

Optimization of Teacher Performance through School Management and Organizational Culture in Kepulauan Meranti

Syahrial Syah⁽¹⁾, Dedy Achmad Kurniady⁽²⁾, Tjuju Yuniassih⁽³⁾, Eka Prihatin⁽⁴⁾,
Supiani⁽⁵⁾

Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia
Jalan Setiabudhi 229, Isola, Kecamatan Sukasari, Kota Bandung, Jawa Barat 40154,
Indonesia

Email: ¹syahrialsyah83@upi.edu, ²dedy_achmad@upi.edu, ³yuniarsih@upi.edu,
⁴ekaprihatin@upi.edu, ⁵supiani83@upi.edu

Available Online

<http://www.jurnal.unublitar.ac.id/index.php/briliant>

History of Article

Received 03 October 2024

Revised 19 October 2024

Accepted 29 October 2024

Published 20 August 2025

Keywords:

School Management,
Organizational Culture, Teacher
Performance, Education, SPSS

Abstract: This study examines the impact of school management, organizational culture, and workload on junior high school teachers' performance in Meranti Islands Regency. Using a quantitative approach, this study involved 135 civil servant teachers from 41 junior high schools as the sample. Data were collected through questionnaires and analyzed using regression to examine the relationship between the independent variables (school management, organizational culture, workload) and the dependent variable (teacher performance). The results of the analysis show that simultaneously, the three independent variables have a significant effect on teacher performance. The calculated F value (8.945) is greater than the F table (2.67), with a significant value of 0.000 < 0.05. The null hypothesis is rejected and the alternative hypothesis is accepted, indicating a significant impact of the three variables on the performance of junior high school teachers in Meranti Islands Regency. This study was limited to a population of junior high school civil servant teachers in Meranti Islands Regency, so the results may not be generalizable to other regions or employment statuses. The findings have practical implications for school managers and education policy makers to improve teacher performance through improved school management, organizational culture, and effective workload management.

Kata Kunci:

Manajemen Sekolah, Budaya
Organisasi, Kinerja Guru,
Pendidikan, SPSS

Corresponding Author:

Name:

Syahrial Syah

Email:

syahrialsyah83@upi.edu

Abstrak: Penelitian ini mengkaji dampak manajemen sekolah, budaya organisasi, dan beban kerja terhadap kinerja guru SMP di Kabupaten Kepulauan Meranti. Menggunakan pendekatan kuantitatif, studi ini melibatkan 135 guru PNS dari 41 SMP sebagai sampel. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan regresi untuk menguji hubungan antara variabel independen (manajemen sekolah, budaya organisasi, beban kerja) dan variabel dependen (kinerja guru). Hasil analisis menunjukkan bahwa secara simultan, ketiga variabel independen berpengaruh signifikan terhadap kinerja guru. Nilai F hitung (8,945) lebih besar dari F tabel (2,67), dengan nilai signifikan 0,000 < 0,05. Hipotesis nol ditolak dan hipotesis alternatif diterima, menunjukkan dampak signifikan ketiga variabel

tersebut terhadap kinerja guru SMP di Kabupaten Kepulauan Meranti. Penelitian ini terbatas pada populasi guru PNS SMP di Kabupaten Kepulauan Meranti, sehingga hasilnya mungkin tidak dapat digeneralisasi ke daerah atau status kepegawaian lain. Temuan ini memiliki implikasi praktis bagi pengelola sekolah dan pembuat kebijakan pendidikan untuk meningkatkan kinerja guru melalui perbaikan manajemen sekolah, budaya organisasi, dan pengelolaan beban kerja yang efektif.

INTRODUCTION

Education plays a crucial role in the development of a nation, and one of the indicators of educational success is teacher performance. High-performing teachers can provide quality education, which in turn can enhance student achievement (Darsiah, 2023; Werang et al., 2022). In Kepulauan Meranti Regency, which consists of several small islands with limited accessibility, optimizing teacher performance presents unique challenges (Zulfikri, 2022). These geographical challenges add complexity to school management and influence the organizational culture in local schools (Muhammad Adil & Fajarwaty Kusumawardhani, 2022). This phenomenon underscores the importance of researching factors that can affect teacher performance in remote areas (Erna Lestari Rambe & Dedi Nofrizal, 2022).

In the context of education, effective school management and a positive organizational culture have been identified as key factors influencing teacher performance (Hasrul Azwar Hasibuan & Rindi Andika, 2023; Safitri & Nugroho, 2023). Good school management encompasses various aspects such as leadership, resource management, and professional development for teachers (Nia Wardhani, 2022; Zahi, 2022). Pant (2023) found that effective leadership, which emphasizes teacher professional development, significantly impacts teacher performance and student learning outcomes. Additionally, Susisanti (2022) showed that transparent and accountable school management can increase teacher motivation and commitment.

Organizational culture, on the other hand, refers to the values, norms, and practices embraced by the entire school community. Suhardi (2022) stated that a strong organizational culture can create a supportive and productive working environment for teachers. Abduraimi et al. (2023) asserted that a positive organizational culture can enhance teacher engagement and job satisfaction, which in turn improves their performance. An inclusive and collaborative organizational culture can also foster innovation and continuous improvement in schools (Ghedin, 2021).

