

The Influence of Principal Leadership and School Culture on The Performance of PPKn Teachers in State High School in Pekanbaru City

Olivia Chintya Rhany^{1✉}, Hendri Marhadi², Arza Aibonotika³

^{1 2 3} *Universiy of Riau, Riau, Indonesia*

✉ Email: olivia.chintya3653@student.unri.ac.id

Received:

November 11,
2024

Revised:

November 19,
2024

Accepted:

November 25,
2023

Published:

December 1,
2024

ABSTRACT

Education is the main means in the formation and creation of quality human resources, both through education at home and through education at school. Without education, it will be difficult to produce good quality human resources that can determine the future of the nation itself. This study aims to analyze the influence of principal leadership and school culture on the performance of Pancasila and Citizenship Education (PPKn) teachers in State Senior High Schools throughout Pekanbaru City. The research method used is a quantitative approach with multiple linear regression analysis. The research sample consisted of 51 PPKn teachers selected using saturated sampling techniques. The results of the study showed that principal leadership and school culture had a positive and significant effect on teacher performance, with principal leadership having a greater contribution than school culture. Simultaneously, both variables contributed 79.4% to improving teacher performance. Based on these findings, it is recommended that principals implement a more participatory and transformative leadership style, and strengthen a collaborative and innovative school culture in order to improve the quality of learning.

Keywords: *Principal Leadership; School Culture; PPKn Teacher Performance*

INTRODUCTION

Education is a major factor in creating quality and competitive human resources. In the context of formal education, schools act as institutions responsible for shaping the character, competence, and skills of students. Teachers, as the spearhead in the learning process, have a strategic role in determining the quality of education. One of the subjects that plays an important role in building character and national awareness is Pancasila and Citizenship Education (PPKn). This subject not only teaches the concepts of citizenship, but also instills moral and national values in students (Wulandari et al., 2016). The performance of PPKn teachers in schools is influenced by various factors, both internal and external. Internal factors include pedagogical competence, professionalism, and work motivation, while external factors include the school environment, principal leadership, and school culture (Mulyasa, 2023). Principal leadership plays a crucial role in creating a work environment that supports the development of teacher professionalism. An effective leadership style can

provide the motivation, direction, and support needed for teachers to carry out their duties optimally.

School culture is also a factor that influences teacher performance. A positive school culture can create a harmonious work environment, increase the spirit of collaboration, and encourage innovation in teaching methods (Sabariah et al, 2024). Conversely, a less conducive school culture can reduce teacher motivation and productivity in carrying out their duties. Thus, principal leadership and school culture have a close relationship in shaping better teacher performance. In Pekanbaru City, the quality of PPKn teacher performance still faces various challenges. Based on data from the Pekanbaru City Education Office (2023), there is variation in the achievement of PPKn teacher performance standards in various public high schools. The evaluation results show that there are still shortcomings in the aspects of pedagogical competence and teacher participation in professional development (Kemdikbud, 2020). These data indicate the need for improvements in principal leadership strategies and strengthening school culture to improve PPKn teacher performance.

This study aims to analyze the influence of principal leadership and school culture on the performance of PPKn teachers in public high schools throughout Pekanbaru City. With a quantitative approach and multiple linear regression analysis method, this study is expected to provide empirical insight into the factors that influence teacher performance, as well as provide recommendations for education managers in improving the quality of teaching in schools. The results of this study are expected to be the basis for formulating more effective policies in improving the quality of PPKn education in Pekanbaru City.

THEORITICAL REVIEW

A. Principal Leadership

Principal leadership is a key element in school management that plays a role in determining the direction, policies, and strategies of education. In general, principal leadership can be interpreted as a person's ability to manage and direct all components of the school, including educators, students, and facilities and infrastructure, to achieve optimal educational goals (Mulyasa, 2023). The principal not only acts as an administrator, but also as an innovator, facilitator, and motivator who plays a role in creating a conducive and quality learning environment. An inclusive learning environment must be able to accommodate student diversity and provide equal opportunities for each individual to develop (Jannah, et al. 2024). In practice, principal leadership reflects the style, strategies, and policies implemented in order to increase the effectiveness of education and achieve academic and non-academic targets (Firman, 2021).

