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## **The role of leadership and Organizational Culture on teacher performance through job satisfaction**

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### **ABSTRACT**

*This study aims to analyze the influence of principal leadership style and organizational culture on teacher performance with job satisfaction as a mediating variable in elementary schools in Obaa District of Mappi Regency. The research method uses a quantitative approach with path analysis techniques and involves 100 teachers as respondents selected through purposive sampling. The results showed that the principal's leadership style and organizational culture have a significant effect on Teacher Job Satisfaction, and job satisfaction has a significant effect on teacher performance. Job satisfaction was shown to significantly mediate the relationship between principal leadership style and organizational culture on teacher performance. Conclusion improving teacher performance is strongly influenced by effective leadership and positive organizational culture through increased job satisfaction. Further research can build an organizational culture that is conducive to improving job satisfaction and teacher performance on an ongoing basis.*

*Keywords: leadership style; organizational culture; job satisfaction; teacher performance; mediation*

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### **ABSTRACT**

Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan kepala sekolah dan budaya organisasi terhadap kinerja guru dengan kepuasan kerja sebagai variabel mediasi pada Sekolah Dasar di Distrik Obaa Kabupaten Mappi. Metode Penelitian menggunakan pendekatan kuantitatif dengan teknik analisis jalur dan melibatkan 100 guru sebagai responden yang dipilih melalui purposive sampling. Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah dan budaya organisasi berpengaruh yang signifikan terhadap kepuasan kerja guru, serta kepuasan kerja memiliki pengaruh yang signifikan terhadap kinerja guru. Kepuasan kerja terbukti memediasi secara signifikan hubungan antara gaya kepemimpinan kepala sekolah dan budaya organisasi terhadap kinerja guru. Simpulan peningkatan kinerja guru sangat dipengaruhi oleh kepemimpinan yang efektif dan budaya organisasi yang positif melalui peningkatan kepuasan kerja. Penelitian selanjutnya dapat membangun budaya organisasi yang kondusif guna meningkatkan kepuasan kerja dan kinerja guru secara berkelanjutan.

**Kata Kunci:** gaya kepemimpinan; budaya organisasi; kepuasan kerja; kinerja guru; mediasi

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## INTRODUCTION

Education is the main foundation in the development of quality human resources, especially in disadvantaged areas (Kurniawati, 2023; Suraiya & Zubaidah, 2024). Primary schools in Obaa District, Mappi District, have a strategic role in shaping young people who have basic knowledge, attitudes and skills. However, the challenges in improving the quality of education in this region are still quite complex, one of which is related to the performance of teachers as the main actors in the learning process. Teacher performance is influenced by various internal and external factors. One of the important external factors is the leadership style of the principal. In the primary school environment in Obaa District, the principal not only plays the role of administrative manager, but also as a leader who provides motivation, direction and inspiration (Alexander, 2023; Sudarnice & Saputri, 2023). Participatory and transformational leadership styles are believed to be able to create a work environment that supports improving teacher performance (Alexander, 2023; Sudarnice & Saputri, 2023). In addition, the organizational culture of the school also plays a major role in shaping the behavior and morale of teachers. A healthy and positive organizational culture, with open communication and commitment to quality education, can create a conducive work climate (Musa & Yuliza, 2022; Wusqo et al., 2023).

However, the influence of leadership style and organizational culture on teacher performance is not always direct (Musa & Yuliza, 2022; Wusqo et al., 2023). Job satisfaction or job satisfaction appears as an important mediating variable. Teachers who feel satisfied with the work environment, their role in school, and interpersonal relationships, tend to perform better. In other words, job satisfaction serves as a psychological bridge between working conditions (leadership style and organizational culture) and teacher performance output (Busairi, 2022; Rojikin, 2022). Therefore, researching the mediating role of job satisfaction becomes essential to understand the internal mechanisms that link school management with teacher performance outcomes. Papua has the lowest Human Development Index (HDI) in Indonesia, which is 63.01, far below the national average of 74.39 (Central Bureau of Statistics, 2023). BPS Data in 2024 also shows that South Papua province has the highest class residence rate for the elementary school level, which is 8.26%, far above other provinces such as Lampung (0.72%). The low HDI and the high number of class stays reflect serious challenges in the quality of Education, which is strongly influenced by teacher performance (Zumaeroh et al., 2023). Most previous studies have highlighted the direct influence of leadership style and organizational culture on teacher performance, especially in urban areas (Agustina & Winanto, 2023; Ely et al., 2023). There are not many studies that specifically examine the role of job satisfaction as a mediating variable in the context of underdeveloped regions such as Obaa District. In fact, internal organizational and psychological factors such as these are important to understand the roots of educational problems in the 3T region (leading, outermost, and lagging). This study provides a new contribution by examining the relationship between the leadership style of school principals and organizational culture on teacher performance through job satisfaction as a mediating variable in the 3T area. With this approach, the study offers an original perspective on the dynamics of education in regions with the lowest HDI, while presenting a conceptual model that can be a reference for Region-based education policies. The use of path analysis techniques

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in testing the role of mediation is also a methodological added value that is still rarely used in studies in disadvantaged areas.