Although much research has been conducted on school management and organizational culture, most studies focus on urban schools with better resources. For instance, research by Virgana & Suradika (2022) primarily explores schools in major cities with different conditions compared to remote areas like Kepulauan Meranti. This research gap highlights the need for a more in-depth study on the impact of school management and organizational culture on teacher performance in remote areas (Riski & Rino, 2024).

The research method used in this study is a quantitative approach with a survey method. Data were collected through questionnaires distributed to civil servant teachers in 41 junior high schools in Kepulauan Meranti Regency. The total number of teachers sampled was 135. Data analysis was performed using multiple regression techniques to test the relationship between the independent variables (school management and organizational culture) and the dependent variable (teacher performance). This approach allows researchers to identify key factors that can enhance teacher performance in remote areas and provide strong empirical evidence on the influence of school management and organizational culture.

The novelty of this research lies in its focus on remote areas, which have rarely been the subject of previous studies. Additionally, this study comprehensively combines the analysis of school management and organizational culture, which has not been extensively done in the context of education in Indonesia. Thus, this research not only provides significant theoretical contributions but also offers practical insights for school managers and education policymakers in remote areas.

The objectives of this study are to analyze the impact of school management and organizational culture on teacher performance in Kepulauan Meranti Regency. Specifically, this study aims to identify the influence of school management on teacher performance, identify the influence of organizational culture on teacher performance, and explore the combined effect of school management and organizational culture on teacher performance ((Riski & Rino, 2024)).

This research has several important uses. Theoretically, it contributes to the literature on school management and organizational culture in the context of education in remote areas. The findings can enrich the understanding of factors influencing teacher performance in regions with unique geographical and social characteristics. Practically, the findings have significant implications for school managers and education policymakers. Enhancing effective school management and building a positive organizational culture can be effective strategies to improve teacher performance in remote areas. Schools can organize training and activities involving the entire school community to achieve these goals.

Recent literature also shows that the combination of effective school management and strong organizational culture can yield more optimal results in improving teacher performance. Louis & Murphy (2023) found that the combination of strong leadership, positive organizational culture, and active community participation can create a dynamic and productive school environment. Additionally, research by McLean (2023) found that schools involving the entire school community in planning and implementing school programs tend to be more successful in achieving their educational goals. Thus, a holistic approach involving all stakeholders in the education process is crucial to enhancing teacher performance.

To gain a deeper understanding of the impact of school management and organizational culture on teacher performance, this study also reviews recent and relevant literature from reputable journals. For instance, a study by Al Shebli (2023) showed that effective leadership and strong organizational culture can drive innovation and continuous improvement in schools. Meanwhile, research by Kinay Kuru & Tabancali (2023) found that leadership focusing on learning and teacher professional development can significantly impact student achievement. Research by Gouëdard et al. (2023) demonstrated that a positive organizational culture can enhance teacher well-being and job satisfaction, which are important factors in creating an effective learning environment.

Overall, this research aims to provide a comprehensive overview of the impact of school management and organizational culture on teacher performance in Kepulauan Meranti Regency. By focusing on remote areas, this study offers a new perspective that is important for improving the quality of education in Indonesia. This research is also expected to serve as a reference for future studies in the field of educational management and human resource development. The findings are anticipated to provide practical insights that can be applied by school managers and education policymakers to enhance teacher performance and the quality of education in remote areas. Through a holistic approach involving all stakeholders in the education process, it is hoped that the effectiveness of schools in Kepulauan Meranti Regency can be enhanced, resulting in high-quality and competitive graduates.

METHOD

Research Design

This study employs a correlational research design, aimed at predicting the effect of the relationship between two variables. In this design, the score on one variable can be predicted if the score on another variable is known (Fraenkel et al., 2011). The study examines the influence of school management and organizational culture on teacher performance. The focus is on exploring the dependency of the dependent variable on one or more independent variables and predicting the mean population or average value of the dependent variable based on known independent variables.

Sample and Data Collection

In research, the sample is representative and serves as respondents or subjects for the study. Responsible sampling is crucial for obtaining accurate data and ensuring reliable conclusions. The sample for this study consists of 143 junior high school teachers in Kabupaten Kepulauan Meranti (64 males; 79 females). The sampling technique used is simple random

sampling, where sample members are selected purely by chance, ensuring each member has an equal opportunity to be included in the sample (Bhardwaj, 2019).

To obtain precise and accurate data for addressing the research issues, a questionnaire was used for data collection. For the school management variable, the study adopts the concept from Nishimura (2020), which includes key foundational concepts for effective educational leadership. These concepts include school-based management (SBM), focusing on principles that enhance student learning outcomes and the implementation of inclusive and equitable education. Additionally, educational management involves aspects such as leadership principles, strategic planning, human resource management, curriculum management, and external relations, all crucial for ensuring quality education and continuous improvement in learning outcomes (Fernow, 2023). Based on this concept, the study formulated 12 statement items, including “The principal guides teachers who have not completed teaching supervision.”