B. School Culture

School culture terminologically refers to a set of values, norms, habits, and beliefs that develop within a school community, including teachers, students, staff, and parents. These elements form patterns of interaction and behavior that dominate the school environment, creating a unique atmosphere for each educational institution. According to Schwartz et al. (2017), values are fundamental principles that guide individual behavior in various social contexts. In the school context, these values are

the foundation for forming a positive school culture and supporting academic success and student character. Honesty, for example, is reflected in academic integrity, such as avoiding plagiarism and cheating on exams. The value of responsibility is seen in students' compliance with school rules, completing assignments on time, and actively participating in learning activities. Meanwhile, hard work is a principle that encourages students to strive to achieve the best results and develop their potential. Thus, the application of these values in the school environment not only forms individuals who are academically competent, but also have strong character in their social and professional lives in the future.

C. PPKn Teacher Performance

The performance of PPKn teachers is the result of the implementation of the duties and responsibilities of a teacher in teaching Pancasila and Citizenship Education subjects in schools. Terminologically, performance refers to how well an individual carries out the tasks given, which can be measured based on the quality, quantity, and effectiveness of the work done (Robinson & Judge, 2019). In the context of PPKn teachers, performance covers various aspects, from planning and implementing learning, classroom management, to assessing student learning outcomes. In addition, the performance of PPKn teachers also involves the development of professionalism and the ability to create a learning environment that supports the formation of student character in accordance with national and citizenship values (O'Neill & McMahon, 2019).

METHOD

This study uses a quantitative approach. The sampling technique used is saturated sampling, where the entire population of PPKn teachers in State Senior High Schools throughout Pekanbaru City are used as research respondents. Data were collected through questionnaires that have been tested for validity and reliability, as well as documentation as secondary data. The variables in this study consist of independent variables, namely principal leadership (X1) and school culture (X2), and dependent variables, namely PPKn teacher performance (Y). The data analysis technique used is multiple linear regression with the help of SPSS software. Before conducting the regression analysis, a classical assumption test was carried out which included normality, multicollinearity, and heteroscedasticity tests to ensure that the regression model used was in accordance with the applicable statistical assumptions. The results of the data analysis in this study are expected to provide empirical information regarding the extent to which principal leadership and school culture influence the performance of PPKn teachers in State Senior High Schools throughout Pekanbaru City. Thus, the results of this study can be used as a basis for making more effective educational policies.

FINDINGS AND DISCUSSION

The data of this study concerns three variables, namely the first variable (X1) Principal Leadership, the second variable (X2) School Culture and the third variable (Y) PPKn Teacher Performance. The number of subjects of this study to be analyzed is 51 respondents.

1. Descriptive Statistic

Table 1. Descriptive Statistics

Statistics		Principal Leadership	School Culture	Teacher Performance
N	Valid	51	51	51
	Missing	0	0	0
Mean		100,61	94,63	97,16
Std. Error of Mean		2,978	1,386	1,836
Median		108,00	93,00	100,00
Mode		58	93	115
Minimum		58	82	77
Maximum		125	118	118
Sum		5131	4826	4955

Source: SPSS Processed Data, 2025

Based on descriptive statistical data, principal leadership has an average of 100.61 with a median of 108 and the most frequently occurring value (mode) is 58. The variation in leadership is quite large, with a range of values between 58 and 125. Meanwhile, school culture shows an average of 94.63 with the same median and mode, which is 93, which means that the data is more inclined to that value. The range of school culture values ranges from 82 to 118, indicating a smaller variation compared to principal leadership. Meanwhile, teacher performance has an average of 97.16 with a median of 100 and a mode of 115, with a range of values between 77 and 118, reflecting the variation in performance among respondents. Overall, the data shows that school culture is more stable and uniform compared to principal leadership and teacher performance, which have a greater level of variation. This indicates that differences in principal leadership and teacher performance are more significant among the individuals surveyed.