The purpose of this study is to comprehensively analyze the influence of principal leadership style and organizational culture on teacher performance, with job satisfaction as a mediating variable, in Elementary Schools in Obaa District, Mappi Regency. This study aims to reveal the extent to which the principal's leadership style is able to improve teacher job satisfaction, and how the organizational culture formed in the school environment also influences job satisfaction. In addition, this study also wants to determine the direct effect of job satisfaction on teacher performance, as well as testing the role of job satisfaction as a variable that mediates the relationship between the principal's leadership style and organizational culture on overall teacher performance. Thus, the results of this study are expected to provide a real contribution to the development of strategies to improve teacher performance in disadvantaged areas through strengthening leadership and school organizational culture.

## **METHODS**

### **Type and Design**

This study employed a quantitative approach with an associative research type and a survey design (Subhaktiyasa, 2024). The quantitative approach was chosen to test hypotheses and objectively measure the relationships among variables using numerical data. The survey design allowed for the systematic collection of data through a structured questionnaire, which is appropriate for exploring the relationships between principal leadership style, organizational culture, job satisfaction, and teacher performance.

### **Data and Data Sources**

The research utilized primary data obtained directly from respondents. The population consisted of all civil servant (ASN) teachers in public elementary schools in Obaa District, Mappi Regency, totaling 133 individuals. A total of 100 teachers were selected using purposive sampling, based on the following criteria: 1) Minimum two years of active service as a civil servant teacher, 2) Teaching at a public elementary school, 3) Willingness to complete the questionnaire fully and honestly. This sampling method ensured that data were collected from respondents who were both relevant and experienced in the school environment under study.

### **Data Collection Technique**

Data were collected using a Likert scale questionnaire (1–5), distributed both in person and online (via Google Forms) for broader and more flexible access. The questionnaire was developed based on the following indicators: Principal Leadership Style, Organizational Culture, Teacher Job Satisfaction, Teacher Performance. To ensure measurement accuracy, the instrument underwent validity testing using the Pearson Product-Moment correlation, and reliability testing using Cronbach's Alpha. All items were declared valid ( $r > 0.30$ ) and reliable ( $\alpha > 0.70$ ), meeting the standard requirements for data collection instruments (Arikunto, 2019).

### **Data Analysis**

Used to describe the demographic characteristics of the respondents and the distribution of responses for each research variable based on Likert scale categories. Path Analysis applied to examine both direct and indirect effects among variables, particularly the mediating role of job satisfaction. This technique is suitable for analyzing complex causal relationships within a structural model. Hypothesis testing was performed using t-statistics and P-values, with a significance threshold of 0.05. Additionally, the coefficient of determination ( $R^2$ ) was used to determine the extent to which independent variables explain the variance in the dependent variable. The analysis was conducted using SPSS or AMOS software.

## RESULTS AND DISCUSSION

### Instrument Validity and Reliability

Based on the results of the validity and reliability tests of the research instruments presented in Table 4.2, it can be explained that all items in the four research variables are declared valid because they have a calculated  $r$  value greater than  $r$  table (0.30). The Leadership Style variable (X1) consists of 24 items with a calculated  $r$  range between 0.645 to 0.823 and a Cronbach's Alpha value of 0.967, indicating that the instrument is reliable. Furthermore, the Organizational Culture variable (X2) consists of 20 items with a calculated  $r$  value ranging from 0.304 to 0.783 and a Cronbach's Alpha value of 0.916, which also indicates high reliability. For the Job Satisfaction variable (Z), there are 20 items with a calculated  $r$  value between 0.314 to 0.843 and a reliability value of 0.945. Meanwhile, the Teacher Performance variable (Y) has 20 items with a range of  $r$  count between 0.485 to 0.768 and a Cronbach's Alpha value of 0.938. Thus, all instruments in the four variables have met the validity and reliability requirements, so they are suitable for use in this study.