For the organizational culture variable, the study adopts the concept from Kava et al. (2018) and Scammon et al. (2014), where organizational culture consists of the beliefs and expectations upheld by organizational members. Organizational culture includes norms, values, and general beliefs of individuals within the group. Based on this concept, the study formulated seven statement items, including “I clearly understand the vision and mission of the school, so I pay attention to every detail of my work.” For the teacher performance variable, the study adopts the concept from Listyo Prabowo (2022), which refers to the teacher's ability to focus on the learning process and be responsible for the students under their supervision by enhancing student achievement. Therefore, the study formulated 11 statement items, including “Describing the stages of material that students have mastered.” The questionnaire was distributed to respondents using Google Forms, and participants responded using a five-point Likert scale (Always-Never).

Data Analysis

All testing processes were conducted using Microsoft Excel and Smart-PLS version 4.0.9.9. The study began with descriptive analysis, validity testing, reliability testing, multiple linear regression analysis, and significance testing. Descriptive analysis was used to determine the characteristics and responses of respondents to the questionnaire items (Pio & Lengkong, 2020). The PLS algorithm was employed to test construct validity using the loading factor (>0.70) (Hair et al., 2021; Hair Jr et al., 2019), discriminant validity (HTMT <0.90) and Fornell-Larcker (square root of AVE $>$ correlation) (Fornell & Larcker, 1981), reliability (Cronbach's alpha and composite reliability >0.70) (Hair et al., 2021; Hair Jr et al., 2019, 2020; Henseler et al., 2016), multicollinearity (VIF <10) (Leitão et al., 2021), R-square (0.25 = weak, 0.50 = moderate, 0.75 = substantial) (Hair et al., 2011), SRMR (model fit) (<0.10), and F-square (≥ 0.02 is small; ≥ 0.15 is medium; ≥ 0.35 is large) (Cohen, 1988). Additionally, bootstrapping tests were conducted to generate path coefficients to examine the impact of independent variables (academic supervision and organizational culture) on the dependent variable (teacher performance) by assessing p-values; if $p < 0.05$, the effect between the independent and dependent variables is considered significant.

RESULTS AND DISCUSSION

Descriptive Statistics

Descriptive statistics are crucial for research as they provide insights into respondents' reactions to each indicator item in the questionnaire (Othman & Elwazer, 2023). In the descriptive analysis, only the items that meet validity and reliability parameters are presented, so not all items from the initial construct are described.

The results of the descriptive analysis for the school management variable reveal that respondents generally provided positive feedback on the statement items. Item 10 received the lowest mean score compared to other items, indicating that respondents felt the principal had not sufficiently guided teachers who had not completed their teaching supervision. In contrast, Item 11 received the highest positive response, where respondents felt that the principal provided

guidance on lesson plan development. These findings suggest that efforts by the principal to improve teacher performance need further development. When teachers have not completed their supervision, the principal should seek solutions and guidance until the teachers meet the performance criteria effectively. It is important to note that providing solutions should not be limited to the initial lesson planning phase but should include ongoing supervision throughout the teaching semester.

Table 1. Description of school management variables (X1)

| No | Item pernyataan | Min. | Max. | Kurt. | M+SD |
|----|---|------|------|-------|-----------|
| 3 | The principal prepares work plans in collaboration with teachers | 1.00 | 5.00 | 2.13 | 4.23±0.75 |
| 4 | The principal prepares a short-term work program | 2.00 | 5.00 | 0.37 | 4.32±0.76 |
| 9 | The principal makes a performance evaluation | 1.00 | 5.00 | 3.54 | 4.32±0.77 |
| 10 | The principal guides teachers who have not completed teaching supervision | 1.00 | 5.00 | 2.64 | 4.00±0.72 |
| 11 | The principal provides guidance in making learning plans | 1.00 | 5.00 | 3.31 | 4.40±0.70 |
| | Amount | 7.00 | 25.0 | 5.91 | 21.4±2.93 |

The descriptive analysis of the organizational culture variable shows that respondents generally provided positive feedback on the statement items, although a minimum value (one) was still observed on five items (excluding Item 2). Item 2 received the lowest mean score among the items; however, respondents did not assign a score of 1.00, indicating that at the lowest, teachers "sometimes" pay attention to every detail of their work as evidence of their understanding of the school's vision and mission. The item with the highest mean was, "I am responsible for the tasks assigned to me, and I will perform them according to the established procedures to achieve the school's goals." This suggests that the organizational culture related to achieving school goals is "frequently" upheld well by teachers. Overall, the mean scores for each item ranged from 4.12 to 4.30 on a five-point Likert scale (see Table 2), leading to the conclusion that the respondents' perceptions of organizational culture are classified as "good."

