers in Banten Province.

Based on calculations using the Taro Yamane formula, the research sample was 87 teachers. Sampling was carried out by proportional random sampling technique. Data from quantitative research were analyzed using descriptive statistics and inferential statistics. Inferential statistics using correlation-regression analysis. Data analysis was carried out by steps of normality test of estimated error, homogeneity of variance test. Determination of regression equation, regression equation significance test, regression linearity and hypothesis testing with correlation test.

Results

Normality test

The normality test was carried out using Kolmogorov Smirnov to see if the data to be analyzed was normally distributed. The stipulation is that if the value of sig > 0.05, it is stated that the data is typically distributed. Attached are the results of the normality test with SPSS, as follows.

Principal Leadership (X1) on Teacher Performance (Y)

Table 1. One-Sample Kolmogorov-Smirnov Test

N		87
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	21.43386932
Most Extreme Differences	Absolute	.081
	Positive	.051
	Negative	-.081
Test Statistic		.081
Asymp. Sig. (2-tailed)		.200c,d

Based on the normality test results on the teacher performance variable (Y) on the school head's leadership (X1), the value of Sig. 0.200, where the value of Sig > 0.05 so that the data is typically distributed.

Organizational Culture (X2) on Teacher Performance (Y)

Table 2. One-Sample Kolmogorov-Smirnov Test

N		87
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	20.80875757
Most Extreme Differences	Absolute	.085
	Positive	.074
	Negative	-.085
Test Statistic		.085
Asymp. Sig. (2-tailed)		.162c

Based on the results of the normality test on the teacher performance variable (Y) on organizational culture (X2), the value of Sig. 0.162, which is where the value of Sig > 0.05 so that the data is declared normally distributed.

Uji Homogenitas

The homogeneity test was carried out using ANOVA to see that the sample data came from populations with the same variance. The condition is declared homogeneous if the sig value > 0.05. Attached are the results of the homogeneity test, as follows.

Principal Leadership (X1) on Teacher Performance (Y)

Table 3. Test of Homogeneity of Variances

Kinerja Guru			
Levene Statistic	df1	df2	Sig.
1.625	8	68	.134

Based on the results of the homogeneity of variance test on the teacher performance variable (Y) on the school head's leadership (X1), the value of Sig. 0.134, which is where the value of sig > 0.05. So it can be stated that the teacher performance data group (Y) on the school head's leadership (X1) comes from a homogeneous population.

Organizational Culture (X2) on Teacher Performance (Y)

Table 4. Test of Homogeneity of Variances

Kinerja Guru			
Levene Statistic	df1	df2	Sig.
2.102	16	47	.025

Based on the results of the homogeneity of variance test on the teacher performance variable (Y) on organizational culture (X2), the value of Sig. 0.025, which is where the value of sig > 0.05. So it can be stated that the teacher performance data group (Y) on organizational culture (X2) comes from a homogeneous population.

Hypothesis test

The implementation of hypothesis testing is done by testing the product-moment correlation to obtain information on the strength of the relationship between the variables used in the study. The stipulation is that there is a relationship between variables if the value of Sig < 0.05. The level of the correlation coefficient can be seen in the interpretation table below.

Table 5. Interpretation

No	Coefficient Interval	Relationship Level
1	0,00-0,199	Very low
2	0,20-0,399	Low
3	0,40-0,599	Currently
4	0,60-0,799	Strong
5	0,80-1,000	Very strong

(Source: Sugiono, 2004:183)

The results of the correlation test with SPSS are as follows:

Relationship between Head's School Leadership with Teacher Performance

Table 6. Correlation Test

		Head's School Leadership	Teacher Performance
Head's School Leadership	Pearson Correlation	1	.326
	Sig. (2-tailed)		.002
	N	87	87
Teacher Performance	Pearson Correlation	.326	1
	Sig. (2-tailed)	.002	
	N	87	87

Based on the correlation test, the correlation coefficient value on the school head's leadership variable (X1) with teacher performance (Y) is 0.326 with a sig. 0.002, which means the value of Sig < 0.005. So that it can be concluded that there is a positive relationship between the school head's leadership (X1) and teacher performance (Y), if seen from the interpretation table, the strength of the relationship is at a distance of 0.20-0.399 coefficient interval is declared to have a relationship strength in the low category. Thus, it can be seen that strengthening the school head's leadership can improve teacher performance.

