

# Uluslararası Ders Kitapları ve Eğitim Materyalleri Dergisi

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## The Impact of Organizational Culture and Principal Leadership on Teacher's Performance

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### ABSTRACT

### Research Article

The goal of this research is to evaluate the influence of school organizational culture and leadership on the success of teachers. This comprehensive analysis was done at Muara Sugihan State High School in the sub-district. The data collection method used a questionnaire administered to a sample of 59 teachers. The goal of this research is to evaluate the influence of school organizational culture and leadership on the success of teachers. This comprehensive analysis was done at Muara Sugihan State High School in the sub-district. The data were collected using a questionnaire administered to a sample of 59 teachers. The findings of this analysis find 1) there is a positive and significant impact of the school organizational culture on the performance of teachers in the Muara Sugihan District; 2) there is a positive and significant influence of the principal leadership on the performance of teachers in the Muara Sugihan District; 3) there is a positive impact on the success of teachers in the Muara Sugihan District between the ethos of the school community and the leadership of the principal. This paper provides different finding from other paper where the school tends to have good teacher's performance, they should have good organizational culture and principal leadership.

**Key Words:** Organizational culture, executive leadership, teacher's performance

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## Örgütsel Kültürün ve Yönetici Liderliğin Öğretmenin Performansı Üzerindeki Etkisi

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### ÖZ

### Araştırma Makalesi

Bu araştırmanın amacı, okul örgütsel kültürünün ve liderliğin öğretmenlerin başarısı üzerindeki etkisini değerlendirmektir. Bu kapsamlı analiz Muara Sugihan Devlet Lisesi'nde yapıldı. Veri toplama yönteminde, 59 öğretmenden oluşan bir örnekleme uygulanan bir anket kullanılmıştır. Bu araştırmanın amacı, okul örgütsel kültürünün ve liderliğin öğretmenlerin başarısı üzerindeki etkisini değerlendirmektir. Bu kapsamlı analiz nahiyedeki Muara Sugihan Devlet Lisesi'nde yapıldı. Veriler, 59 öğretmenden oluşan bir örnekleme anket uygulanarak toplanmıştır. Bu analizin bulgularına göre 1) Okul örgüt kültürünün Muara Sugihan İlçesindeki öğretmenlerin performansı üzerinde olumlu ve anlamlı bir etkisi vardır; 2) Muara Sugihan İlçesindeki öğretmenlerin performansı üzerinde müdür liderinin olumlu ve anlamlı bir etkisi vardır; 3) Muara Sugihan Mahallesi'ndeki öğretmenlerin başarısında okul topluluğunun ahlakı ile okul müdürünün liderliği arasında olumlu bir etki vardır. Bu Araştırma, okulun iyi bir öğretmen performansına sahip olma eğiliminde olduğu, iyi bir organizasyon kültürüne ve müdür liderliğine sahip olması gereken diğer makalelerden farklı bulgular sağlar.

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**Anahtar Kelimeler:** Örgütsel kültür, yönetici liderliği, öğretmen performansı

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## Introduction

This paper was based on the UNBK (Computer Based National Examination) results for SMAN 1 Muara Sugihan, which were poor compared to the SMA/SMK graduation level for the National Examination was 5.5. (Minty Regulation of Education Number 3 of 2013). Although the National Examination Score is no longer a prerequisite for students to move on to the educational unit level, the achievement of the UNBK Score at SMAN 1 Muara Sugihan is below 55, which is classified as deficient. The findings of the UNBK SMA Negeri 1 Muara Sugihan over the last three years can be seen in the table below.

**Table 1.** UNBK Results for SMA Negeri 1 Muara Sugihan

No	Year	Average UNBK Value
1	2017	2,35
2	2018	3,23
3	2019	4,24

Source: Adm UN and UNBK SMAN 1 Muara Sugihan

The poor performance of teachers is one of the key issues that require care. Minister of Finance Sri Mulyani reported in the news on okezone.com on 22 November 2017 that the government had set the 2018 investment priority on infrastructure and human capital (HR). In order to increase the standard of education in Indonesia, the success of teachers is emphasized by Sri Mulyani, since Indonesia is still ranked 53rd in the world in the field of education. The data indicates that about 4 million teachers are compensated annually by the government, but their output is not professional. This shows that the output of teachers in Indonesia is still poor, as can be shown from the results of the 2015 UKG, which shows the national average value of 44.5 for teachers, far from the norm value of 75. (Kemdikbud, 2016). His pedagogical and technical skills are still poor, his teaching methods are dull, not literate and clueless. Low performance of teachers will result in poor productivity or graduates.