Table 2. Description of Organizational Culture Variable (X2)

| No | Item pernyataan | Min. | Max. | Kurt. | M+SD |
|----|---|------|------|-------|-----------|
| 1 | I often innovate regarding learning methods in class to encourage student activity so that a pleasant learning atmosphere can be created. | 1.00 | 5.00 | 2.77 | 4.13±0.67 |
| 2 | I truly understand the school's vision and mission, so I will pay attention to every detail of the work I do | 2.00 | 5.00 | 0.78 | 4.12±0.63 |
| 3 | I always emphasize the results of work, but still pay attention to the work process carried out to obtain maximum results. | 1.00 | 5.00 | 2.69 | 4.16±0.70 |
| 4 | I am responsible for the work that has been given, so I will do it according to existing procedures so that school goals can be achieved. | 1.00 | 5.00 | 3.09 | 4.30±0.73 |
| 5 | I feel happy when I have to work together as a team. | 1.00 | 5.00 | 2.20 | 4.20±0.74 |
| 7 | The school has a clear vision, mission and goals so that I can understand and realize them in my work. | 2.00 | 5.00 | 0.11 | 4.25±0.75 |
| | Amount | 8.00 | 35.0 | 5.23 | 25.1±3.33 |

Respondents provided positive evaluations for the items related to the teacher performance variable, although a minimum value (one) was still observed on five items

(excluding Item 4). Item 4 received the lowest mean score among the items; however, respondents did not assign a score of 1.00, indicating that at the lowest, teachers "sometimes" set the timing for end-of-term tests accurately, ensuring that student final exams are always timely. The item with the highest mean score was, "Formulating teaching materials according to the basic competencies." This indicates that when formulating teaching materials, teachers consistently consider the basic competencies outlined in the curriculum. Overall, the mean scores for each item ranged from 4.19 to 4.28 on a five-point Likert scale (see Table 3), leading to the conclusion that respondents' perceptions of teacher performance are categorized as "good."

Table 3. Description of Teacher Performance Variable (Y)

| No | Item pernyataan | Min. | Max. | Kurt. | M+SD |
|----|---|-------|------|-------|-----------|
| 3 | Deliver material in efficient language | 1.00 | 5.00 | 2.52 | 4.23±0.69 |
| 4 | Set the time for the final learning test appropriately | 2.00 | 5.00 | 0.36 | 4.19±0.75 |
| 5 | Using learning test time effectively | 1.00 | 5.00 | 2.30 | 4.23±0.73 |
| 6 | Formulate learning materials according to basic competencies | 1.00 | 5.00 | 2.01 | 4.28±0.75 |
| 7 | Describe the stages of material that students master | 1.00 | 5.00 | 3.02 | 4.23±0.70 |
| 8 | Utilizing environmental phenomena to improve student learning performance | 1.00 | 5.00 | 1.87 | 4.25±0.75 |
| 9 | Use evaluation tools according to objectives | 1.00 | 5.00 | 2.44 | 4.26±0.73 |
| 10 | The evaluation results are used to measure the target minimum completeness criteria | 1.00 | 5.00 | 2.63 | 4.25±0.69 |
| | Amount | 10.00 | 40.0 | 5.02 | 33.9±4.77 |

Outer Model Testing

The validity test results for the school management variable revealed that seven items (Items 1, 2, 5, 6, 7, 8, and 12) did not meet the required loading factor threshold, with values <0.70 (ranging from 0.353 to 0.679). Similarly, for the organizational culture variable, one item (Item 6) had a loading factor of 0.692. For the teacher performance variable, three items (Items 1, 2, and 11) had loading factors <0.70 (ranging from 0.625 to 0.695). Based on these loading factor results, these 11 items were removed, and validity and reliability testing were conducted again. The revised version of all items (19 items) across the three research variables met the loading factor criteria set by Hair et al. (2021) and Hair Jr et al. (2019). Specifically, the loading factors for the school management variable ranged from 0.767 to 0.818, for the organizational culture variable from 0.719 to 0.847, and for the teacher performance variable from 0.758 to 0.869. Additionally, the discriminant validity using the Heterotrait-Monotrait (HTMT) ratio and Fornell-Larcker criteria for the three research variables were all <0.90 (ranging from 0.726 to 0.781), thus meeting the parameters established by Fornell & Larcker (1981) (see Table 4).

Table 4. Validity Testing Results

| Variabel | Factor loading | HTMT | Fornell-Larcker |
|------------------------|----------------|-------|-----------------|
| School management | 0.767-0.818 | 0.781 | 0.788 |
| Organizational culture | 0.719-0.847 | 0.726 | 0.785 |
| Teacher performance | 0.758-0.869 | 0.736 | 0.819 |

In the reliability test, all three research variables exhibited Cronbach's alpha (CA) values >0.70 (ranging from 0.848 to 0.930), composite reliability (rho_a) values >0.70 (ranging from 0.851 to 0.930), composite reliability (rho_b) values >0.70 (ranging from 0.891 to 0.942), and average variance extracted (AVE) values >0.50 (ranging from 0.617 to 0.671). Therefore, all items for the three research variables met the reliability testing parameters set by Hair et al. (2021), Hair Jr et al. (2019, 2020), and Henseler et al. (2016), falling into the categories of "excellent" reliability (0.8 to <0.9) and "somewhat high" reliability (0.9 to 0.95) (Hair Jr et al., 2020).