2. Validity and Reliability Test

The following are the results of the validity test for all research variables:

Table 2. Validity Test

Variable	Question Items	Correlation Coefficient	Information
Principal Leadership (X1)	X1.1 - X1.n	$\geq 0,30$	Valid
School Culture (X2)	X2.1 - X2.n	$\geq 0,30$	Valid
PPKn Teacher Performance (Y)	Y1.1 - Y1.n	$\geq 0,30$	Valid

Source: SPSS 2025 data processing

The results of the validity test show that all question items have a correlation coefficient value of more than 0.30, so it can be concluded that all research instruments are declared valid. The following are the results of the reliability test for all research variables:

Table 3. Reliability Test

Variable	Cronbach's Alpha	Information
Principal Leadership (X1)	$\geq 0,70$	Reliabel
School Culture (X2)	$\geq 0,70$	Reliabel
PPKn Teacher Performance (Y)	$\geq 0,70$	Reliabel

Source: SPSS 2025 data processing

The results of the reliability test show that all variables have a Cronbach's Alpha value of more than 0.70, which means that the research instrument has good internal consistency. Based on the results of the validity and reliability tests that have been carried out, it can be concluded that all research instruments used in this study meet the validity and reliability standards. This shows that the question items in the questionnaire have been able to measure the variables studied well and consistently. Thus, the research results obtained can be relied on to analyze the influence of principal leadership and school culture on the performance of PPKn teachers in Public High Schools throughout Pekanbaru City. These findings provide a strong foundation for recommendations for more effective education policies in improving the quality of teaching and teacher professionalism.

3. Normality Test

The classical assumption test is intended to determine the accuracy of data. In this study, the author uses the Kolmogorov Smirnov test. Testing using the Kolmogorov Smirnov analysis has a normality test assessment criterion, namely if the Asymp. Sig (2-tailed) value > 0.05 then the data distribution is normal and vice versa if the Asymp. Sig (2-tailed) value < 0.05 then the data distribution is not normal. The following is a table of the Kolmogorov Smirnov test as follows:

Table 4. Kolmogorov Smirnov Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		51
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,83407152
Most Extreme Differences	Absolute	,098
	Positive	,066
	Negative	-,098
Test Statistic		,098
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS Processed Data, 2025

Based on the table above, the results show that the Kolmogorov Smirnov normality test if the significance level is 5%, the Asymp. Sig (2-tailed) value is greater than 0.05, meaning that the residual variable is normally distributed, and based on the

table above, it is known that the Asymp. Sig (2-tailed) value is 0.200. Thus, it can be concluded that the data in this study is normally distributed.

4. Multicollinearity Test

Multicollinearity tests in the regression model can determine the Tolerance value and the Variance Inflation Factor (VIF) value.

Table 5. Multicollinearity Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance	VIF
1 (Constant)	22,240	8,279			
Principal Leadership	,442	,053	,717	,568	1,762
School Culture	,322	,113	,243	,568	1,762

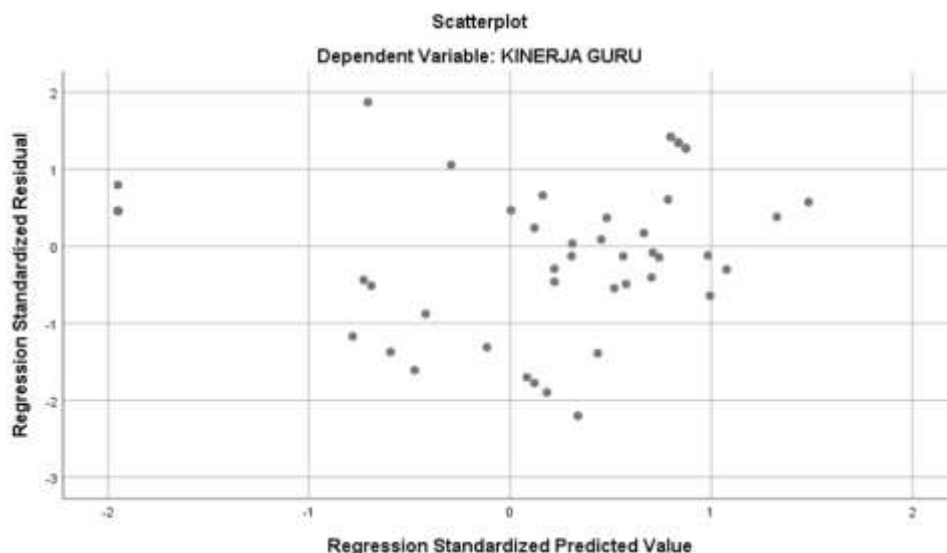
a. Dependent Variable: Teacher Performance