Initial observations were made at SMAN 1 Muara Sugihan and SMAN 2 Muara Sugihan with direct observation at the test site on 21 and 30 September 2019. The principals at both schools were frequently absent. Even then, power does not only come from a monarch, it may come from a working community or from peers from one school and one career called a school culture or a job culture. This means that the success of a leader is not only due to his ability to lead, but also to the degree to which the working environment of his subordinates promotes the success of his leader.

The results of study studies and interviews with the vice-principal in the SMAN 2 curriculum area Muara Sugihan have given rise to a variety of issues, including (1) the principal is always not at school and the teacher is always late; (2) the teacher uses the old RPP just to change the year and cover; (3) the teacher does not schedule lessons until there is an examination; (4) Teachers always send notes to students; (5) teachers gather and talk in the office during the hours of study; (6) teachers do not enrich the material; (7) teachers do not make an assessment; (8) teachers are not good at technology; (9) The poor academic performance of students is seen from the average acquisition of UNBK ratings. This suggests that the success of teachers in these SMAs is still poor.

Accordingly, on the basis of these preliminary findings, the researcher claims that SMAN 1 Muara Sugihan and SMAN 2 Muara Sugihan deserve to be used as a location for this study. On the basis of this definition, organizational culture and leadership have an important role to play in enhancing teacher performance, which is why it is important for more study.

From a summary of the context to the challenge, the researcher is involved in more studies on the effect of organizational culture and key leadership on teacher efficiency.

Similar study has been performed by Fahmi (2014), Dirun (2016), Zainuddin (2017), Gandung (2019), Nurviza et al (2019), which has shown that (1) there has been a significant impact of organizational culture on the performance of teachers; (2) there has been a significant influence of principal leadership on the performance of teachers; and (3) there has been a significant influence of organizational culture and leadership. While in Turkish, school principals mainly use Friendliness, Coalition and Bargaining strategies; and they rarely use Sanction and Assertiveness strategies (Aydin and Pehlivan, 2010).

Output is the work that has been carried out by an individual or an organisation, both profit-oriented and non-profit-oriented, which is achieved over a given period of time, where outcomes can be proven concretely and can be measured against predetermined criteria (Fahmi: 2018; Tobari: 2016). Output as a teacher operation in schools in the performance of duties, the fulfillment of tasks and obligations in conjunction with key tasks and roles in order to achieve objectives is said to improve if the standard of job outcomes, timeliness, initiative, expertise and cooperation is met (Soepardi: 2014; Sedarmayanti: 2017). According to Mulyasa (2013) and Suharsaputra (2018), teaching success is a key component of the school learning process that defines the level of teaching expertise, teaching abilities, principles and attitudes of teachers in the performance of their duties as educators. The theory used by researchers is based on the opinion of Uno (2017), the teaching success in this study is an action carried out by a teacher in the performance of duties, including quality of practice, speed/exactness, effort, expertise and communication.

Culture is a human phenomenon that is continuously handed on from generation to generation through the phases of the learning process in the form of beliefs, standards, customs, works, memories and rituals that are embedded in and used as part of the order of daily life (Wibowo: 2015); Ahmad: 2016; Fahmi: 2018). Tobari (2016) suggests that organizational culture is a behavior, value, ideology that is readily absorbed and easily interpreted, exercised and becomes the foundation for the execution of organizational activities. There are seven characteristics of the study results defined as markers of organizational culture that have an effect on the working environment or working culture, namely individual autonomy, organizational structure, help, organizational identification, success incentives, conflict tolerance and risk tolerance (Amir) (2014). Regular practices are very influential for teachers to carry out their tasks, and a friendly school organizational atmosphere will contribute to a strong incentive for teachers to work (Nurviza, et al: 2019). The school's organizational culture in this analysis is a school culture that incorporates the beliefs, standards, and attitudes or actions of each member of the school, and is intended to form the character of the school or to establish an identification for the school.