Table 5. Reliability Testing Results

| Variabel | CA | CR (rho_a) | CR (rho_c) | AVE |
|------------------------|-------|------------|------------|-------|
| School management | 0.848 | 0.851 | 0.891 | 0.621 |
| Organizational culture | 0.875 | 0.878 | 0.906 | 0.617 |
| Teacher performance | 0.930 | 0.930 | 0.942 | 0.671 |

Inner Model Testing

The collinearity statistics (VIF) test results indicate that the collinearity for the relationship between school management and teacher performance is 1.857, and for the relationship between organizational culture and teacher performance is also 1.857. These results suggest that the research variables meet the VIF criteria, as the values are <10 . According to classical linear regression assumptions, a good regression model is one that is free from multicollinearity. Thus, the model is free from multicollinearity (Leitão et al., 2021).

Further examination of the inner model revealed a coefficient of determination (R-square) of 0.518 and an adjusted R-square value of 0.511, placing it in the moderate category (Amali et al., 2022; Hair et al., 2011; Sarwono, 2008). An R-square of 0.511 indicates that all independent variables collectively account for 51.1% of the variation in the dependent variable, meaning that 48.9% of the variance is influenced by other variables not tested in this study.

The Root Mean Square Residual (SRMR) is defined as the difference between the observed correlations and the model-implied correlation matrix. It allows for the assessment of the average discrepancy between observed and expected correlations as an absolute measure of model fit (Henseler et al., 2016). The SRMR test results show that the saturated model has an SRMR value of 0.072, which is <0.10 (see Table 6), indicating that the model meets the Goodness of Fit (GoF) criteria.

Table 6. Model Fit Evaluation

| | Saturated model | Estimated model |
|------------|-----------------|-----------------|
| SRMR | 0.072 | 0.072 |
| d-ULS | 0.997 | 0.997 |
| D_G | 0.614 | 0.614 |
| Chi-square | 472.691 | 472.691 |
| NFI | 0.766 | 0.766 |

The F-square value for the relationship between academic supervision and teacher performance is 0.15, indicating a medium effect, while the F-square value for the relationship between organizational culture and teacher performance is 0.20, also indicating a medium effect (Cohen, 1988). Thus, it can be concluded that both academic supervision and organizational culture have a moderate impact on teacher performance.

In the direct effect (path coefficient) testing, the p-values for the influence of each independent variable on the dependent variable are 0.000 (<0.05), with T-statistics for academic supervision \rightarrow teacher performance at 4.249 and for organizational culture \rightarrow teacher performance at 5.022 (see Table 7). Therefore, it can be concluded that both academic supervision and organizational culture have a significant impact on teacher performance.

Table 7. Path Coefficients Results

| | Original sample (O) | Sample (M) | Standard deviation | T-statistic | P-values |
|--|---------------------|------------|--------------------|-------------|----------|
| School Management \rightarrow teacher performance | 0.366 | 0.360 | 0.086 | 4.249 | 0.000 |
| Organizational culture \rightarrow teacher performance | 0.419 | 0.420 | 0.083 | 5.022 | 0.000 |

In the graphical output (see Figure 1), the inner model analysis using path coefficients and T-values reveals values of 0.366 and 0.419, with an adjusted R-square value of 0.511. The

outer model results also confirm that the T-values for all items across the three research variables range from 9.511 to 28.142, with p-values <0.05.

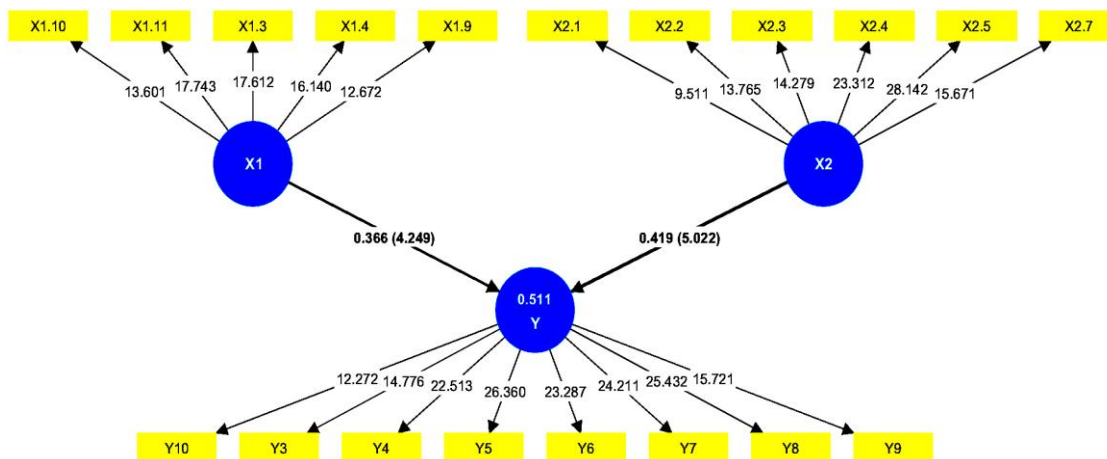


Figure 1. the inner model analysis using path coefficients and T-values

Discussion

The results of this study indicate that school management and organizational culture have a significant impact on teacher performance in the Kepulauan Meranti Regency. The collinearity statistics test (VIF) shows that both independent variables, school management and organizational culture, have a VIF value of 1.857. This value is below the threshold of 10, indicating that there is no issue of multicollinearity in the regression model used (Leitão et al., 2021). Thus, the linear regression model employed in this study is considered free from multicollinearity, meeting an essential classical assumption for the validity of the results.

