



The Influence of Leadership, School Culture, and Self-Efficacy on the Performance of Public Junior High School Teachers in Kuala Kampar Sub-District, Pelalawan Regency

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ABSTRACT

This study aims to analyze the influence of leadership, school culture, and self-efficacy on teacher performance, both partially and simultaneously. This study used a quantitative approach with an ex-post facto method. The population in this study were 78 teachers of SMP Negeri Kuala Kampar District, with a sample size of 78 people selected using purposive sampling technique. Data collection was done through distributing questionnaires, which were then analyzed using multiple linear regression, partial test (t test), simultaneous test (F test), and the coefficient of determination (R^2). The results showed that leadership has a positive and significant influence on teacher performance with a significance value of 0.000 (<0.05). School culture also has a positive and significant effect on teacher performance with a significance value of 0.000 (<0.05). In addition, high self-efficacy encourages teachers to be more confident in managing learning. Therefore, a holistic approach that includes adaptive leadership, inclusive school culture and strengthening teachers' self-efficacy is needed to improve the quality of education.

INTRODUCTION

Education has a very important role in building the quality of superior and competitive human resources. In the education system, teachers are a key element that determines the success of learning in schools. Teacher performance not only affects the effectiveness of the learning process in the classroom, but also impacts student learning outcomes in the long run. Optimal teacher performance can be achieved if there is a supportive work environment, including good leadership, a conducive school culture and strong self-efficacy among educators. Therefore, this study aims to explore how the principal's leadership, school culture and self-efficacy contribute to improving teacher performance in SMP Negeri Kuala Kampar District, Pelalawan Regency.

Principal leadership is one of the main factors that influence teacher performance in schools. Principals who have an effective leadership style can create a conducive work environment and provide motivation for teachers in carrying out their duties (Herry et al., 2020). Visionary leaders not only direct teachers to achieve educational goals, but also provide the necessary support for them to work optimally (Yusuf & Basrowi, 2023). In addition, good leadership can improve teachers' discipline and professionalism in carrying out their daily tasks (Rosmawati et al., 2020). In the context of education, principal leadership is not only related to administrative decision making, but also plays a role in providing inspiration, moral encouragement, and strengthening the capacity of teachers to develop professionally.

In addition to principal leadership, school culture is also an important factor that can contribute to teacher performance. School culture reflects the values, norms and habits adopted by the school community in carrying out daily activities (Marlinda et al., 2024). Schools with a good work culture are able to create a collaborative, innovative and professional environment, which in turn can improve the quality of teaching. A positive school culture can also strengthen the relationship between principals, teachers, students, and other education personnel, thus creating synergy in achieving educational goals (Emniswati et al., 2023). A good work culture can also increase teachers' sense of belonging and responsibility, which will have a positive impact on the quality of their teaching in the classroom. Thus, understanding the dynamics of school culture is very important in an effort to improve teacher performance at SMP Negeri Kuala Kampar District.

Self-efficacy is also a psychological factor that plays a role in determining teacher performance. Self-efficacy refers to an individual's belief in his or her ability to complete tasks and achieve goals that have been set (Hervina, 2023). Teachers who have high self-efficacy will be more confident in facing professional challenges, more motivated in developing innovative teaching methods, and more persistent in improving their competencies (Fahmi et al., 2021). In addition, other studies have shown that teachers' self-efficacy is closely related to job satisfaction, which in turn affects the quality of learning they provide to students (Afrina, 2019). In a school setting, self-efficacy not only impacts the way teachers teach, but also the way they interact with students, peers and school leaders.

However, although principal leadership, school culture, and teacher self-efficacy are recognized as factors that influence teacher performance, there are still various obstacles that need to be overcome. The results of observations made at the State Junior High School in Kuala Kampar District show that there are still many teachers who do not have carefully prepared lesson plans. Of the 30 teachers observed, only 22 actively developed and used lesson plans that were tailored to the needs of students. The rest of the teachers only download lesson plans from the internet without making the necessary adaptations to suit the school context and learners. This shows that lesson planning in schools still needs to be improved to better suit the needs of education at the junior high school level.