Leadership is an art to convince other people to cooperate with various predetermined methods and utilize all available resources towards achieving goals effectively and efficiently (Rohiat: 2011; Kristiawan, et al: 2019). Fitria (2016) wrote that, in leadership there is a relationship that affects between the leader and those who are led in the hope that there will be real change and the result is a common goal. According to Mulyasa (2013) the principal as a leader must have the right strategy to improve the professionalism of teachers and education personnel; have the right strategy so that education personnel work together and are involved in school programs; managing curriculum, student administration, personnel administration and administration of infrastructure and archives and finance; carry out supervision and control in order to improve resource performance by supervising and following up; has a personality, knowledge of educational staff, vision and mission of the school, the ability to make decisions and communicate; looking for new breakthroughs in implementing school programs; able to motivate staff and teaching staff in improving performance. The leadership of the principal in

this study is in accordance with the EMASLIM theory proposed by Mulyasa, namely the role of the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator in an effort to improve teacher performance. According to Mulyasa (2013), the Principal as a Leader must have the right strategy to strengthen the professionalism of teachers and education personnel; have the right strategy to ensure that education staff work together and engage in school programs; control instruction, student administration, staff administration and administration of facilities and archives and finance; the willingness to inspire staff and teaching staff to enhance efficiency. The leadership of the Principal in this study is consistent with the EMASLIM theory suggested by Mulyasa, namely the role of the Principal as an instructor, manager, administrator, boss, chief, innovator and motivator in the attempt to enhance teacher performance. This research was done to evaluate the influence of school organizational culture and leadership on the teacher's performance.

We suggest the following theory from the summary of the problems found in this report:

H<sub>a1</sub> : The school organizational culture has a huge influence on the success of teachers

H<sub>01</sub> : There is no major influence of school organizational culture on teacher efficiency

H<sub>a2</sub> : There is a major impact of primary leadership on the success of students

H<sub>02</sub> : There is no major impact of primary leadership on the success of students

H<sub>a3</sub> : There is a major effect on the corporate culture of the school and the key leadership on the success of the teacher

H<sub>03</sub> : There is no major influence on the success of teachers of the school's corporate culture and principal leadership.

## Methods

The study was performed for four months from September to December 2019 at public high schools in Muara Sugihan District, Banyuasin Regency, namely SMAN 1 Muara Sugihan and SMAN 2 Muara Sugihan. This study is a form of quantitative research with an ex post-facto approach, Sugiyono (2017) argues that the ex post-facto design has the goal of investigating the events that have happened and then tracing them to determine the causes that have triggered these events. The population in this sample was principals and high school teachers in the sub-district of Muara Sugihan. Sugiyono (2018) says that if the subject is less than 100, it is best to take all of them in such a way that the test is a complete sampling/census sample. The sample in this study was 59 participants, namely 32 SMAN 1 teachers, Muara Sugihan and 27 SMAN 2 teachers, Muara Sugihan. The analysis analyzes two independent variables and one dependent variable. In this report, data on school organizational culture, school leadership and teacher performance should be gathered using data collection methods in the form of questionnaires, evaluation and reporting. The questionnaire in this analysis corresponds to the Likert scale with ratings varying from high to low of 5 to 1. Observation methods are used to view the teaching and learning practices of teachers specifically, while reporting is used to collect additional knowledge on corporate culture and leadership. Principals and teaching staff at public high schools in the Muara Sugihan sub-district. A pre-requisite test was conducted in the form of normality, linearity, multicollinearity and heteroscedasticity tests. Both of these measurements were used by a computer software named SPSS Version 20. The data analysis was then carried out to confirm the research hypothesis.

Easy regression analysis was carried out to test Hypothesis 1 on the impact of school organizational culture ( $X_1$ ) on teacher performance (Y) and Hypothesis 2 The effect of primary leadership ( $X_2$ ) on teacher performance (Y) can be done using formula  $Y = a + bX$  (Sugiyono: 2018). To find the price a, the formula  $a = Y - bX$  and b are determined using the formula  $b = \frac{\sum xy}{\sum x^2}$ .