Source: SPSS Processed Data, 2025

Based on the table above, the results of the Principal Leadership Variable obtained a VIF value of 1.762, where the variable value is smaller than 10 and it can be concluded that there are no symptoms of multicollinearity. The School Culture Variable obtained a VIF value of 1.762, where the variable value is smaller than 10 and it can be concluded that there are no symptoms of multicollinearity.

5. Heteroscedasticity Test

Through graphical analysis, the heteroscedasticity test can be seen if a regression model does not form a pattern, then the regression model is free from heteroscedasticity.



Source: SPSS Processed Data, 2025

Figure 1. Heteroscedasticity Testing

Based on Figure 1 above, it can be seen that the random points do not form a clear pattern and are spread both above and below the number zero and the Y axis. It can be concluded that there is no heteroscedasticity so it is suitable for use in predicting employee performance based on the input of the independent variables.

6. Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Analysis

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22,240	8,279		2,686	,010
Principal Leadership	,442	,053	,717	8,412	,000
School Culture	,322	,113	,243	2,849	,006

A. Dependent Variable: Teacher Performance

Source: SPSS Processed Data, 2025

Based on the results of multiple linear regression analysis, a constant of 22.240 was obtained indicating that if the principal's leadership and school culture were considered constant, then the performance of PPKn teachers would remain at that figure. The regression coefficient X1 of 0.442 indicated that each unit increase in principal leadership would increase PPKn teacher performance by 0.442, while the coefficient X2 of 0.322 indicated that a unit increase in school culture would increase teacher performance by 0.322. Thus, the principal's leadership has a greater influence than school culture in improving the performance of PPKn teachers in State Senior High Schools throughout Pekanbaru City.

7. Partial Test (T Test)

Table 7. Partial Test (T Test)

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22,240	8,279		2,686	,010
Principal Leadership	,442	,053	,717	8,412	,000
School Culture	,322	,113	,243	2,849	,006

A. Dependent Variable: Teacher Performance

Source: SPSS Processed Data, 2025

Based on the results of the t-test, the principal leadership variable (X1) has a t-count value of 8.412, which is greater than the t-table (1.675), with a significant value of $0.000 < 0.05$. This indicates that the principal's leadership has a positive and significant effect on the performance of PPKn teachers in State Senior High Schools throughout Pekanbaru City, so the alternative hypothesis is accepted. Meanwhile, the school culture variable (X2) has a t-count value of 2.849, which is also greater than the t-table (1.675), with a significant value of $0.006 < 0.05$. This indicates that school culture also has a positive and significant effect on teacher performance, so the alternative hypothesis is also accepted.

8. Simultaneous Test (F Test)

Table 8 Simultaneous Test (F Test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6894,926	2	3447,463	97,236	,000 ^b
	Residual	1701,820	48	35,455		
	Total	8596,745	50			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), School Culture, Principal Leadership						

Source: SPSS Processed Data, 2025

Based on the table above, the results obtained with f-count of 97.236 with a significance level of 0.000 while the f-table value at alpha 5% is 2.78, thus the calculation results show that $f\text{-count} > f\text{-table}$ ($97.236 > 2.78$) and the level of significance value is $0.00 < 0.05$ indicating that the variables of principal leadership and school culture together have a positive and significant influence on the performance of PPKn teachers at State Senior High Schools throughout Pekanbaru City.

9. Determinant Coefficient

Table 9 Determinant Coefficient Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,896 ^a	,802	,794	5,954
A. Predictors: (Constant), School Culture, Principal Leadership				
B. Dependent Variable: Teacher Performance				

Source: SPSS Processed Data, 2025

Based on the results of data analysis, the correlation coefficient (R) value was obtained as 0.896, which indicates a very close relationship between the principal's leadership and school culture on the performance of PPKn teachers, which is 89.6%. In addition, the Adjusted R Square value of 0.794 indicates that 79.4% of the variation in teacher performance can be explained by these two variables, while the remaining 20.6% is influenced by other factors not included in this study.

