School management and organizational culture towards teachers` performance: The perspective of educational transformation

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ABSTRACT

This research addresses the limited deep understanding of the direct impact of the School Movement Management practices on various aspects of teacher performance within the framework of a dynamic organizational culture in the continually transforming educational era. The study aims to examine the influence of school movement management and school culture on the pillars of teacher performance in this era of educational transformation. The research method is quantitative, utilizing a sample of 62 elementary school teachers selected through purposive sampling based on their involvement in the implementation of School Movement Management and their activities within the school's organizational culture. Data was collected through surveys and documentation, including trial testing of the research instruments. Data analysis was conducted using T-test and F-test. The research findings confirmed three points. First, there is an influence of School Movement Management on the performance of elementary school teachers. Second, there is an influence of Organizational Culture on the performance of elementary school teachers. Third, there is a combined influence of School Movement Management and Organizational Culture on the performance of elementary school teachers. This study highlights the importance of collaboration among schools, principals, the community, and supervisors to enhance the competencies of principals in School Movement Management and Organizational Culture. The results provide evidence that both aspects significantly impact teacher performance, supporting more effective human resource management policies in the context of educational transformation

Introduction

In the dynamic era of educational transformation in Indonesia, the significance of Driving School Management and Organizational Culture emerges as a crucial element in shaping teacher performance. Data shows that currently, only a small number of schools can optimize the role of Driving School Management, which is recognized as the key to success in responding to curriculum and educational technology changes. According to

the Ministry of Education and Culture, only about 20% of the total schools in Indonesia have adopted the principles of driving school management to facilitate curriculum innovation and teacher performance development (Marliyani & Iskandar., 2022; Novalia, 2023). The driving school management policy aims to strengthen the managerial capacity of school principals and improve the quality of education through the application of best practices in learning. With a focus on innovation and collaboration, this policy encourages schools to become centers of excellence capable of inspiring and motivating the entire educational community around them. This policy applies to all schools, and if required across the board, could become a hot-button issue that requires special attention to ensure success and acceptance across educational circles. Regarding organizational culture, a survey by the Center for Policy Research and Educational Innovation found that only about 30% of these schools have an organizational culture that encourages teacher collaboration and a quick response to changes in the curriculum (Harahap et al., 2023; Rahmawati & Sobri, 2021). This indicates that there are still significant challenges in implementing the main pillars that support teacher performance in the current era of educational transformation.

Effective school management has a substantial impact on teacher performance through various policies and practices. Through supportive policies, such as integrated curriculum development and continuous professional development programs, school management can provide clear direction for teachers in facing educational changes. Additionally, support in the form of adequate resources and individual guidance helps teachers face challenges and enhance their skills. A work environment that encourages collaboration and innovation is also shaped by effective school management (Romm & Nkambule., 2021; Siregar et al., 2022; Sunaengsih et al., 2019). A collaborative culture reinforced by policies and quick responses to changes in the curriculum or educational technology creates an atmosphere where new ideas are supported and positively implemented, providing a significant boost for teacher performance to develop and innovate.

Teachers face some complex challenges in adapting to the current educational transformation. One of these is the pressure to integrate technology into teaching, which often requires significant learning and adjustment in established teaching strategies (Akhmedova et al., 2023; Lembong et al., 2023). In addition, continuous curriculum changes demand teachers to constantly update their teaching methods and learning content, which can sometimes lead to confusion or concern about rapid changes. Other challenges include limited resources, both in terms of technology and update learning materials. However, amidst these challenges, there are great opportunities to improve teacher performance through effective driving school management and the right organizational culture. With effective school management, teachers can be provided with the necessary support, including relevant training and adequate resources, to address new technological and curricular challenges (Emre, 2023; Seubelan, 2023; Suriaman et al., 2023). In addition, by establishing an organizational culture that is collaborative and responsive to change, schools can become places where teachers can support each other, share ideas, and collaborate to improve the quality of learning. Abulhassan and Hamid (2021) stated that a collaborative environment allows teachers to continue learning and developing together, which ultimately increases student achievement, in an era of dynamic educational transformation, schools must be able to respond to change quickly and effectively through collaboration and innovation.