Further testing of the inner model reveals an R-square value of 0.518 and an adjusted R-square value of 0.511. This adjusted R-square value indicates that 51.1% of the variability in teacher performance can be explained by the variables of school management and organizational culture simultaneously, while the remaining 48.9% is influenced by other variables not included in this study (Amali et al., 2022; Hair et al., 2011; Sarwono, 2008). The moderate category of the adjusted R-square value suggests that the research model has a reasonably good capability to explain the relationship between the independent and dependent variables.

Furthermore, the Root Mean Square Residual (SRMR) test results show a value of 0.072, which is below the threshold of 0.10 (Henseler et al., 2016). SRMR is used to measure the average difference between the observed correlations and the correlation matrix implied by the model. A low SRMR value indicates that the model fits well, meaning that the model used in this study is considered appropriate and accurate in representing the existing data.

These findings suggest that both effective school management and positive organizational culture play crucial roles in improving teacher performance. Effective school management, which includes strategic planning, human resource development, financial management, and operational supervision, has been shown to enhance teacher motivation and performance. Inspirational and participatory school leadership also contributes to increased teacher morale and dedication in performing their duties (Zega et al., 2022).

A positive organizational culture is also found to have a significant impact on teacher performance. A supportive and collaborative culture creates a conducive work environment, which in turn enhances teacher satisfaction and work commitment (Kurt & Duyar, 2023). Active participation from all school members in decision-making processes also proves to increase the sense of ownership and responsibility towards overall school performance (Kaltsas & Gkaintartzi, 2023).

The findings of this study are consistent with previous research indicating that a combination of good school management and positive organizational culture can lead to optimal teacher performance. This study provides an important contribution to the literature on educational management, particularly in the context of remote areas such as Kepulauan Meranti Regency, where challenges in school management and organizational culture development may be more complex compared to urban areas.

In practice, these findings offer insights for school administrators and education policymakers to continue developing effective management strategies and fostering a positive organizational culture. Through these efforts, it is hoped that teacher performance can be continuously improved, ultimately leading to a positive impact on the quality of education in Kepulauan Meranti Regency.

CONCLUSION

The findings of this study demonstrate that school management and organizational culture have a significant impact on teacher performance in Kepulauan Meranti Regency. Based on the collinearity statistics test (VIF), the VIF value of 1.857 for both school management and organizational culture variables indicates that the model is free from multicollinearity issues. Inner model testing resulted in an R-square value of 0.518 and an adjusted R-square value of 0.511, indicating that 51.1% of the variability in teacher performance can be explained simultaneously by the variables of school management and organizational culture, while the remaining 48.9% is influenced by other variables not tested in this study.

Additionally, the Root Mean Square Residual (SRMR) test results show a value of 0.072, which is below the threshold of 0.10, indicating that the model used in this study has a good fit and accurately represents the data. Overall, this study underscores the importance of effective school management and a positive organizational culture in enhancing teacher performance, which can ultimately lead to improvements in educational quality. The recommendation from this research is First, Development of School Management Competencies: School leaders and education managers should receive ongoing training and development to enhance their competencies in school management. This training should include aspects of strategic planning, human resource development, financial management, and operational supervision. Second, Improvement of Organizational Culture: Schools should foster a supportive and collaborative organizational culture. This can be achieved through programs that promote team cooperation, effective communication, and active participation of all school members in decision-making processes.

Third, Utilization of Technology for Management: Implementing information technology in school management can improve operational efficiency and effectiveness. Technology-based school management systems can assist in data management, communication, and decision-making processes. Fourth, Enhancement of Community Participation: School leaders should develop strategies to involve more staff, students, and the school community in decision-making processes. Broader participation can enhance commitment and job satisfaction, ultimately improving teacher performance and school quality. Last, Continuous Evaluation and Monitoring: Schools should conduct regular evaluations and monitoring of management performance and organizational culture. This can help identify areas needing improvement and ensure that implemented strategies are effective.

REFERENCES

- Abduraimi, P. B., Mustafi, M., & Islami, X. (2023). The Role of Organizational Culture on Employee Engagement. *Business: Theory and Practice*, 24(1), 109–122. <https://doi.org/10.3846/btp.2023.17241>
- Al Shebli, A. (2023). Effective Leadership Practices in Schools: Approaches to Eliminate Turnover. In A. K. Abdallah & A. M. Alkaabi (Eds.), *Advances in Educational*