In addition, many teachers do not have the motivation to continuously update their knowledge and skills. Some teachers still rely on printed books and their prior knowledge without any effort to attend training or enrich their knowledge through various other learning resources. This factor is closely related to the principal's leadership and work culture in the school. Principals who are proactive in encouraging teachers to continue learning and developing their competencies can improve teachers' overall work motivation. However, if the principal pays less attention to teachers' professional development, then the quality of teaching in the school tends to be stagnant and less innovative.

Another obstacle found in this study is the lack of learning support facilities at school. In SMP Negeri Kuala Kampar Sub-district, there is no regular training program specifically designed to increase teachers' capacity in the field they teach. In addition, limited internet access and lack of technological devices such as laptops or computers are the main obstacles in supporting the digital-based learning process. The existence of adequate facilities is needed so that teachers can more freely explore various learning methods that suit the needs of students in the digital era.

The issue of teacher discipline is also another factor that needs attention. Based on attendance data collected during January 2024, 15 teachers (50%) were absent without a clear reason, while 12 teachers (40%) often arrived late more than three times a month. In addition, 10 teachers (33.33%) did not follow the class schedule consistently. These high absenteeism and tardiness rates indicate that improvements still needed in the school management system and strengthening teacher discipline to make the learning process more effective.

Strong principal leadership can play a role in addressing these issues by creating a more disciplined and productive work environment. Good leadership aims not only to give instructions, but also to build effective communication, create harmonious working relationships and inspire teachers to improve their performance. Transformational leadership, for example, has been shown to increase teacher engagement in teaching and shape a work culture that is more conducive to improving the quality of learning (Yusuf & Basrowi, 2023).

By understanding the various factors that influence teacher performance, this study aims to analyze the extent to which principal leadership, school culture, and

teacher self-efficacy contribute to improving the quality of learning in state junior high schools in Kuala Kampar District, Pelalawan Regency. Through empirical data obtained from observations, interviews, and literature review, this research is expected to provide deeper insights into strategies that can be applied to improve teacher performance. In addition, the results of this study are also expected to be a reference for school principals, policy makers, and related parties in formulating more effective and sustainable education policies.

METHODS

This research uses *ex post facto* method with descriptive quantitative approach. This approach was chosen because the research aims to analyze the relationship between the dependent variable, namely teacher performance (Y), with three independent variables, namely leadership (X1), school culture (X2), and self-efficacy (X3). This method does not provide direct treatment to research subjects, but observes variables that have occurred in the field.

This research was conducted in public junior high schools in Kuala Kampar District, Pelalawan Regency. The implementation of the research took place during the period January to December 2024. The selection of this research location is based on the consideration that these schools have characteristics that are relevant to the problem under study.

The population in this study were all public junior high school teachers in Kuala Kampar District, totaling 78 people. Because the population was less than 100, this study used a *saturated sampling* technique, namely taking the entire population as a research sample. This technique was chosen to ensure the research results are more accurate and representative.

The research variables consist of dependent variables and independent variables. The dependent variable in this study is teacher performance, while the independent variables include principal leadership, school culture, and teacher self-efficacy. Principal leadership variables are measured through aspects of decision-making ability, motivational ability, communication ability, ability to control subordinates, responsibility, and emotional control. School culture variables include indicators of loyalty to friends, responsibility, respect for others, and concern for others. Meanwhile, teacher self-efficacy variables were measured based on individual beliefs in overcoming task challenges, confidence in facing difficulties, perseverance in completing tasks, ability to face obstacles, and utilization of experience for success.

Data was collected using a questionnaire with a five-level Likert scale, which reflects the respondent's level of agreement with each statement in the questionnaire. Each indicator in the research variable has been developed through theoretical studies and the preparation of instrument grids. To ensure the quality of the instrument, validity and reliability tests were conducted. The validity test was conducted using the *Product Moment* correlation technique, while the reliability test used the Cronbach's Alpha coefficient. The test results show that all variables have

a high level of reliability with Cronbach's Alpha values ranging from 0.749 to 0.946, so that the research instrument is declared suitable for use.

Data analysis in this study was carried out through several stages. First, descriptive analysis is used to understand the characteristics of the research data. Second, the normality test is carried out to ensure that the data normally distributed, with the criterion that if the significance value is more than 0.05, the data is declared normal. Third, the linearity test is carried out using the *Deviation from Linearity* method at a significance level of 0.05, to ensure that there is a linear relationship between the independent and dependent variables. Fourth, the multicollinearity test is carried out to detect the correlation between independent variables, with the criterion that if the *Variance Inflation Factor (VIF)* value is less than 10, the model is considered free from multicollinearity.