Figure 1 in this research illustrates the need for a deeper understanding of how school management and organizational culture collectively impact teacher performance in an evolving educational context, as visualized through the relationships between "organizational culture" and "teacher performance". This emphasizes that, although these elements are often the focus of research, their connection with "leadership" and "management" has not been extensively explored together. The findings are expected to

provide a foundation for more adaptive and responsive educational policies and practices, addressing the dynamics of educational transformation shown in the visual.
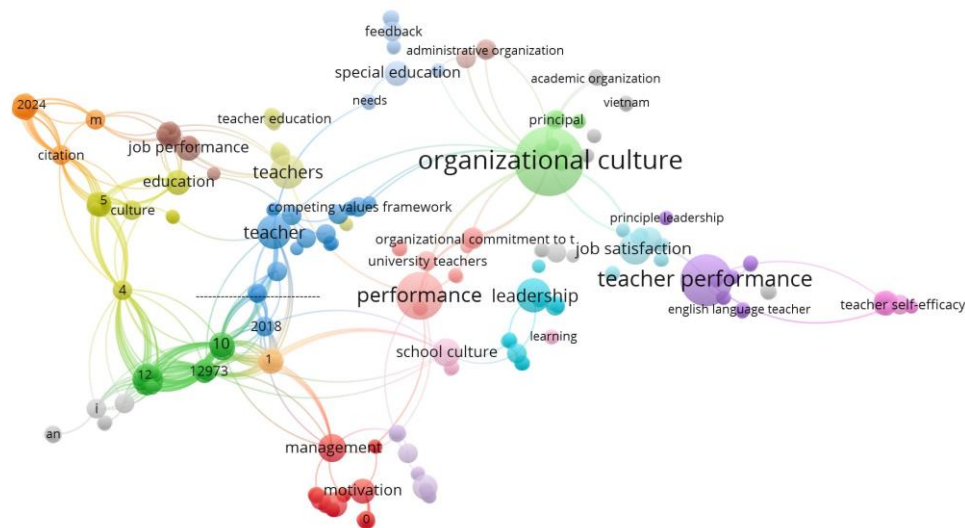

Figure 1. Relationship Results According to Research Variables

This study reflects novelty in exploring the crucial role of Driving School Management and Organizational Culture in supporting teacher performance in educational transformation. In an ever-changing context, focusing on how effective school management practices directly influence teacher performance becomes a new and important focal point. Sukiyanto and Maulidah (2020) indicate that previous research tends to focus more on teaching aspects or individual factors affecting teacher performance. In contrast, this study presents a broader perspective, exploring the systemic implications and the influence of effective school management and supportive organizational culture on overall teacher performance. By considering the interaction between various elements of school management, such as policies, support, and the work environment, and how these elements complement and influence each other, this study brings a more holistic view in formulating strategies to improve teacher performance in the current dynamic era of educational transformation. This marks a significant step forward in addressing the complexity of evolving educational challenges, as well as providing a stronger foundation for efforts to improve the quality of education in Indonesia

The present research aims to explore three interrelated aspects in examining the dynamics of teacher performance in the era of educational transformation. The first aspect is investigating the influence of Driving School Management on improving teacher performance. The second is investigating the influence of Organizational Culture on improving teacher performance, highlighting the interaction between values, norms, and practices upheld by the school in creating a collaborative, responsive, and innovative work environment for teachers. The third aspect is exploring the impact of both factors simultaneously, by investigating how the interaction between Driving School Management and Organizational Culture contributes to the improvement of teacher performance in the ever-changing educational era.

According to the research background, this study is conducted to test the following hypotheses:

H1: School Movement Management has a positive and significant influence on teacher performance.

H2:   There is a positive and significant influence of Organizational Culture on teacher performance.

H3: There is a positive and significant influence of School Movement Management on Organizational Culture together on teacher performance

Method

This study involves teachers from several schools that implement Driving School Management. Subjects were selected through purposive sampling, focusing on schools that implement the independent learning curriculum. A qualitative approach was used with interviews and observations. The instruments involved interview guides, observation sheets, and questionnaires. Interviews were conducted to obtain perceptions, opinions, and direct experiences from teachers and school policymakers. Then observations were carried out to record daily interactions and work practices in the school environment.

The method used in this research is the quantitative research method (Djaali, 2021). The variables in this quantitative research consist of Driving School Management (X_1), Organizational Culture (X_2), and Teacher Performance (Y), while the hypothesis testing is conducted jointly, namely X_1 and X_2 against Y. To test the formulated hypotheses, all the obtained data will be processed and analyzed using quantitative analysis with manual calculations and using SPSS version 26.

The population in this study consists of teachers, staff, and employees at elementary schools in Bolo District, Bima Regency, West Nusa Tenggara, Indonesia with a total of 164 educators. Table 1 below presents a list of the elementary school teacher population, detailing the number of teachers at each school within the district.