Relationship between Organizational Culture and Teacher Performance

Table 7. Correlation Test

		Organizational culture	Teacher Performance
Organizational culture	Pearson Correlation	1	.397
	Sig. (2-tailed)		.000
	N	87	87
Teacher Performance	Pearson Correlation	.397	1
	Sig. (2-tailed)	.000	
	N	87	87

Based on the correlation test, the correlation coefficient value on the organizational culture variable (X2) with teacher performance (Y) is 0.397 with a Sig value. 0.000, which means the value of Sig < 0.005. So it can be concluded that there is a positive relationship between organizational culture (X2) and teacher performance (Y). If viewed from the interpretation table, the strength of the relationship is at a distance of 0.20-0.399 coefficient interval and is declared to have a relationship strength in the low category. Thus, it can be seen that strengthening organizational culture can improve the Performance of Buddhist teachers in Banten Province.

Relationship between Principal Leadership and Organizational Culture together with Teacher Performance

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1.450a	.203	.184		20.479	.203	10.687	2	84	.000

Based on the multiple correlation analysis results, the value of Sig was obtained. 0.000 where the value of Sig. < 0.05. The correlation coefficient (R) is 0.450, so it can be concluded that there is a positive relationship between the School Head's leadership and organizational culture and teacher performance. Simultaneously, there is a relationship in the medium category. Through the hypothesis test that has been carried out, it can be seen that strengthening the school head's leadership and organizational culture together can improve the Performance of Buddhist teachers in Banten Province.

Partial Correlation Test

Based on the partial correlation test of the school head's leadership (X1) with teacher performance (Y) before adding the organizational culture control variable (X2) to the analysis, the correlation coefficient value is 0.326 (positive) and the Sig, (2-tailed) value is 0.002 < 0, 05, so it can be concluded that there is a positive and significant relationship between the school head's leadership (X1) and teacher performance (Y) without any control variables. In this case, the correlation value of 0.326 is in a low category.

Based on the partial correlation test of organizational culture (X2) with teacher performance (Y) before adding the school head's leadership control variable (X1) to the analysis, the correlation coefficient value was 0.397 (positive). The Sig (2-tailed) value was 0.000 < 0, 05, so it can be concluded that there is a positive and significant relationship between organizational culture (X2) and teacher performance (Y) without any control variables. In this case, the correlation value of 0.397 is in a low category.

Discussion

Relationship between Principal Leadership and Teacher Performance

Based on the results of the correlation test, it can be seen the strength of the relationship between the school head's leadership (X1) and teacher performance (Y) through the correlation coefficient value of 0.326. In addition, the teacher performance variable on the leadership of the school head with a value of Sig. 0.002, which means the value of Sig < 0.005. So that the school head's leadership (X1) has a positive and significant relationship with teacher performance (Y), as a principal, of course, you must be a role model for subordinates and influence subordinates to work optimally. A good performance from a teacher indeed cannot be separated from the role of a leader. From the results of the study, it is known that strengthening the school head's leadership can improve teacher performance through several things, namely: (1) strong personality, (2) monitoring of task implementation, (3) work meetings, (4) division of task authority on subordinates. A leader with a strong personality will influence the teacher in discipline and sincerity at work. A leader should have a good leadership spirit to improve teacher performance (T. P. Sari et al., 2022). Professional school principals will monitor the implementation of the tasks that have been given so that it can be ensured that the tasks have been carried out optimally. Implementing work meetings is also beneficial for teachers to obtain information that can support Performance to be more effective and efficient. A leader has authority in the division of tasks to subordinates. In the division of tasks, a leader will adjust to subordinates' main tasks and

competencies. Teacher performance is influenced by internal and external factors such as the supervision of the principal (Asmarazisa, 2018). The skills of a leader will have a significant influence on teacher performance results. In essence, teacher performance will affect student learning outcomes, if teacher performance is good, student learning outcomes will be good, and the quality of education will increase.