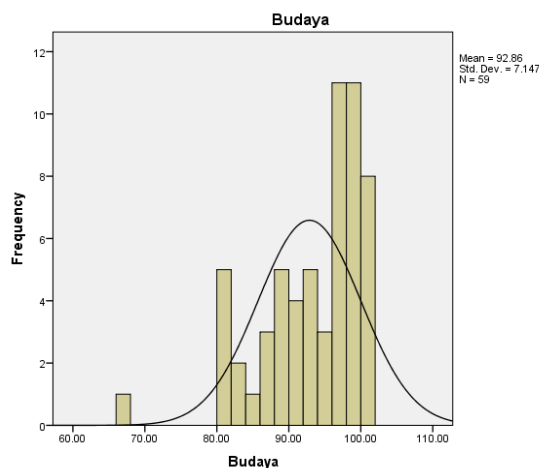
The basic regression coefficient test or t-test is used to test if the independent variable has a partial effect on the dependent variable. In other words, the variables of school organizational culture and primary leadership have an individual effect on teacher performance. The t-test is conducted by comparing the t-count value with the t-table with the test parameters if  $t\text{-count} \leq t\text{-table}$  then  $H_0$  is accepted, and vice versa if  $t\text{-count} \geq t\text{-table}$  then  $H_0$  is refused. The measures for the t-test are used by the implementation software SPSS 20, i.e. 1) input data on the view variable and the data view; 2) press analysis and regression, then click linear; 2) fill in the dependent box Y, fill in the independent box  $X_1, X_2, X_3$ , click OK; 3) performance regression occurs.

Multiple regression analysis is used by researchers where the researcher wants to predict how the dependent variable is when two or more independent variables are manipulated as predictor factors (Sugiyono: 2018). The formula  $Y = + b_1X_1 + b_2X_2$  is used to test Hypothesis 3, i.e. the effect of school organizational culture ( $X_1$ ) and principal leadership ( $X_2$ ) on teacher success (Y). Simultaneous test F or regression coefficient test is used to test whether the independent variables simultaneously influence the dependent variable. In other words, the variables of school organizational culture and primary leadership have a similar effect on teacher performance. The F-test is conducted by comparing the value of F-count with the value of Ftable with the test parameters if  $F\text{-count} \leq F\text{-table}$  then  $H_0$  is approved, and vice versa if  $F\text{-count} \geq F\text{-table}$  then  $H_0$  is denied. The F-test uses the SPSS 20 program, the steps are as follows: 1) click analysis, then regression, then click linear; 2) insert the variable Y in the dependent box, and the variables  $X_1, X_2, X_3$  in the independent box, click OK; 3) the regression result emerges.

## Results

### Descriptive Analysis

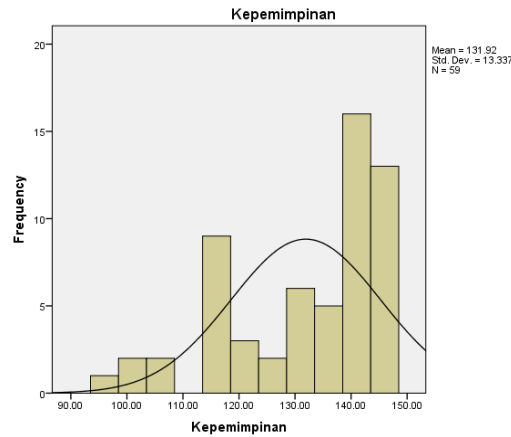
Based on the results of the descriptive analysis, it is understood that the school organizational culture component in a very good category is 38 or 64.4 %, the good category is 12 or 20.3%, the moderate category is 4 or 6.8 %, the bad category is 4 or 6%, 8%, and the very poor category is 1 or 1.7%. The findings of the study suggest that the corporate culture of the school is in a strong group. The findings of the study are shown in the histogram below.