**Table 2. Validity and Reliability Test of Research Instruments**

Variables	Number of Items	Range $r_{hitung}$	Validity Criteria	Cronbach's Alpha	Reliability Criteria
Leadership Style (X1)	24	0.645 0.823	- valid	0.967	Reliable
Organizational Culture (X2)	20	0.304 0.783	- valid	0.916	Reliable
Job Satisfaction (Z)	20	0.314 0.843	- valid	0.945	Reliable
Teacher Performance (Y)	20	0.485 0.768	- valid	0.938	Reliable

Respondents in this study were teachers at Elementary Schools in Obaa District, Mappi Regency, with a total of 100 people. Respondent characteristics are reviewed based on gender, age, and education level, as presented in Table 2 below:

**Table 3. Respondent Characteristics**

Category	Sub-Category	Number of people	Percentage (%)
Gender	Man	26	26%
	Woman	74	74%
Age	25-34 years	24	24%
	35-44 years	67	67%

<b>Education</b>	45–54 years	9	9%
	55–60 years	0	0%
	DII	7	7%
	S1	93	93%
	<b>Total number</b>	<b>100</b>	<b>100%</b>

**Table 4. Hypothesis test**

<b>Hypothesis</b>	<b>t Count</b>	<b>t Table</b>	<b>Sig.</b>	<b>Hypothesis Decision</b>	<b>Information</b>
Leadership Style → Job Satisfaction	5,178	1.65	0,000	Accepted	Leadership style has a positive and significant influence on job satisfaction
Organizational Culture → Job Satisfaction	5,383	1.65	0,000	Accepted	Organizational culture has a positive and significant influence on job satisfaction
<b>Coefficient of Determination of Model 1 (X1, X2 → Z)</b>					R <sup>2</sup> = 0.721 → 72.1% of job satisfaction is explained by leadership style and organizational culture
Job Satisfaction → Teacher Performance	4,289	1.65	0,000	Accepted	Job satisfaction has a positive and significant effect on teacher performance
<b>Coefficient of Determination of Model 2 (X1, X2, Z → Y)</b>					R <sup>2</sup> = 0.756 → 75.6% of teacher performance is explained by X1, X2, and Z
Leadership Style → Job Satisfaction → Teacher Performance (Sobel Test)	3,309	1.66	-	Accepted	There is a significant indirect effect through job satisfaction
Organizational Culture → Job Satisfaction → Teacher Performance (Sobel Test)	3,354	1.66	-	Accepted	There is a significant indirect effect through job satisfaction

Based on the results of the hypothesis test conducted in this study, it can be concluded that all hypotheses submitted are accepted because they show a significant influence. The first hypothesis test shows that leadership style has a significant influence on job satisfaction, with a t-value of 5.178 which is greater than the t table of 1.65 and a significance value of 0.000 (<0.05). The second hypothesis shows that organizational culture also has a significant influence on job satisfaction, with a t-value of 5.383 > 1.65 and a significance value of 0.000.

The determination coefficient for the first model shows an R Square value of 0.721, which means that leadership style and organizational culture are able to explain 72.1% of the variation in job satisfaction. The rest, which is 27.9%, is explained by other variables outside the model. For the third hypothesis, the results show that job satisfaction has a significant effect on teacher performance with a t-value of 4.289 > 1.65 and a significance value of 0.000. The determination coefficient of the second model provides an R Square value of 0.756, which shows that leadership style, organizational culture, and job satisfaction together explain 75.6% of teacher performance variables. Furthermore, in the indirect hypothesis test using the Sobel Test, it was obtained that job satisfaction mediates the effect of leadership style on teacher performance, with a t-statistic value of 3.309 > 1.66. Likewise, job satisfaction mediates the effect of

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organizational culture on teacher performance, with a t-statistic value of  $3.354 > 1.66$ . Both values indicate that the indirect effect through the mediating variable is also significant. Thus, it can be concluded that job satisfaction plays a significant role as a mediating variable in the relationship between leadership style and organizational culture on teacher performance.

### **Interpretation of Direct Effects**

The results of this study indicate that the principal's leadership style and organizational culture have a significant influence on Teacher job satisfaction, which in turn has an impact on improving teacher performance (Budiman et al., 2021; Usman et al., 2025). These findings are in line with educational management theories that emphasize the importance of the role of transformational leadership in shaping a positive work climate and encouraging teachers emotional engagement with their work. Principals who are able to be role models, provide motivation, and build two-way communication create a supportive work environment, which ultimately increases the job satisfaction of teachers (Nurlaili et al., 2020).