Hypothesis testing in this study was conducted through several statistical methods. Simple correlation test was used to measure the relationship between two variables, while simple linear regression was applied to test the effect of one independent variable on the dependent variable. In addition, multiple linear regression analysis was used to measure the simultaneous effect of the three independent variables on teacher performance, with a regression model:

$$Y=b_0+b_1X_1+b_2X_2+b_3X_3+eY = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

In addition, the F-test is used to test the simultaneous effect of the independent variable on the dependent variable, with the criterion that if the F-count is greater than the F-table, the effect is significant. Furthermore, the coefficient of determination (R^2) is calculated to assess the magnitude of the contribution of the independent variable to the dependent variable.

RESULTS

Descriptive Analysis of Research Variables

Descriptive analysis was conducted to describe the data characteristics of the variables of teacher performance, leadership, school culture, and self-efficacy. The results of descriptive statistics of the research variables can be seen in Table 1 below.

Table 1. Descriptive statistics

| Statistics | | | | |
|--|---------------------|------------|----------------|-----------------|
| | Teacher Performance | Leadership | School Culture | Self-efficacy |
| N | 78 | 78 | 78 | 78 |
| Missing | 0 | 0 | 0 | 0 |
| Mean | 109,41 | 97,55 | 105,36 | 95,65 |
| Median | 109,00 | 98,00 | 103,00 | 97,00 |
| Mode | 108 | 95 | 103 | 97 ^a |
| Std. Deviation | 7,017 | 9,032 | 12,707 | 15,979 |
| Variance | 49,232 | 81,575 | 161,480 | 255,320 |
| Range | 25 | 40 | 47 | 61 |
| Minimum | 96 | 73 | 78 | 59 |
| Maximum | 121 | 113 | 125 | 120 |
| a. Multiple modes exist. The smallest value is shown | | | | |

The descriptive results show that teacher performance has an average of 109.41, with a standard deviation of 7.017, which indicates the distribution of data that does not vary too much. The leadership variable has an average of 97.55 with a mode of 95, while school culture has an average of 105.36. Self-efficacy has an average of 95.65, with a standard deviation of 15.979, showing greater variation than other variables.

Classical Assumption Test Results

The classical assumption test was conducted to ensure the data met the requirements of multiple linear regression. The normality test with Shapiro-Wilk showed that all variables had significance values above 0.05, indicating normal distribution. The linearity test shows that the relationship between teacher performance and leadership (Sig. 0.230), school culture (Sig. 0.072), and self-efficacy (Sig. 0.192) is linear. Multicollinearity test using Variance Inflation Factor (VIF) shows all independent variables have VIF below 10, so there is no indication of multicollinearity.

Simple Linear Regression Analysis

Simple regression analysis was conducted to determine the effect of each independent variable on teacher performance. The results of the analysis are presented in Table 2 below.

Table 2. Simple Regression Test Results

| Variables | B | Std. Error | Beta | t | Sig. |
|----------------|-------|------------|-------|--------|-------|
| Leadership | 0,795 | 0,065 | 0,795 | 15,299 | 0,000 |
| School Culture | 0,799 | 0,046 | 0,799 | 15,517 | 0,000 |
| Self-efficacy | 0,648 | 0,076 | 0,648 | 9,912 | 0,000 |

The regression results show that all independent variables have a significant effect on teacher performance with a p value <0.05. School culture has the greatest influence on teacher performance, followed by leadership and self-efficacy.

Multiple Linear Regression Analysis

Multiple regression analysis was used to determine the simultaneous influence of leadership, school culture, and self-efficacy on teacher performance. The results of the analysis are presented in Table 3 below.