**Figure 1.** Descriptive Statistics Histograms of School Organizational Culture Variables

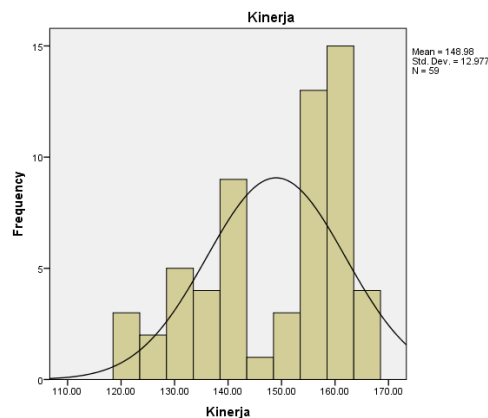
The descriptive analysis of the Principal's leadership reveals that the main leadership component in a very good category is 35 or 59.3%, the good category is 6 or 10.2%, the intermediate category is 9 or 15.3%, the bad category is 4 or 6.8%, and the very low category

is 5 or 8.5 %. The findings of the study suggest that the corporate culture of the school is in a strong group. The distribution of main leadership data is presented in the following histogram.



*Figure 2. Descriptive Statistics Histograms of Principal Leadership Variables*

Based on the results of the descriptive study of the success of the instructor, it is recognized that the performance of the teacher in the very good category is 31 or 52.%, the good category is 4 or 6.8%, the moderate category is 7 or 11.9%, the bad category is 7 or 11, 9% and the very poor category is 10 or 16.9%. The findings of the study suggest that the corporate culture of the school is in a strong group. The distribution of teacher output data is seen in the following histogram.



*Figure 3. Descriptive Statistics Histograms of Teacher Performance Variables*

**Test Prerequisite Analysis**

**Normality test**

Normality checking using version 20 of the SPSS program uses the usual P-P Structured Residual Regression Map. The parameters are based on 1) if the data spreads along the diagonal line and meets the path of the diagonal line, then the regression model fulfills the normality assumption; 2) if the data spreads further from the diagonal line and or does not obey the direction of the diagonal line, the regression model does not satisfy the normality assumption. The results of the Normal P-P plot chart are shown in the following diagram.

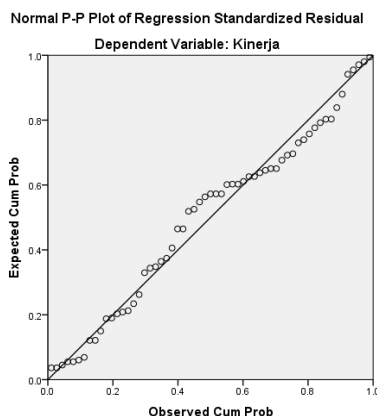


Figure 4. Data Normality Based on Normal P-P Plot Graph

Based on the PP-Plot illustration above, it is understood that the data extends along the diagonal line and assumes the course of the diagonal line such that it can be assumed that the regression model satisfies the expectation of normality.

**Linearity Test**

Table 1. The results of the linearity test for school organizational culture variables, principal leadership and teacher performance

Variable	F count	Significance	Information
The School Organizational culture (X <sub>1</sub> ) and Teacher Performance (Y)	45,794	0,000	Linear
Principal Leadership (X <sub>2</sub> ) and Teacher Performance (Y)	47,175	0,000	Linear

(Source: SPSS Application Program Analysis Version 20)

Based on Table 1, it can be shown that the linearity value is 0.000 for the relationship between the school organizational culture vector (X<sub>1</sub>) and the output of the instructor (Y). The relationship between the school principal leadership variable (X<sub>2</sub>) and teacher performance (Y) at Linearity was then assigned a value of 0.000. The association between these variables in linearity resulted in a value of less than 0.05.

**Multicollinearity Test**

The results of the multicollinearity test using the computer facilities of the SPSS application program version 20 are shown in the following table.

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF	Information
The School Organizational culture	0,540	1,853	Non Multicollinearity
Principal Leadership	0,540	1,853	Non Multicollinearity

(Source: SPSS Application Program Analysis Version 20)

Based on table 2 above, the VIF value for the variable school organizational culture (X<sub>1</sub>) and school principal leadership (X<sub>2</sub>) is VIF = 1.853. The VIF value of the two variables is less than 10.00. Then for the tolerance value for the two variables is 0.540 and the value is more



than 0.10. So it can be concluded that the regression model does not occur multicollinearity, or in other words there is no significant relationship between independent variables.