Table 1. List of Elementary School Teacher Population in the District

No	School Name	Teacher	Staff	Total
1	SD Inpres Jala	8	2	10
2	SD Inpres Leu	8	1	9
3	SD Negeri 1 Sila	12	2	14
4	SD Negeri 2 Sila	10	3	13
5	SD Negeri 3 Sila	9	2	11
6	SD Negeri 4 Sila	8	2	10
7	SD Negeri 5 Sila	8	2	10
8	SD Negeri 6 Sila	11	2	13
9	SD Negeri 7 Sila	7	2	9
10	SD Negeri 9 Sila	9	1	10
11	SD Negeri Inpres Nggeru	10	1	11
12	SD Negeri Nggembe	13	1	14
13	SD Negeri Rada	10	1	11
14	SD Negeri Sanolo	8	2	10
15	SD Negeri Inpres Nggembe	7	2	9
Total				**164**

The sampling technique used in this study is simple random sampling, assisted by the calculation proposed by Slovin (Dorsten, 2019) with a margin of error tolerance of 1%, 5%, or 10%. In this study, a margin of error tolerance of 10% will be used. $n = \frac{N}{1 + Ne^2}$ $n = \frac{164}{1 + 164(10\%)^2} = 62.1$

After performing the calculations, the sample size for this study was determined to be 62 individuals, which is equivalent to approximately 38% of the total number of teachers in elementary schools in Bolo District, Bima Regency, West Nusa Tenggara
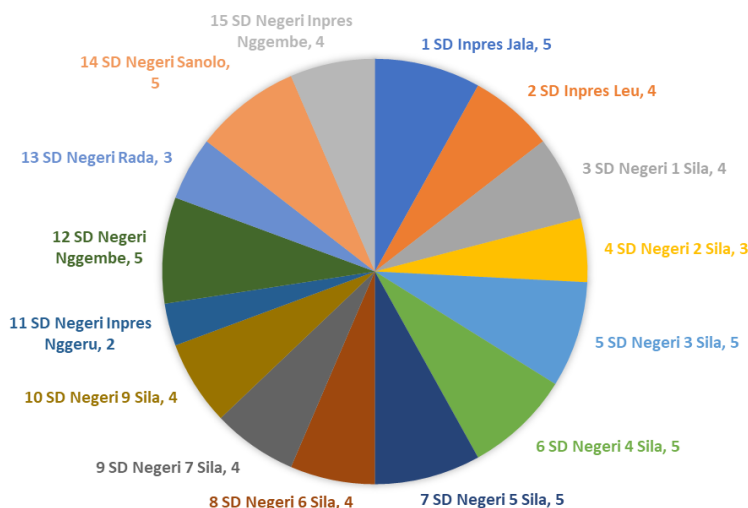
Figure 2. Research Sample Data

The data collection techniques used in this research are questionnaires and documentation. This study uses three instruments, namely X_1, X_2, and Y, which the researcher will develop into various measurable parameters. The scale used in the measurement is the Likert Scale. The Likert scale is used to measure the extent or magnitude of teachers' perceptions of X_1, X_2, and Y. The alternative answers and scoring used are always (5), often (4), sometimes (3), rarely (2), never (1). The dimensions and indicators of each variable can be seen in Table 2:

Table 2. Dimensions and Indicators of Research Variables

Variable	Dimension	Indicator
X_1	Planning	a. Developing school planning
	Organizing	a. Developing and creating the culture and organizational climate of the school
	Directing	a. Leading the school
		b. Managing teachers, staff, and students, as well as relationships with the community
		c. Managing school facilities and infrastructure
		d. Managing curriculum development and school finances
		e. Managing special service units in the school
		f. Managing the school's information system
		g. Utilizing advances in information technology
	Supervision	a. Conducting monitoring, evaluation, and reporting of school activities
		b. Planning follow-up actions
X_2	Values	a. Religious beliefs
		b. Habits considered correct
	Norms	a. Complying with school rules
		b. Code of conduct
	Attitudes/ Behaviors	a. Encouraging independence
		b. Commitment to achieving goals
Y	Work Quality	a. Planning teaching programs accurately
		b. Assessing learning outcomes
	Speed	a. Implementing new things in learning
	Accuracy of Work	a. Providing teaching materials according to the characteristics of the students

Variable	Dimension	Indicator
		b. Completing the teaching program according to the academic calendar.
	Initiative at Work	a. Using media in teaching
		b. Using various methods in teaching
		c. Organizing school administration effectively
	Work Ability	a. Capable of leading the class
		b. Capable of assessing student learning outcomes and educational foundations
	Communication	a. Communicating new things in teaching and being open to feedback
		b. Using various techniques in managing the teaching and learning process

The instrument testing used in this study aims to determine the level of validity and reliability. With the instrument, valid and reliable items in the study can be identified. The instrument testing was conducted with 28 teachers from SD Negeri 7 Sila, SD Negeri 9 Sila, SD Negeri Inpres Nggeru, SD Negeri Nggembe, SD Negeri Rada, SD Negeri Sanolo, and SD Negeri Inpres Nggembe.