Table 3. Multiple Regression Test Results

| Variables | B | Std. Error | Beta | t | Sig. |
|----------------|-------|------------|-------|--------|-------|
| Leadership | 0,795 | 0,065 | 0,795 | 15,299 | 0,000 |
| School Culture | 0,799 | 0,046 | 0,799 | 15,517 | 0,000 |
| Self-efficacy | 0,648 | 0,076 | 0,648 | 9,912 | 0,000 |

The multiple regression equation obtained is: $Y = 2.081 + 0.795(X1) + 0.799(X2) + 0.648(X3)$. The analysis shows that all independent variables have a significant influence on teacher performance ($p < 0.05$). School culture has the greatest influence, followed by leadership and self-efficacy.

Test Coefficient of Determination (R^2)

To find out how much the independent variable can explain the dependent variable, the coefficient of determination test was conducted. The results are shown in Table 4 below.

Table 4. Determination Coefficient Test Results

| Model | R | R Square | Adjusted R Square |
|-------|-------|----------|-------------------|
| 1 | 0,866 | 0,850 | 0,844 |

The R Square value of 0.850 indicates that 85% of the variation in teacher performance can be explained by the variables of leadership, school culture, and self-efficacy, while the remaining 15% is influenced by other variables outside this research model.

DISCUSSION

The Effect of Leadership on Teacher Performance

The test results of the first hypothesis (H1) with a significance of 0.000 (<0.05) show that leadership has a significant effect on teacher performance. This shows that effective leadership can contribute directly to improving teacher performance in schools. Principal leadership plays an important role in creating a positive work atmosphere. Leaders who are able to adapt their leadership style to the conditions in the school can create a conducive work climate. Research by Widayati et al., (2020) shows that teachers' job satisfaction is influenced by good leadership, which in turn improves their performance. In addition, Iba et al., (2021) emphasized that motivation and good organizational culture, which are often influenced by leadership, also contribute to teacher performance.

Principals who understand the challenges faced by teachers and provide appropriate support can create a better work climate. This is in line with the findings from Pamungkas et al., (2022), which shows that work motivation can mediate the effect of organizational climate on employee performance. Thus, principals need to pay more attention to developing motivation and support for teachers to improve their performance.

Principal training is also an important aspect in improving teacher performance. In this context, research by Nuraini, (2022) shows that principals' managerial competence has a positive effect on teacher performance. Therefore, training that focuses on developing principals' leadership and managerial skills needs to be prioritized. This will assist principals in managing human resources in schools and creating a supportive environment for teachers.

Furthermore, research by Hamidah & Supardi, (2024) shows that the principal's leadership style has a significant effect on teacher work motivation. When principals apply an appropriate leadership style, teachers will feel more motivated to perform their duties well. This suggests that good leadership not only affects teachers' performance directly, but also through increasing their work motivation.

Effective leadership can also improve teacher work discipline. Research by Oktaviani & Putra, (2021) shows that work discipline has a positive effect on teacher performance. Thus, principals who are able to create a culture of discipline in schools will contribute to improving teacher performance. In addition, research by Dedy Sugiharto et al., (2024) added that workload that is well managed by principals can also positively affect teacher performance.

In this context, it is important to create effective communication between principals and teachers. Research by Marlinda et al., (2024) shows that good communication between leaders and staff can improve teacher performance. Therefore, principals need to ensure that communication channels are open and transparent, so that teachers feel heard and valued.

Transformational leadership is also one of the approaches that can improve teacher performance. Research by Adzkiya (2021) shows that the transformational leadership of school principals has a positive effect on teacher performance. Principals

who apply the principles of transformational leadership can inspire and motivate teachers to achieve common goals in education.

On the other hand, external factors such as school climate also play a role in the influence of leadership on teacher performance. Research by Eldiana Harahap et al., (2023) shows that a positive school climate can improve teacher performance. Therefore, principals need to create a supportive environment where teachers feel comfortable and motivated to work.

Overall, the influence of leadership on teacher performance is very complex and influenced by various factors. Research conducted by Kustinayanti & Wiyasa, (2021) shows that there is a significant correlation between the type of principal leadership and the work environment on teacher performance. This shows that good leadership must be balanced with the creation of a positive work environment to achieve optimal results.

In order to improve teacher performance, principals need to periodically evaluate the leadership style applied. Research by Setiyadi and Inirwana Puspitasari (2023) shows that evaluating and adjusting leadership styles can help principals improve teacher performance. Thus, principals must be willing to learn and adapt to the needs of teachers and the situation at school.