DISCUSSION

The results of this study indicate that principal leadership and school culture have a significant influence on the performance of PPKn teachers in Public Senior High Schools throughout Pekanbaru City. Effective principal leadership, which is characterized by good communication, motivation, and support for teachers, contributes positively to improving teacher performance. This is in line with previous studies which state that visionary and participatory leadership can create a productive

and conducive work environment for teachers. A strong school culture also plays a role in creating a work environment that supports improving teacher performance. Schools with a collaborative culture, high discipline, and values that support teacher professionalism tend to produce better performance. This is in accordance with the theory that a positive school culture will increase teacher motivation and job satisfaction, which ultimately has an impact on the effectiveness of the learning process. Thus, the results of this study confirm that principal leadership and school culture must be the main focus in education policies to improve the quality of teaching. Efforts to improve the competence of principals in implementing effective leadership styles and strengthening a positive school culture can be a relevant strategy in improving the quality of education in Pekanbaru.

CONCLUSION

The results of the study indicate that principal leadership and school culture have a significant influence on the performance of PPKn teachers in Senior High Schools throughout Pekanbaru City. Principal leadership plays a greater role in increasing teacher motivation and professionalism, while a positive school culture creates a conducive work environment. Therefore, it is recommended that principals adopt a more participatory and transformative leadership style, and strengthen a collaborative and innovative work culture. In addition, schools need to increase teacher participation in decision-making, provide ongoing professional training, and conduct periodic evaluations to ensure the effectiveness of the policies implemented. With these steps, it is hoped that teacher performance and the quality of education in schools can continue to improve.

REFERENCE

- Dinas Pendidikan Kota Pekanbaru. (2023). *Laporan Kinerja Guru di SMA Negeri Kota Pekanbaru Tahun 2023*. Pekanbaru: Dinas Pendidikan Kota Pekanbaru. *Educational Administration Quarterly*, 57(2), 223-248. Erlangga.
- Firman. (2021). *Kepemimpinan Kepala Sekolah*. Surabaya: UPJB Press.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2020). *Laporan Kompetensi Guru di Indonesia*. Jakarta: Kemendikbudristek. *Kepuasan Kerja Guru Di Mts Madinatussalam Kecamatan Percut Sei Tuan*. Universitas Islam Negeri Sumatera Utara.
- Miftahul Jannah, Rahmad Danil, Tiatil Mahfudzoh, Vista Cindy, & Hendri Marhadi. (2024). Faktor-Faktor Keberhasilan Guru dalam Kegiatan Pembelajaran di Sekolah Inklusi. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 2 (3), 244–252. <https://doi.org/10.61132/nakula.v2i3.819>
- Mulyasa, E. (2023). *Kepemimpinan Pendidikan*. Yogyakarta: UAD Press.
- O'Neill, M., & McMahon, M. (2019). *Effective Teaching: A Guide to Success in Higher Education*. Routledge.

- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2019). "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types." *Educational Administration Quarterly*, 55(4), 543–571.
- Sabariah, S., Hartono, H., Zairunah, Z., & Lian, L. (2024). Budaya Sekolah dalam Mendorong Pembinaan Guru: School Culture in Encouraging Teacher Development. *Thawalib: Jurnal Kependidikan Islam*, 5(1), 55-66.
- Schwartz, S. H., Cieciuch, J., Vecchione, M., Davidov, E., Fischer, R., Beierlein, C., ... & Konty, M. (2017). Refining the Theory of Basic Individual Values. *Journal of Personality and Social Psychology*, 103(4), 663-688. <https://doi.org/10.1037/a0034930>
- Wulandari, S., Marhadi, H., & Antosa, Z. 2016. Hubungan Minat Belajar dengan Hasil Belajar IPS Siswa Kelas IV SD Negeri Gugus III Kecamatan Rumbai Kota Pekanbaru. *Jurnal Online Mahasiswa Keguruan dan Ilmu Pendidikan Fakultas Universitas Riau*, Vol. 3, No. 2, hlm.1-11.