Validity testing is necessary to obtain valid instruments. To test the research instruments, the researcher used the Pearson Product Moment Correlation formula with the following criteria: if r calculated > r table at α 0.05, the item is valid, and if r calculated ≤ r table at α 0.05, the item is not valid.

The three validators who examined the questionnaire items agreed on the questionnaire after making revisions to several items. Therefore, the final conclusion from the experts is that the questionnaire used for the research is deemed suitable. After validation by the three validators, the instrument testing was conducted, and the results of the validity test can be seen in Table 3.

Table 3. Results of the Research Instrument Validation Test

No. Item	r calculated			r table 5% (28)	Description
	X_1	X_2	Y		
1	0,422	0,574	0,666	0,374	Valid
2	0,575	0,581	0,488	0,374	Valid
3	0,499	0,730	0,486	0,374	Valid
4	0,552	0,541	0,404	0,374	Valid
5	0,429	0,728	0,478	0,374	Valid
6	0,434	0,452	0,614	0,374	Valid
7	0,432	0,435	0,495	0,374	Valid
8	0,423	0,742	0,503	0,374	Valid
9	0,666	0,530	0,769	0,374	Valid
10	0,711	0,603	0,419	0,374	Valid
11	0,499	0,620	0,455	0,374	Valid
12	0,652	0,742	0,741	0,374	Valid
13	0,645	0,728	0,544	0,374	Valid
14	0,431	0,411	0,487	0,374	Valid
15	0,652	0,730	0,741	0,374	Valid
16	0,499	0,728	0,542	0,374	Valid
17	0,467	0,627	0,470	0,374	Valid
18	0,428	0,488	0,460	0,374	Valid
19	0,652	0,581	0,619	0,374	Valid
20	0,635	0,531	0,498	0,374	Valid
21	0,473	0,574	0,619	0,374	Valid

No. Item	r calculated X₁	X₂	Y	r table 5% (28)	Description
22	0,645	0,581	0,563	0,374	Valid
23	0,454	0,730	0,616	0,374	Valid
24	0,652	0,541	0,625	0,374	Valid
25	0,499	0,728	0,729	0,374	Valid

From the Pearson correlation values of the validity test in Table 3, it can be seen that no statements were rejected because the questionnaire items had a Pearson correlation value > 0.374. Therefore, 25 statement items can be used as data collection tools in this study.

Reliability testing refers to the level of dependability of something. Reliable means trustworthy, thus dependable. The criteria are as follows: if r $_{calculated}$ > r $_{table}$ at α 0.05, the item is reliable, and if r $_{calculated}$ ≤ r $_{table}$ at α 0.05, the item is not reliable. The results of the reliability analysis for the research variables indicate that all measurement instruments for each variable are declared reliable.

Table 4. Results of Reliability Test for Research Variables

Variables	r calculated	r table 5% (25)	Description
X₁	0,862	0,374	Reliable
X₂	0,885	0,374	Reliable
Y	0,848	0,374	Reliable

Data analysis in this study involved two main types of statistical tests, namely the T-test and the F-test. First, T-test analysis is used to compare the means of one or two populations, aiming to determine whether the differences are significant. In the context of this research, the T-test will be applied to test hypotheses related to a single treatment, specifically to determine whether there are significant differences between certain variables. The expectation is that the results of the T-test will provide a deeper understanding of the impact of X_1 and X_2 on Y.

Second, F-test analysis or regression coefficient test is used to test the simultaneous influence of independent variables on the dependent variable. In the context of this research, the F-test will examine whether X_1 and X_2 together affect Y. The testing criteria are that if the calculated F value is less than or equal to the table F value, the null hypothesis is accepted, whereas if the calculated F value is greater than the table F value, the null hypothesis is rejected. Thus, the results of the F-test analysis are expected to provide a comprehensive understanding of the collaborative impact of X_1 and X_2 on Y.

Results

Data descriptions school management

In this study, driving school management involves four dimensions of indicators, namely planning, organizing, directing, and supervising. To conduct a descriptive analysis of the data related to variable X_1, the results of the descriptive data analysis show:

Table 5. Descriptive Statistics of Variable X_1

							Std.	
Descriptive Statistics								
	N	Min.	Max.	Sum	Mean		Deviation	Variance
	Stat.	Stat.	Stat.	Stat.	Stat.	Error	Stat.	Stat.
X₁	62	76	93	4250	85,00	,558	3,943	15,551
Valid N (listwise)	62							

From Table 5, the mean value of X_1 is 85.00, the standard deviation is 3.943, the minimum value is 76, and the maximum value is 93. The analysis results for X_1 show that 6.0% fall into the outstanding category, 26.0% into the good category, 42.0% into the sufficient category, 18.0% into the poor category, and 6.0% into the inferior category. This categorization indicates that, overall, X_1 falls into the sufficient category.