### Heteroscedasticity Test

**Table 3. Heteroscedasticity Test Results**

Variable	Significance	Information
The School Organizational culture	0,097	Non Heteroscedasticity
Principal Leadership	0,874	Non Heteroscedasticity

(Source: SPSS Application Program Analysis Version 20)

Based on the results of the heteroscedasticity test in table 3 above, the school organizational culture variable ( $X_1$ ) is 0.097 and the principal leadership variable ( $X_2$ ) is 0.874, indicating that all variables have a significance value  $> 0.05$ . This means that all variables are free from heteroscedasticity problems (non heteroscedasticity).

### Hypothesis Testing

The basic regression test results of the school organizational culture variable on success produce the regression equation  $Y = 50,823 + 1,057 X_1 + e$ , which means that if the school organizational culture is greater than one unit, there would be an improvement in teacher performance by 1,057 units, given that other variables remain.

**Table 4. Simple Linear Regression Test Results for School Organizational Culture**

Variable Dependent: Teacher Performance			
Variable	Unstandardized coefficient B	t-count	Sig.
The School Organizational Culture	1,057	5,406	0,000
Constant = 50,823			
$R^2 = 0,339$			

(Source: SPSS Application Program Analysis Version 20)

From table 4 above, it can be shown that the t value is 5.406 which is larger than table t (2.001) and the significance value is 0.000 which is less than 0.05 and the regression coefficient is 1.057 which has a positive trend. Thus, the first theory that the school organizational culture has a major impact on the success of teachers is acknowledged.

The results of the basic regression test of the principal's performance management component produce the regression equation  $Y = 72,993 + 0,576 X_2 + e$ , which implies that if the principal's performance is greater than one unit, the instructor performance will improve by 0.576 units, assuming that other variables remain.

**Table 5. Simple Linear Regression Test Results for Principal Leadership**

Variable Dependent: Teacher Performance			
Variable	Unstandardized coefficient B	t-count	Sig.
Principal Leadership	0,576	5,546	0,000
Constant = 72,993			
$R^2 = 0,351$			

(Source: SPSS Application Program Analysis Version 20)

In comparison, the results in table 5 above indicate a t value of 5,546 which is greater than table t (2,001) and a value of 0.000 which is less than 0,05. This means that the second theory, which states that there is a major impact of principal leadership on the success of students, is accepted by the findings of observational study.

Centered on the Multiple Regression Estimation of the SPSS 20 implementation program, the regression equation  $Y = 45.729 + 0.607 X_1 + 0.355 X_2 + e$  is obtained, which means that if the school organizational atmosphere is higher than one unit, there will be an increase in teacher efficiency by 0.607 units, given that the other factors are stable, and if the primary leadership improves better by one unit.

**Table 6. Multiple Linear Regression Test Results**

<b>Variable Dependent: Teacher Performance</b>			
<b>Variabel</b>	<b>Unstandardized coefficient B</b>	<b>t-count</b>	<b>Sig.</b>
The School Organizational culture	0,607	2,395	0,020
Principal Leadership	0,355	2,615	0,011
Constant = 45,729			
R <sup>2</sup> = 0,411			
F count = 19,528			
Significance = 0,000			

*(Source: SPSS Application Program Analysis Version 20)*

Based on the findings of the F statistical test, the F-test significance (probability) is 0.000 ( $p < 0.05$ ) and the measured F-value is 19.528, which is greater than the F-table of 3.16. This suggests that there is a shared impact between the school organizational culture and the principal leadership on the performance of teachers in the Muara Sugihan District, so that the third hypothesis in this analysis is that the school organizational culture and the principal leadership jointly influence the performance of teachers in the Muara District. Suggestions are accepted from the findings of empiric science.

### **Discussion**

The results revealed the first hypothesis that the school organizational culture has a positive and important impact on the success of teachers in the Muara Sugihan District. From the findings of observations made by researchers who saw firsthand the teaching and learning practices carried out by teachers at SMA Negeri in the Muara Sugihan sub-district, it was shown that some teachers had sought to demonstrate their best performance by arriving on time, while there were still teachers who did not. This can be seen by not getting in time to resume teaching and learning programs. Muara Sugihan District is a tidal area with road conditions that are already mud, besides that the travel of students and teachers to school uses only two-wheeled vehicles or motorbikes, so there are no cars or city transport. If the weather is good, the road conditions are also good, so that teachers and students can come to school on time. But when it rains, the road that is clay gets slippery, so that motor cars sometimes get trapped and can't even walk, so that both teachers and students will be late to get to school. This is because natural forces cannot be overcome which cause the organizational culture of the school not to be optimally applied, where teachers typically come before students and start lessons on time. For such an organizational atmosphere, teachers will carry out their duties calmly and happily, believing that they will improve their skills and efficiency.