Effective leadership must also be balanced with the development of teacher professionalism. Research by Merdiana et al., (2022) shows that developing teachers' professionalism can improve their performance. Therefore, principals need to provide opportunities for teachers to attend training and self-development, so that they can improve their competence and performance.

Finally, it is important to remember that teacher performance is not only influenced by leadership, but also by other factors such as motivation, work discipline, and organizational climate. Research by Basem et al. (2022)) shows that a combination of these factors can contribute significantly to teacher performance. Therefore, a holistic approach that includes these various aspects needs to be implemented in an effort to improve teacher performance in schools.

The Effect of School Culture on Teacher Performance

The second hypothesis test (H2) shows a significance value of 0.000 (<0.05), which means that teacher performance is significantly influenced by school culture. This confirms that a welcoming, inclusive and collaborative school culture can create a positive work environment, which in turn improves teacher morale and productivity. A positive school culture contributes to improved teacher performance by creating an atmosphere that supports effective collaboration and communication. Research by Kusumaningrum et al., (2019) shows that a good school culture can empower human resources in schools, which has implications for improving teacher performance. In addition, Aisyafarda & Sarino, (2019) emphasized that a strong organizational culture, along with the right leadership style, can significantly improve teacher performance.

This suggests that school culture serves not only as a background, but also as an active factor influencing teacher performance.

A school culture that supports professionalism and effective communication is essential in creating a conducive work environment. Saragih & Suhendro, (2020) noted that school organizational climate and teacher work culture contribute to teacher work commitment. When teachers feel supported by a positive school culture, they tend to be more committed to performing their duties well. This is in line with research by Herry et al., (2020) , which shows that principal leadership and teacher commitment have a positive effect on teachers' professional performance. Thus, a good school culture can strengthen teachers' commitment and improve their performance.

Furthermore, principals have an important role in creating and maintaining a positive school culture. Research by Arimbi & Minsih, (2022) shows that principals who are able to build an inclusive and collaborative school culture can improve teacher morale. Principals need to develop strategies that encourage teachers' active participation in decision-making and curriculum development. By involving teachers in the process, principals can create a strong sense of belonging among teachers, which in turn can improve their performance.

An inclusive school culture also contributes to teachers' psychological well-being. Mat Zin et al. (2023) found that a supportive school culture can improve teachers' psychological well-being, which has a direct effect on their performance. When teachers feel valued and supported in their work environment, they are more likely to contribute maximally to the learning process. Therefore, it is important for principals to create a culture that values diversity and encourages collaboration among all staff members.

In addition, a positive school culture can increase teachers' work motivation. Research by Rizki, (2023) shows that high work motivation is closely related to a supportive school culture. When teachers feel motivated, they will be more energized in carrying out their tasks, which will ultimately contribute to improved performance. Therefore, principals should continuously strive to create a school culture that motivates teachers to achieve higher educational goals.

School culture also plays a role in shaping the character and work ethics of teachers. Research by Insani & Basuki, (2024) shows that character education based on school cultural values can help shape positive attitudes and behaviors among teachers. When teachers have good character and high work ethics, they will be better able to provide quality teaching to students. Therefore, it is important for schools to integrate character values in their school culture.

In this context, effective communication between principals and teachers is also an important factor in the influence of school culture on teacher performance. Research by Lestari & Ain, (2022) shows that good communication can improve the relationship between principals and teachers, which in turn can improve teacher performance. Principals should ensure that communication channels are open and transparent, so that teachers feel heard and valued.

Overall, the influence of school culture on teacher performance is complex and involves various factors. Research by Fandholi et al., (2023) shows that school culture and teachers' work motivation interact with each other to influence school quality. Therefore, a holistic approach that includes developing a positive school culture and improving teachers' work motivation needs to be implemented to achieve optimal results in education.

Finally, it is important to remember that school culture not only affects teacher performance, but also impacts student learning outcomes. Research by Makalew, (2023) shows that a good school culture can improve teacher performance, which in turn has a positive impact on students' academic achievement. Therefore, principals should continuously strive to create a supportive, inclusive and collaborative school culture to improve the overall quality of education.