Table 6. Categories of Variable X_1

No	Norm Range	Frequency	Percentage (%)	Category
1	≥ 91	4	6,0%	Very Good
2	87 s/d < 91	16	26,0%	Good
3	83 s/d < 87	26	42,0%	Sufficient
4	79 s/d < 83	11	18,0%	Poor
5	< 79	5	8,0%	Very Poor

Data description organizational culture

Organizational culture in this study includes three-dimension indicators, namely values, norms, and attitudes/behaviors. The results of the descriptive data analysis for variable X_2 are as follows:

Table 7. Descriptive Statistics of Variable X_2

							Std.	
Descriptive Statistics								
	N	Min.	Max.	Sum	Mean		Deviation	Variance
	Stat.	Stat.	Stat.	Stat.	Stat.	Error	Stat.	Stat.
X_1	62	59	78	3330	66,60	,593	4,194	17,592
Valid N (listwise)	62							

From Table 7, it can be concluded that the mean value of X_2 is 66.60, with a standard deviation of 4.194. The range of values is between 59 and 78. The distribution results show that 8.0% fall into the excellent category, 22.0% into the good category, 38.0% into the sufficient category, 30.0% into the poor category, and 2.0% into the inferior category. This analysis indicates that, overall, X_2 can be classified in the sufficient category.

Table 8. Categories of Variable X_2

No	Norm Range	Frequency	Percentage (%)	Category
1	≥ 73	5	8,0%	Very Good
2	69 s/d < 73	14	22,0%	Good
3	65 s/d > 69	24	38,0%	Sufficient
4	60 s/d < 65	18	30,0%	Poor
5	< 60	1	2,0%	Very Poor

Description of variable teacher performance

The teacher performance variable in this study involves five dimension indicators: work quality, work speed/accuracy, initiative at work, workability, and communication. The results of the descriptive data analysis for variable Y are as follows. From Table 9 and Table 10, it can be concluded that the mean value of Y is 75.18, with a standard deviation of 3.450. The range of values is between 65 and 82. The distribution results show that 10.0% fall into the outstanding category, 26.0% into the good category, 50.0% into the sufficient category, 10.0% into the poor category, and 4.0% into the inferior category. This

analysis indicates that, overall, Teacher Performance can be classified in the sufficient category.

Table 9. Descriptive Statistics of Variable Y

Descriptive Statistics

	N	Min.	Max.	Sum	Mean		Std. Deviation	Variance
	Stat.	Stat.	Stat.	Stat.	Stat.	Error	Stat.	Stat.
X_1	62	65	82	3759	75,18	,488	3,450	11,906
Valid N (listwise)	62							

Table 10. Kategori Variable Y

No	Norm Range	Frequency	Percentage (%)	Category
1	≥ 80	6	10,0%	Very Good
2	77 s/d < 80	16	26,0%	Good
3	73 s/d > 77	31	50,0%	Sufficient
4	70 s/d < 73	6	10,0%	Poor
5	< 70	3	4,0%	Very Poor

Data Analysis Requirement Tests

Data normality test

The data normality test was conducted using the Kolmogorov-Smirnov Test (z). The testing criteria are that if the obtained significance is > 0.05, then the sample comes from a normally distributed population. Conversely, if the obtained significance is < 0.05, then the sample does not come from a normally distributed population.

Table 11. Results of the Data Normality Test

Variable	Significance Value	Testing	Description
X_1	0,200	0,05	Normal
X_2	0,200	0,05	Normal
Y	0,075	0,05	Normal

Data homogeneity test

The data homogeneity test in this research uses the test of homogeneity of variances with the assumption that if the probability or significance value is ≥ 0.05, then the sample variances are declared homogeneous, whereas if the probability or significance value is ≤ 0.05, then the sample variances are declared not homogeneous. The results of the data analysis are as follows:

Table 12. Results of Data Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.	Conclusion
X_1	,020	9	36	,443	0.443 > 0.05 means it is declared homogeneous
X_2	,961	9	36	,487	0.487 > 0.05 means it is declared homogeneous

Data linearity test

The linearity test is used to determine whether the data on the independent variable has a linear relationship with the data on the dependent variable. The linearity test in this data is conducted using the test for linearity with a significance level of 0.05. If the significance value is < 0.05, then the relationship between the two variables is linear. Conversely, if the significance value is > 0.05, then the relationship between the two variables is not linear.