The findings of this paper were in line with the research performed by Handayani (2016) which indicates that there is a major influence of organizational culture on teacher performance.

Teachers would have good morale if the job climate is positive and the corporate structure of the school is endorsed and adopted by all school stakeholders. The results of the research have provided a constructive and important impact on the success of teachers in these schools between the community of the school organisation. Organizational culture in schools must be based on the strength of the local cultural features of the society in which the school is situated. The results revealed that the second theory was agreed, that is, that school principal leadership had a major impact on the success of teachers in the Muara Sugihan District. On the basis of findings made by analysts during the study, the principal was frequently not at campus. In addition, the researcher received knowledge that, if the principal was not at school, it was due to the completion of official affairs in the province. As long as the principal is not in attendance, responsibility is assigned to the vice-principal of the school. So that school events and the teaching and learning process are still going on as normal. The leadership of the Principal has a major effect on the life of the school, including in order to enhance the success of teachers through a variety of things, including through the appraisal of teachers and instructional staff. The Principal has a role and duty as a leader in an educational organization that would be successful if he is able to conduct a leadership process that promotes, affects and drives the actions and behavior of his community members.

The results of this study confirm previous studies conducted by Firmawati (2016) show that there is a substantial 35.8% impact on teacher success amongst the key leadership. The school's top boss is the principal, who has an important role to play in building and developing high morale among all school participants to accomplish educational goals. There is no question that all the expertise of school principals would have an impact on the actions of teachers in classrooms.

The results of the study were able to prove the third hypothesis, which notes that there is a major impact on the organizational culture of the school and the key leadership on the success of teachers in the Muara Sugihan District. From the findings of the documents collected by the researcher, there is proof of the teaching administration obtained from the vice-principal in the area of teaching methods, including the curriculum for the last few years, the material of which persists but only varies in scope and year. Similarly, with learning media, teachers still rarely use current media, such as school concentrate, since teachers are still inexperienced with technology, so that they need to be educated so that teachers can master IT, such that when a teacher knows IT, there can be no more issues with learning media. Whether or how a school grows is decided by how the principal handles it. When administering tasks to a teacher, the principal must first be able to understand the talent that resides in the teacher, so that after accepting assignments from the principal, the teacher has the faith to be able to complete the assignment well, helping the teacher more secure in the area. Schools also may promote professionalism in order to give teachers their best results. So that strong leadership would be able to build a favorable school atmosphere and to promote good practices for teachers.

The findings of this study are consistent with previous studies conducted by Dirun (2016) which reported that the leadership style of the principal and the organizational culture together have a substantial influence on the success of teachers with a contribution of 79.3%. Teacher success in learning is a very significant factor of accomplishment, since teachers are the spearhead in the field of education. In addition, the high and poor standard of teachers has an effect on the academic outcomes of school children. Teacher success cannot be isolated from innate competences and must be learned by a teacher. Teachers should be able to enhance their efficiency, which is the secret to the quality of education.

School organizational culture has a strong and important influence on the success of teachers in the Muara Sugihan District. School culture is a positive practice and can boost teacher performance so that it can accomplish its desired results, through a school culture that is conducive to improving teacher performance. The leadership of the school principal has a

strong and important impact on the success of teachers in the Muara Sugihan Area. The principal, as the highest school official, plays a very important role in establishing and improving the morals of the school community, and good leadership can enhance the performance of teachers so that the results required by the school can actually be accomplished. The school's organizational culture and Principal leadership together have a strong influence on the success of teachers in Muara Sugihan District. Promoting school organizational culture and strong leadership would boost teacher efficiency in the Muara Sugihan District. Where the school in Muara Sugihan District will have good performance of teacher, they should have good principal leadership and good organizational culture.

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