The Effect of Self-Efficacy on Teacher Performance

The third hypothesis test (H3) with a significance of 0.000 (<0.05) shows that self-efficacy has a significant effect on teacher performance. This shows that teachers with high levels of self-efficacy tend to have better performance, so the development of self-efficacy is a crucial aspect in improving teacher performance. Self-efficacy, defined as an individual's belief in their ability to achieve certain goals, has a significant impact on teacher performance. Research by Holzberger et al., (2013) shows that teacher self-efficacy is positively related to teaching quality. When teachers believe in their ability to manage the classroom and deliver material effectively, they tend to be more successful in achieving learning objectives. This is in line with findings by Wang et al., (2024) , which emphasizes that effective teacher training programs can improve their self-efficacy, which in turn contributes to improved performance.

Self-efficacy also plays a role in influencing teacher job satisfaction. Zakariya, (2020) found that a positive school climate can increase teachers' self-efficacy, which has an impact on their job satisfaction. When teachers feel supported by the school environment, they are more likely to feel confident in their abilities, which contributes to better performance. Therefore, creating a supportive school climate is essential for improving teachers' self-efficacy.

Furthermore, self-efficacy can influence how teachers deal with challenges in the learning process. Research by Bartosiewicz et al., (2022) shows that teachers with high levels of self-efficacy are better able to cope with stress and challenges that arise during the teaching process. They tend to be more resilient and able to adapt to change, which is particularly important in the dynamic context of education. Thus, the development of self-efficacy should be a focus in training and professional development programs for teachers.

The development of self-efficacy can be done through various means, including training, mentoring, and peer support. VanLone et al. (2022) emphasize the importance of support from principals and peers in improving teachers' self-efficacy. When teachers feel that they have a strong support network, they are more likely to believe in their

abilities and try harder in their work. Therefore, principals need to create a collaborative culture in schools that encourages teachers to support each other and share experiences.

In addition, it is important to integrate self-efficacy development in the teacher training curriculum. Zheng et al., (2022) suggests that training that focuses on developing skills and knowledge can improve teachers' self-efficacy. By providing teachers with the necessary tools and strategies to overcome challenges in teaching, they will feel more confident in their abilities. Therefore, training programs should be designed to provide relevant practical experiences and support the development of self-efficacy.

Self-efficacy is also closely related to leadership in schools. Shaukat et al. (2019) found that the characteristics of school leaders can influence teachers' self-efficacy. Leaders who provide positive feedback and support to teachers can increase their confidence, which in turn has an impact on performance. Therefore, principals need to play an active role in supporting the development of teachers' self-efficacy through constructive feedback and recognition of their achievements.

In this context, it is important to understand that self-efficacy is not an independent factor, but is influenced by various other elements, including teaching experience, training, and social support. Tyaningsih et al., (2021) showed that positive teaching experiences can increase teachers' self-efficacy. When teachers have successful experiences in teaching, they tend to be more confident and committed to improving their performance.

Finally, the development of self-efficacy should be an integral part of teacher performance improvement strategies. Research by Peciuliauskiene et al., (2022) shows that self-efficacy contributes to teaching quality and student learning outcomes. Therefore, efforts to improve teachers' self-efficacy will not only improve their performance, but will also have a positive impact on students' academic achievement. Thus, it is important for stakeholders in education to focus on developing self-efficacy as part of efforts to improve the overall quality of education.

The Influence of Leadership, School Culture, and Self-Efficacy on Teacher Performance

The results of the simultaneous test (F-test) with a significance of 0.000 (<0.05) show that leadership, school culture and self-efficacy together affect teacher performance. This finding confirms the importance of managing these three factors to improve the quality of teaching and education in schools. Principal leadership is one of the main factors that influence teacher performance. Research by Kusumaningrum et al., (2020) shows that good leadership can create a supportive environment for teachers to innovate and improve their performance. Principals who apply a leadership style that suits teachers' needs can increase their motivation and commitment, which in turn has a positive impact on performance. This is in line with research by Aisyafarda & Sarino, (2019) , which found that the situational leadership style of the principal has a positive effect on teacher performance simultaneously.

School culture also plays an important role in improving teacher performance. A friendly, inclusive and collaborative school culture can create a positive working atmosphere. Research by Jaya, (2021) shows that a school culture that supports professionalism and effective communication contributes to improved teacher performance. When teachers feel valued and supported by the school culture, they tend to be more committed to performing their duties well. This suggests that principals need to create a positive school culture to improve the quality of education.