Table 13. Results of Data Linearity Test for Variable X_1

			Sum of Squares	Df	Mean Square	F	Sig.
Y * X_1	Between Groups	(Combined)	181,922	14	12,994	1,133	,366
		Linearity	44,915	1	44,915	3,916	,056
		Deviation from Linearity	137,007	13	10,539	,919	,544
	Within Groups		401,458	35	11,470		
	Total		583,380	49			

Based on Table 13, the results of the linearity analysis between the values of variables X1 and Y have a significance value of 0.56 > 0.05, which means that X1 and Y have a linear relationship.

Table 14. Results of Data Linearity Test for Variable X_2

			Sum of Squares	Df	Mean Square	F	Sig.
Y * X_2	Between Groups	(Combined)	336,785	17	19,811	2,571	,010
		Linearity	210,134	1	210,134	27,269	,056
		Deviation from Linearity	126,651	16	7,916	1,027	,456
	Within Groups		401,458	246,595	32	7,706	
	Total		583,380	583,380	49		

Based on Table 14, the results of the linearity analysis between X_2 and Y have a significance value of 0.56 > 0.05, which means that X_2 and Y have a linear relationship.

Data multicollinearity test

The multicollinearity test is conducted by looking at the values of the Variance Inflation Factor (VIF) and Tolerance. The criteria are; if the tolerance value is > 0.10 and the VIF value is < 10.00, it means there is no multicollinearity; and if the tolerance value is ≤ 0.10 and the VIF value is > 10.00, it means there is multicollinearity.

Table 15. Results of the Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	X_1	,837	1,194
	X_2	,837	1,194
a. Dependent Variable: Y			

The steps used are as follows; first, input the data and scores for each variable in the variable view and data view columns; second click Analyze then Regression then Linear; third enter variables X1 and X2 into the independent box and variable Y into the dependent box; fou the click the statistics menu and check ($\sqrt{}$) the "collinearity diagnostics" box, then click continue and OK. The output of the multicollinearity test results will then be obtained.

The variables have a tolerance value > 0.10 and a VIF value < 10.00, so it can be concluded that there is no multicollinearity between the independent variables in this regression model.

Data autocorrelation test

Detecting the symptoms of autocorrelation, the Durbin-Watson (DW) test is used, with the DW value ranging between minus two (-2) to plus two (+2) indicating that there is no autocorrelation.

Table 16. Results of Data Autocorrelation Test

			Model Summary[b]		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,601[a]	,362	,335	2,815	2,218
a. Predictors: (Constant), X_2, X_1					
b. Dependent Variable: Y					

Based on Table 16, the Durbin-Watson (DW) value is 2.218, which indicates that the value is outside the range of -2 to +2, thus autocorrelation occurs.

Hypothesis testing

The results of hypothesis testing using the T-test and F-test, to determine the partial and simultaneous effects on the variables to be tested.

Table 17. Results of T-Test Analysis of Variable X_1, X_2 on Y

		Coefficients[a]				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54,544	10,324		5,283	,000
	X_1	,243	,121	,277	2,001	,001
2	(Constant)	42,297	6,338		6,674	,000
	X_2	,494	,095	,600	5,198	,000
a. Dependent Variable: Y						

Based on Table 17 in point 1, the results of the T-test calculation show a significant value of 0.001. Since the significance value (probability) is less than 0.05, H0 is rejected. This means that Ha is accepted, with 0.001 < 0.05 and the calculated t-value ($t_{calculated}$) of 2.001 > t_table of 1.675. Therefore, it can be concluded that Ha1 is accepted, which means there is an influence of X_1 on Y. To determine the magnitude of the correlation coefficient or the strength of the relationship and the determination coefficient or the magnitude of the influence of X_1 on Y.

Based on Table 17 in point 2, the results of the T-test calculation show a significant value of 0.000. Since the significance value (probability) is less than 0.05, H0 is rejected.

This means that Ha is accepted, with 0.000 < 0.05 and the calculated t-value ($t_{calculated}$) of 5.198 > t_{table} of 1.675. Therefore, it can be concluded that Ha2 is accepted, which means there is a significant influence of X_2 on Y.

Table 18. Results of Determination Coefficient Test H_1, H_2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.693[a]	.481	.477	10.425	.481	135.210
2	.608[a]	.370	.366	11.485	.370	85.700

Based on Table 18 in point 1, the R-value is 0.693. This means that the relationship between X1 and Y is strong because it falls within the range of 0.60-0.79. Based on Table 18 in point 2, the R-value is 0.608. This means that the relationship between X2 and Y is strong because it falls within the range of 0.60-0.79. The R Square value is 0.370, indicating that the performance variable can be explained by the organizational culture variable by 37%, while the remaining 63% (0.63) is explained by other factors. This significant influence is because when holding meetings at school, each teacher has different opinions, which often leads to conflicts among the teachers, for example, during meetings to organize the graduation ceremony for sixth-grade students. This is explained through the correlation presented in Table 19.