Relationship between Organizational Culture and Teacher Performance

Based on the results of the correlation test, it can be seen the strength of the relationship between organizational culture (X2) and teacher performance (Y) through the correlation coefficient value of 0.397. In addition, the teacher's performance variable on organizational culture with a value of Sig. 0.000, which means the value of Sig < 0.005. So that organizational culture (X2) has a positive and significant relationship with teacher performance (Y). Through the results of the study, it can be stated that strengthening organizational culture can improve teacher performance through (1) innovation, (2) team orientation, (3) stability, (4) rules, and (5) dominant values. The organizational culture variable is said to increase teacher performance because teachers can work with co-workers, creating good relationships so that teachers can innovate in their work. Teachers can also carry out school rules as one of the elements that must be carried out to support discipline, the stability of the performance process, and increase positive values in oneself becomes more dominant. Organizational culture is a description of the abilities possessed by a leader and the people he leads. Organizations have uniqueness and advantages in organizing, from the way of acting, the fundamental values in acting, the efforts of a leader in treating subordinates to efforts to solve a problem in the organizational environment, all of which are part of the organizational culture (Suastika et al., 2022). It can be concluded that the behavior that emerges from a teacher can form a corporate culture related to teacher performance (Resi et al., 2022; Baidi et al., 2020; Makruf et al., 2021)). Thus, organizational culture plays an essential role in the progress of teacher performance.

The Relationship between Principal Leadership and Organizational Culture with Teacher Performance

The strength of the relationship between the School Head's Leadership(X1) and organizational culture (X2) together with teacher performance (Y) obtained a correlation coefficient (R) of 0.450 with a Sig value of 0.000 where the value of Sig. <0.05, so it can be concluded that the school head's leadership (X1) and organizational culture (X2) together have a positive and significant relationship with teacher performance (Y). Thus, the teacher's performance variable can increase if the school head's leadership and organizational culture are strengthened. In this case, several components need to be considered in teacher performance variables, such as (1) work effort, (2) responsibility, (3) interpersonal relationships, (4) loyalty behavior, (5) ability, (6) Work environment, (7) Quality of work, (8) Results of work. As a school principal, he will pay attention to the teacher's efforts in carrying out his work because this will impact responsibilities, interpersonal relationships, and the quality of work. The school head's leadership with a holistic view of the school environment demonstrates a broader framework for understanding difficult and complex issues. By providing a good understanding of organizational culture, teachers can deepen values, beliefs, and attitudes to improve organizational stability and sustainability (Rifa'i, 2020). Thus, good leadership and excellent organizational culture support can positively support teacher performance. Teachers' expectations in Performance are an organizational culture that promotes a sense of security, a pleasant work atmosphere, the freedom to innovate, be empowered, gain protection, receive awards, participate in making policies, and have good relations with colleagues (Rasidin et al., 2022). Based on this explanation, a leader must be able to trust teachers and provide facilities that can support teacher performance and create a better organizational culture. So that the teacher's Performance becomes better and the results of the work become more qualified. The quality of work is a measure of success in an educational organization. For this reason, strengthening the school head's leadership factor is in line with the improvement of organizational culture, it can positively impact teacher performance.

Conclusion

The results showed that in the first hypothesis, there was a positive and significant relationship between the school head's leadership and the Performance of Buddhist teachers in Banten Province 0.326. Principal leadership can improve teacher performance because, as a leader, the principal can have a strong personality and carry out duties as leader, such as monitoring, conducting work meetings, and giving work authority to subordinates, so that the principal can influence teachers to work optimally. Meanwhile, in the second hypothesis, there is a positive and significant relationship between organizational culture and the Performance of Buddhist teachers in Banten Province of 0.397. Organizational culture can improve teacher performance because organizational culture directs teachers to be able to innovate, work with teams, enforce regulations, maintain work stability and promote positive values. Teachers can work with a sense of security and enthusiasm with an effective and efficient organizational culture. In the third hypothesis, there is a positive and significant relationship between principal leadership and organizational culture and the Performance of Buddhist teachers in Banten Province of 0.450. Through professional leadership and effective organizational culture, teachers can increase their work efforts optimally so that the results of teacher performance are of high quality. This research is part of future references related to teacher performance because the scope of this research is only limited to the school head's leadership and organizational culture.

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