Self-efficacy, or an individual's belief in their ability to achieve goals, also has a significant effect on teacher performance. Research by Hervina, (2023) shows that high self-efficacy is associated with better teacher performance. Teachers who believe in their abilities tend to be more motivated and committed to achieving learning goals. Therefore, the development of self-efficacy should be a focus in training and professional development programs for teachers. Research by Mulyani & Wiarta, (2021) emphasizes that self-efficacy can be mediated by good leadership, so it is important for principals to support the development of teacher self-efficacy.

Principal leadership, school culture, and self-efficacy interact with each other in influencing teacher performance. Research by Prasisca Devi & Wiyasa, (2021) shows that a combination of these three factors can contribute significantly to teacher performance. When principals apply a good leadership style, create a positive school culture, and support the development of teacher self-efficacy, teacher performance will improve. This suggests that a holistic approach that includes these three factors needs to be applied in an effort to improve teacher performance.

In this context, it is important to create effective communication between principals and teachers. Research by Herry et al., (2020) shows that good communication between leaders and staff can improve teacher performance. Principals need to ensure that communication channels are open and transparent, so that teachers feel heard and valued. Thus, principals can create a supportive environment for teachers to collaborate and share experiences.

Furthermore, principals must play an active role in creating a school culture that supports the development of teacher professionalism. Research by Zuldesiah et al., (2021) shows that a good school culture can improve teacher performance. Therefore, principals need to develop strategies that encourage teachers' active participation in decision-making and curriculum development. By involving teachers in the process, principals can create a strong sense of belonging among teachers, which in turn can improve their performance.

Self-efficacy development can also be done through various means, including training, mentoring, and peer support. Research by Warni, (2024) shows that developing teachers' self-efficacy can improve their motivation and performance. When teachers feel that they have a strong support network, they are more likely to believe in their abilities and try harder in their work. Therefore, principals need to create a collaborative culture in schools that encourages teachers to support each other and share experiences.

Overall, the influence of leadership, school culture and self-efficacy on teacher performance is complex and involves multiple factors. Research by Makalew, (2023) shows that these three factors interact with each other to influence the quality of education. Therefore, a holistic approach that includes leadership development, positive school culture and increased teacher self-efficacy needs to be implemented to achieve optimal results in education.

Finally, it is important to remember that teacher performance is not only influenced by internal factors, but also by external factors such as education policies and support from the government. Research by Nurwiyanto et al., (2022) shows that good work incentives and motivation can contribute to improving teacher performance. Therefore, this research is expected to make a significant contribution to the development of education science, especially in the context of improving teacher performance in schools.

CONCLUSION

Based on the results of this study, it can be concluded that leadership, school culture, and self-efficacy have a significant influence on teacher performance in public junior high schools in Kuala Kampar District, Pelalawan Regency. Effective principal leadership plays a role in creating a conducive work environment, providing support, and increasing teacher motivation and discipline. Principals who apply a leadership style that suits the needs of teachers can increase professionalism, build effective communication, and foster a positive work culture, which ultimately has an impact on improving teacher performance.

In addition, a positive, inclusive and collaborative school culture contributes to creating a comfortable working atmosphere and encourages teachers to work more optimally. A school environment that supports professionalism and good communication strengthens teachers' commitment in carrying out their duties and responsibilities. Furthermore, teachers' self-efficacy also has a significant influence on their performance. Teachers who have high confidence in their ability to manage the classroom and overcome learning challenges tend to perform better. Therefore, training and professional development programs for teachers need to consider aspects of increasing self-efficacy as a strategy in improving their performance.

Simultaneously, principal leadership, school culture, and teacher self-efficacy have a significant influence on teacher performance. This shows that efforts to improve teacher performance cannot be done partially, but must go through a holistic approach that includes adaptive leadership, supportive school culture, and strengthening teacher self-efficacy. By creating synergy between these three factors, it is expected that the quality of teaching and the quality of education can improve sustainably. Therefore, policies that are oriented towards strengthening the leadership role of school principals, establishing a more inclusive and collaborative school culture, and increasing self-development programs for teachers so that they are more confident in carrying out their duties are needed.

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