Table 19. Correlation Levels

Coefficient Interval	Relationship Level
0,00-1,99	Very weak
0,199-0,399	Weak
0,40-0,599	Moderate
0,60-0,799	Strong
0,8-1000	Very strong

The R Square value is 0.481, indicating that the variable Y can be explained by the variable X_1 by 48.1%, while the remaining 51.9% (0.519) is explained by other factors. This amount of influence is due to the numerous activities or routines of a school principal, making it difficult to effectively supervise the teachers. When the principal is not at the school, some teachers tend to chat during class hours, one teacher leaves early if the principal is not around, and some are busy with their gadgets, although there are also a few who continue to perform their duties well even without the principal's constant supervision.

Table 20. Results of F-Test Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	211,003	2	105,502	13,316	,000[b]
	Residual	372,377	47	7,923		
	Total	583,380	49			
a. Dependent Variable: Y						
b. Predictors: (Constant), X_2, X_1						

Based on Table 20, it is known that the significance value for the simultaneous or joint effect of X_1 and X_2 on Y is 0.000 < 0.05, and the calculated F value ($F_{calculated}$) is 13.316

> F_{table} of 2.80. Therefore, it can be concluded that Ha3 is accepted, which means there is a simultaneous influence of X_1 and X_2 on Y. The magnitude of the influence of the two independent variables on the dependent variable can be seen in Table 21.

Table 21. Results of Determination Coefficient Test (H_3)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.767[a]	.588	.583	9.317	.588	103.560

Table 21 shows the R-value is 0.767. This means that the relationship between Organizational Culture, managerial competence of the school, and performance is strong because it falls within the range of 0.60-0.79. The R Square value is 0.588, indicating that the performance variable can be explained by the Organizational Culture and managerial competence of the school variables by 58.8%, while the remaining 41.2% (0.412) is explained by other factors. This significant influence is partly due to the principal's kindness in terms of tolerance, which often makes teachers more relaxed, sometimes leading to less responsiveness in teaching. Additionally, the age nearing retirement lowers their teaching enthusiasm, their lack of proficiency in technology makes it difficult for them to complete administrative tasks using computers or laptops, and the students' notebooks are sometimes checked late, causing their tasks to pile up.

Discussion

The first hypothesis testing using regression analysis shows that H_0 is rejected and H_a is accepted, meaning there is a significant influence of Driving School Management on Teacher Performance, with the calculated t-value ($t_{calculated}$) being greater than the table t-value (t_{table}). Thus, there is a significant influence of Driving School Management on Teacher Performance in Bolo District. Based on Table 19, it can be seen that the R-value is 0.693. This means that the relationship between Driving School Management and performance is strong because it falls within the range of 0.60-0.79. The R Square value is 0.481, indicating that the performance variable can be explained by the Driving School Management variable by 48.1%, while the remaining 51.9% (0.519) is explained by other factors.

This refers to the theoretical perspective that states that Driving School Management is a science and art possessed by individuals to utilize human resources and other resources to achieve established goals. This theory is supported by Winulyo et al. (2023) who state that driving school management is increasingly important to be improved in line with the increasing complexity of the duties of school principals, requiring more effective and efficient performance support. Irfan et al. (2023) add that Driving School Management is the ability of a school principal to carry out management functions, namely planning, organizing, directing, and supervising, to achieve desired goals. Meidiana et al. (2020) assert that managerial competence is the technical ability of a school principal to perform his duties as an education manager. While Zhahira (2022) suggests that managerial competence is an individual's ability in their capacity as a manager to perform management functions, including planning, organizing, directing, and supervising.

These results are also supported by Seubelan (2023) who state that there is an influence of Driving School Management on teacher performance by 65.7%. This result is also supported by Jaliah et al. (2020) those who state that there is an influence of Driving School Management on teacher performance at 46.7%. Additionally, Lestari and Razak (2020) found that there is an influence of Driving School Management on Teacher

Performance at 54.5%. During the research, it was indeed true that due to the numerous activities and routines of a school principal, they could not supervise their teachers effectively. When the principal is not at the school, some teachers tend to chat during class hours, one teacher leaves early if the principal is not around, and some are busy with their gadgets, although there are also a few who continue to perform their duties well even without the principal's constant supervision. However, the principal remains the leader of the school, whose main duties and functions include motivating and influencing teachers and staff to carry out their tasks to achieve a good learning process. Despite being busy with meetings at the local education office almost every day, the principal does not forget their responsibilities at the school as a leader.