- Marketing, Administration, and Leadership* (pp. 22–41). IGI Global. <https://doi.org/10.4018/978-1-6684-7818-9.ch002>
- Amali, L. N., Katili, M. R., Suhada, S., Hadjaratie, L., & Mardlatillah, H. (2022). Technology acceptance model in government context: A systematic review on the implementation of IT governance in a government institution. *Jurnal Online Informatika*, 7(1), 80–88. <https://doi.org/10.15575/join.v7i1.853>
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157. https://doi.org/10.4103/jpcs.jpcs_62_19
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Darsiah, D. (2023). Motivasi Berprestasi Guru dalam Meningkatkan Kinerja Guru di MA Syaikh Zainuddin NW Anjani. *MANAZHIM*, 5(1), 1–10. <https://doi.org/10.36088/manazhim.v5i1.2285>
- Erna Lestari Rambe & Dedi Nofrizal. (2022). Effect of Work Motivation and Professional Competence about the Performance of Teachers in SMP N Tebing Tinggi, Meranti Islands Regency. *Formosa Journal of Sustainable Research*, 1(7), 1185–1198. <https://doi.org/10.55927/fjsr.v1i7.2188>
- Fernow, R. C. (2023). *Principles of Magnetostatics* (1st ed.). Cambridge University Press. <https://doi.org/10.1017/9781009291156>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education (8th ed.)*. McGraw-Hill Education.
- Ghedini, E. (2021). Social Innovation through Collaboration for Enabling Educational Inclusive EcoSystems: Following Italy's Lead. In S. R. Semon, D. Lane, & P. Jones (Eds.), *International Perspectives on Inclusive Education* (pp. 71–96). Emerald Publishing Limited. <https://doi.org/10.1108/S1479-363620210000017008>
- Gouëdard, P., Kools, M., & George, B. (2023). The impact of schools as learning organisations on teachers' self-efficacy and job satisfaction: A cross-country analysis. *School Effectiveness and School Improvement*, 34(3), 331–357. <https://doi.org/10.1080/09243453.2023.2196081>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). An introduction to structural equation modeling. In *Partial least squares structural equation modeling (PLS-SEM) using R: A workbook* (pp. 1–29). Springer. https://doi.org/10.1007/978-3-030-80519-7_1
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152. <https://doi.org/10.2753/MTP1069-6679190202>
- Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis*. Cengage.
- Hair Jr, J. F., Page, M., & Brunsveld, N. (2020). *Essentials of business research methods* (4th ed.). Routledge. <https://doi.org/10.4324/9780429203374>
- Hakim, S., Sowiyah, S., Fitriyanti, Z., & Perdana, R. (2021). The effect of academic supervision in improving teacher performance: A literature review. *Proceedings of the 2nd International Conference on Progressive Education, ICOPE 2020*, 16-17 October 2020, Universitas Lampung, Bandar Lampung, Indonesia. <https://doi.org/10.4108/eai.16-10-2020.2305197>
- Hasrul Azwar Hasibuan & Rindi Andika. (2023). The Characteristics of Organizational Culture on Teacher Performance in Schools. *The International Conference on Education, Social Sciences and Technology (ICESST)*, 2(1), 66–70. <https://doi.org/10.55606/icesst.v2i1.270>

- Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: Updated guidelines. *Industrial Management & Data Systems*, 116(1), 2–20. <https://doi.org/10.1108/IMDS-09-2015-0382>
- Kaltsas, E. P., & Gkaintartzi, A. (2023). Active Participation of Students in the Education Process. In Dr. R. C. Rus (Ed.), *Research Highlights in Language, Literature and Education* Vol. 6 (pp. 36–43). B P International (a part of SCIENCEDOMAIN International). <https://doi.org/10.9734/bpi/rhll/v6/9919F>
- Kava, C., Parker, E., Baquero, B., Curry, S., Gilbert, P., Sauder, M., & Sewell, D. (2018). Organizational culture and the adoption of anti-smoking initiatives at small to very small workplaces: An organizational level analysis. *Tobacco Prevention & Cessation*, 4, 39. <https://doi.org/10.18332/tpc/100403>
- Kinay Kuru, N., & Tabancali, E. (2023). The Relationship between Teachers' Professional Learning, School Culture, and Teachers' Demographic Characteristics. *International Journal of Educational Research Review*, 8(3), 682–696. <https://doi.org/10.24331/ijere.1282840>
- Kurt, T., & Duyar, I. (2023). The Influence of Perceived Organizational Support on Teachers' Job Satisfaction: The Mediating Roles of Climate for Initiative and Climate for Psychological Safety. *Participatory Educational Research*, 10(2), 156–173. <https://doi.org/10.17275/per.23.34.10.2>
- Leitão, J., Pereira, D., & Gonçalves, Â. (2021). Quality of work life and contribution to productivity: Assessing the moderator effects of burnout syndrome. *International Journal of Environmental Research and Public Health*, 18(5), 2425. <https://doi.org/10.3390/ijerph18052425>
- Listyo Prabowo, S. (2022). Improving teacher performance through competency improvement, teacher certification, and leader member exchange. *Baltic Journal of Law & Politics: A Journal of Vytautas Magnus University*, 15(2), 32–60. <https://doi.org/10.2478/bjlp-2022-001002>
- Louis, K. S., & Murphy, J. F. (2023). The contributions of positive organizational studies to educational leadership and school improvement. In *International Encyclopedia of Education* (Fourth Edition) (pp. 511–523). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.05072-7>
- Мяо, Ц. (2022). Features Of Organizational Culture Of Multinational Organization. *Економіка Та Суспільство*, 39. <https://doi.org/10.32782/2524-0072/2022-39-30>
- McLean, C. (2023). School Citizen Assemblies: Developing Educational Ecosystems of Civic Engagement, Action and Social Change. In D. Crowther & S. Seifi (Eds.), *Preparing for a Sustainable Future* (pp. 187–206). Springer Nature Singapore. https://doi.org/10.1007/978-981-99-2456-1_9
- Muhammad Adil & Fajarwaty Kusumawardhani. (2022). Competency Development of State Civil Apparatus (ASN) Of Planning (Planners) In The Meranti Islands Regency. *Jurnal Niara*, 15(2), 195–210. <https://doi.org/10.31849/niara.v15i2.9947>
- Nia Wardhani. (2022). Fungsi Leadership Dalam Peningkatan Target Kurikulum: (Pengawas, Kepala Sekolah Dan Guru). *Jurnal Eksperimental: Media Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 6(2). <https://doi.org/10.58645/eksperimental.v6i2.101>
- Pant, Y. J. (2023). Effect of School Leadership Programs on Educational Outcomes vis-a-vis SDGs: A comparative study of Nepal and its selected neighbors. *Innovative Research Journal*, 2(2), 86–101. <https://doi.org/10.3126/irj.v2i2.56161>
- Pio, R. J., & Lengkong, F. D. J. (2020). The relationship between spiritual leadership to quality of work life and ethical behavior and its implication to increasing the organizational citizenship behavior. *Journal of Management Development*, 39(3), 293–305. <https://doi.org/10.1108/JMD-07-2018-0186>