Organizational culture has also been shown to have a strong influence on job satisfaction. A work environment that upholds the value of togetherness, professionalism, and appreciation of individual contributions will foster a sense of belonging among teachers. These values act as reinforcers of productive work behavior and provide intrinsic encouragement for teachers to perform at their best (Agustin, 2020; Haryani et al., 2022; Sinaga, 2021)..

. In this context, organizational culture is not only a background of values, but also a system of social reinforcement that supports the creation of a conducive working atmosphere. Job satisfaction has been shown to play an important role as a mediating variable in the relationship between leadership style and organizational culture on teacher performance. This indicates that the influence of these two managerial variables does not occur directly, but through the improvement of the teacher's psychological condition, that is, job satisfaction. Teachers who feel satisfied with their work will show Higher Loyalty, stronger work motivation, and commitment to achieving organizational goals. The results of the Sobel test showed that the mediation that occurred was significant, thus confirming the central role of job satisfaction in the model of the relationship between the variables studied.

In terms of the strength of the model, the value of the coefficient of determination ( $R^2$ ) is high at 0.721 and 0.756 in each model shows that the independent variables in this study is able to explain more than 70% of the variation in the dependent variable. This is a fairly high achievement in Social Research, which is generally faced with a diversity of external factors. However, this high  $R^2$  value also needs to be critically reviewed, as it may indicate the presence of multicollinearity between predictors or the dominance of certain variables in explaining the dependent variable. Therefore, advanced tests such as more in-depth multiple regression analysis are needed to ensure that the contribution of each variable is truly proportional.

When compared with previous studies such as (Hartono, 2024; Herlina et al., 2020; Misbah, 2024; Sukiyanto & Maulidah, 2020) , the results of this study make a richer contribution because they include a mediating variable in the form of job satisfaction, which was not explicitly examined in previous studies. These studies do show a positive influence of leadership style and organizational culture on teacher performance, but tend to look at the relationship directly.

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Instead, the study underscores the importance of psychological approaches through job satisfaction as a bridge between managerial factors and performance outcomes.

Furthermore, when compared with studies that also use job satisfaction mediation variables, such as (Mariyono et al., 2020; Martini & Bastaman, 2025; Mathori et al., 2022; Santi & Triyadi, 2024) , the results of this study showed significant differences. In these studies, the effects of leadership style and organizational culture on job satisfaction were not always significant, or mediation did not occur completely (Kurino et al., 2023). The findings in this study confirms that job satisfaction not only plays a significant mediator, but also as a major pathway in explaining the relationship between leadership style and organizational culture to teacher performance (Alawiyah, 2022; Bujang et al., 2025).

This study also provides strong practical implications for basic education management. Principals are expected to adopt a transformational leadership style that focuses on inspiring, motivating, and empowering teachers (Nurhadidjah et al., 2023; Restu Rahayu & Sofyan Iskandar, 2023). On the other hand, strengthening organizational culture that supports cooperation, appreciation of performance, and openness to communication can create a work climate conducive to improving teacher satisfaction and performance. Interventions on these two aspects, both structurally and culturally, will have a significant impact on improving the quality of education at the primary level (HM & Pranata, 2023).

However, this study has some limitations that need to be looked at. Cross-sectional research design limits the ability to capture the dynamics of the relationship between variables over time, so that the causal relationship can not be fully claimed. In addition, the research model does not include other factors such as intrinsic motivation, workload, or infrastructure support that also have the potential to affect teacher performance. The limited scope of the study to only elementary school teachers in one district also limits the generalization of the findings to a broader educational context (Handayani & ., 2022; Husna, 2023).

Therefore, for further research, it is recommended to use a longitudinal design to observe changes in the relationship between variables temporally. Enrichment of the model by adding other variables such as work stress, organizational commitment, or financial well-being also needs to be done so that the results of the study become more comprehensive. The mixed methods approach that combines quantitative data and in-depth interviews with teachers will also provide a more in-depth and humanistic perspective on the dynamics of teacher satisfaction and performance.

## CONCLUSION

This study found that job satisfaction plays a significant mediating variable in the relationship between principal leadership style and organizational culture on the performance of primary school teachers. The findings expand theoretical understanding in educational management, asserting that job satisfaction is not only the result of leadership practices and organizational culture, but also an important pathway linking the two to improved teacher performance. Methodologically, the quantitative model used has proven to have strong predictive power, which is indicated by the high value of R<sup>2</sup>. In practical terms, these results recommend that school principals and education managers place more emphasis on developing supportive leadership styles and the formation of a positive organizational culture, as an integrated strategy to create a satisfactory and productive work environment for teachers.

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The policy of improving the quality of basic education should consider the structural and psychological aspects simultaneously in an effort to improve teacher performance.

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