The second hypothesis testing, the results of the regression analysis for Organizational Culture on Teacher Performance, indicates that there is a significant influence of Organizational Culture on Teacher Performance, with H_0 being rejected and H_a accepted. This means there is a significant influence of Organizational Culture on Teacher Performance in elementary schools in Bolo District. Based on Table 21, it can be seen that the R-value is 0.608. This means that the relationship between organizational culture and performance is strong because it falls within the range of 0.60-0.79. The R Square value is 0.370, indicating that the performance variable can be explained by the organizational culture variable by 37%, while the remaining 63% (0.63) is explained by other factors.

According to Sudarsono (2019) theory, organizational culture is a set that influences and binds members, which must be understood about values, attitudes, and beliefs that are a force to influence thoughts, feelings, and actions as well as the value system believed by all members of the organization. Wahyudin (2022) states that organizational culture is a subconscious perception for members of the organization. This perception includes words, actions, feelings, beliefs, and values that can affect organizational performance. Sari et al. (2021) describe organizational culture as a system of shared values, beliefs, and habits within an organization that interacts with its formal structure to create behavioral norms.

These results are supported by Erowati (2023) those who state that organizational culture contributes significantly by 43.0%. This is further supported by Agustin et al. (2023) those who state that Organizational Culture (X_4) has a 6.44% impact on teacher performance. During the research process, organizational culture emerged as one of the factors influencing teacher performance. For instance, if communication among teachers is good, their performance also tends to be good. The research findings indicate that during school meetings, each teacher has different opinions, often leading to conflicts among them, such as during meetings to organize the graduation ceremony for sixth-grade students or planning for the Ramadan boarding school program. However, they eventually manage to collaborate in the learning process, helping each other if a teacher is not familiar with a learning program, cooperating during school activities like the Ramadan boarding school program, the graduation ceremony for sixth-grade students, and when there are visits from local education officials.

The third hypothesis testing using regression analysis, the ANOVA test results showed that the calculated F_{value} ($F_{calculated}$) is greater than the table F value (F_{table}), indicating that there is a combined influence of Driving School Management and Organizational Culture on Teacher Performance in elementary schools in Bolo District. Based on Table 21, it can be seen that the R-value is 0.767. This means that the relationship between Organizational Culture, managerial competence of the school, and performance is strong because it falls within the range of 0.60-0.79. The R Square value is 0.588, indicating that the performance variable can be explained by the Organizational Culture and managerial competence of the school variables by 58.8%, while the remaining 41.2% (0.412) is explained by other factors.

Based on the theory Ajepri et al. (2022) teacher performance is a key component in the educational/learning process at school. Teacher performance reflects a teacher's

work performance in fulfilling their role, functions, and duties in a specific environment, including within an organization. Setiyadi and Rosalina (2021) describe teacher performance as the achievement, results, or abilities demonstrated by teachers in carrying out educational and teaching duties. These results are supported by Zhahira (2022) who states that there is an influence of X_1 on Y by 46.7% and an influence of X_2 on Y by 53.6%

During the research, the researcher found several factors that contributed to the decline in teacher performance, including the principal's kindness in terms of tolerance often makes teachers more relaxed, which sometimes leads to a lack of responsiveness in teaching; the age of teachers approaching retirement reduces their teaching enthusiasm; their lack of proficiency in understanding technology makes it difficult for them to complete administrative tasks using computers or laptops; and the students' notebooks are sometimes checked late, causing their tasks to pile up.

Conclusion

The research points out three points. First, there is an influence of Driving School Management on the performance of elementary school teachers in Bolo District. However, the influence of Driving School Management on teacher performance has a smaller significance value compared to other variables. This is influenced by the numerous activities and routines of the school principal, which prevent effective supervision of the teachers. When the principal is not at the school, some teachers tend to chat during class hours. To address this, a better supervision system is needed, both individually and among peers, to improve performance. Second, there is an influence of Organizational Culture on the performance of elementary school teachers in Bolo District. This is influenced by the implementation of coaching, monitoring, evaluation, and training conducted by academic supervisors. Third, there is a combined influence of Driving School Management and Organizational Culture on the performance of elementary school teachers in Bolo District. Factors influencing teacher performance include the improvement in work quality, punctuality or discipline, responsibility, ability to complete tasks, and the ability to cooperate well with colleagues.

The result of this study recommends five points. The first is enhancing the competence of principals in elementary schools in Bolo District, involving managerial, entrepreneurial, personal, supervisory, and social aspects, as well as improving organizational culture. The second is stakeholder collaboration in the education sector in Bolo District to improve teacher performance through enhanced leadership and organizational culture development. The third is facilitating activities to improve teacher performance by policymakers through training, workshops, and coaching. The fourth is expanding knowledge for the researchers themselves. The fifth is broadening the scope of future studies on factors that improve teacher performance.

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