- Riski, A., & Rino, R. (2024). The The Effect of Digital Leadership Style, Motivation, and Work Ability on Employee Performance After the Covid-19 Pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(1), 424–441.
- Safitri, I. W., & Nugroho, S. H. (2023). The Influence of Leadership Style Organizational Culture and Rewards for Motivation Work and Teacher Performance in Formal Education Units. *Jurnal Pamator: Jurnal Ilmiah Universitas Trunojoyo*, 16(2), 312–327. <https://doi.org/10.21107/pamator.v16i2.19103>
- Sarwono, J. (2008). *Mengenal AMOS untuk analisis structural equation model*. Graha Ilmu.
- Scammon, D. L., Tabler, J., Brunisholz, K., Gren, L. H., Kim, J., Tomoiaia-Cotisel, A., Day, J., Farrell, T. W., Waitzman, N. J., & Magill, M. K. (2014). Organizational culture associated with provider satisfaction. *The Journal of the American Board of Family Medicine*, 27(2), 219–228. <https://doi.org/10.3122/jabfm.2014.02.120338>
- Suhardi, M. (2022). Pengaruh Budaya Organisasi dan Etika Kerja terhadap Produktivitas Guru SMA Swasta. *Journal of Education and Instruction (JOEAI)*, 5(2), 496–504. <https://doi.org/10.31539/joeai.v5i2.4382>
- Susisanti, S. (2022). Hubungan Transparansi Dan Akuntabilitas Dengan Partisipasi Komunitas Sma Negeri 26 Bone. *Manajemen Pendidikan*, 17(1), 22–35. <https://doi.org/10.23917/jmp.v17i1.15407>
- Virgana, V., & Suradika, A. (2022). School Management Effectiveness: The Analysis of Organizational Culture, Leadership Style, Work Environment, And Satisfaction. *International Journal of Educational Management and Innovation*, 3(3), 263–278. <https://doi.org/10.12928/ijemi.v3i3.6056>
- Werang, B. R., Jampel, I. N., Agung, A. A. G., Putri, H. W. S., & Sandra Ingried Asaloei. (2022). Teacher teaching performance, students' learning motivation and academic achievement. *Cypriot Journal of Educational Sciences*, 17(12), 4672–4682. <https://doi.org/10.18844/cjes.v17i12.7586>
- Zahiq, Moh. (2022). Manajemen Kepala Sekolah sebagai Upaya Peningkatan Profesionalisme Guru. *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam*, 6(1), 113–126. <https://doi.org/10.54437/alidaroh.v6i1.398>
- Zahraini, Situmorang, B., & Rosneli. (2021). Academic supervision program by school supervisors to improve the quality of learning at the State Vocational High School 3 Banda Aceh. *Advances in Social Science, Education and Humanities Research*, 591, 83–90. <https://doi.org/10.2991/assehr.k.211110.065>
- Zega, N. A., Sitanggang, N., & Nasrun. (2022). Principal Participatory Leadership Management in Improving Teacher Performance. *JPI (Jurnal Pendidikan Indonesia)*, 11(4). <https://doi.org/10.23887/jpiundiksha.v11i4.53671>
- Zulfikri, Z. (2022). Sistem Informasi Penilaian Guru Di Madrasah Aliyah Negeri 1 Selat Panjang. *Jurnal Teknologi dan Sistem Informasi Bisnis*, 4(2), 341–348. <https://doi.org/10.47233/jteksis.v4i2.523>