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## THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CULTURE, AND PEDAGOGICAL COMPETENCE ON THE PERFORMANCE OF STATE MADRASAH IBTIDAIYAH TEACHERS

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### Abstrak

This study aims to analyze the influence of these three variables, both partially and simultaneously, on the performance of teachers at State Islamic Elementary Schools (MIN) in Metro City. The research employed a quantitative approach using multiple regression analysis through SPSS 22.0. The study population consisted of 106 MIN teachers in Metro City, and based on the Slovin formula with a 10% margin of error, 51 samples were selected using the Proportional Random Sampling technique. The instrument used was a Likert-scale questionnaire that had been tested for validity and reliability using the Product-Moment correlation and Cronbach's Alpha, and all variables were found to be valid and reliable. The research sample involved all MIN teachers in Metro City as respondents. The results showed that the principal's leadership has a positive but not dominant influence, organizational culture significantly affects teachers' motivation and work ethic, while pedagogical competence is the strongest factor determining teacher performance, with the highest regression coefficient (0.609). Simultaneously, the three variables contribute significantly to teacher performance (sig. 0.000; F-value 348.204). The findings emphasize that teacher performance improves optimally when leadership is effective, the organizational culture is religious and collaborative, and teachers' pedagogical competence is professionally developed.

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### Keywords

Madrasah Principal Leadership, Organizational Culture, Pedagogical Competence, Teacher Performance.



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## INTRODUCTION

Education is a fundamental element in improving the quality of Human Resources (HR), which is currently the main benchmark for a nation's progress (Silalahi et al., 2022). In the context of national development, the quality of human resources is largely determined by the quality of education, which encompasses all components such as input, process, output, teaching staff, infrastructure, and financing. Law Number 20 of 2003 concerning the National Education System affirms that the goal of national education is to shape Indonesian people who are faithful, pious, have noble character, are intelligent, creative, independent, and responsible (R. Indonesia, 2003). Achieving this goal requires a strategic role from all elements of the education system, particularly teachers, who are at the forefront of implementing the learning process. Therefore, improving teacher quality is essential to ensure optimal educational outcomes and the production of competent graduates who meet the demands of the times.

Although various regulations, such as Law No. 14 of 2005 on Teachers and Lecturers, have emphasized the importance of teacher professionalism, the reality on the ground shows that there are still many teachers who have not met the expected performance standards (R. Indonesia, 2005). Based on field observations, this condition was evident in three State Islamic Elementary Schools (MIN) in Metro City, where teachers were still found to have not prepared learning materials, not completed the Teacher Performance Assessment (PKG), and did not yet possess qualifications appropriate to the subjects they teach. The difference in performance achievement between MIN 1, MIN 2, and MIN 3 indicates that this problem is systemic and requires special attention. The results of direct observations also indicate that low teacher performance impacts the quality of learning services and student academic achievement. In addition, observation findings indicate that an uncondusive organizational culture, weak supervision, and low teacher motivation have exacerbated this condition, thus indicating the existence of managerial and personal problems that affect teacher performance in the State Islamic Elementary School environment of Metro City.

Teacher performance is understood as optimal work results in planning, implementing, and evaluating learning according to professional standards. Several theories suggest that teacher performance is influenced by internal factors such as pedagogical competence, work ethic, and motivation, as well as external factors such as the work environment, leadership, and organizational culture (Heyneman & Loxley, 1983). According to Khusnia (2021), Performance is influenced by intellectual, psychological, physical, and personality factors, as well as external factors such as

economic, political, and technological factors. In an educational context, teachers with high pedagogical competence can manage learning more effectively, understand student characteristics, utilize media, and choose appropriate learning methods. (Ina Magdalena, 2021) Meanwhile, work motivation is the main driver of teachers' sincerity in carrying out their duties, so that they are able to provide optimal results (Pianda, 2018). These factors show that teacher performance is a multidimensional phenomenon that is influenced by both internal and external aspects simultaneously.

The leadership of the madrasah principal has a significant role in guiding, supervising, and providing direction to teachers in implementing learning (Sonedi et al., 2018). An effective madrasah principal not only performs administrative functions but is also capable of academic supervision, providing motivation, and creating a conducive work environment. Organizational culture is also a crucial aspect influencing teacher behavior. A healthy organizational culture can enhance work comfort, build a sense of belonging, and increase teachers' dedication to their duties (Nurlathifah & Hidayat, 2025). Thus, the combination of strong leadership and a positive organizational culture will create a madrasah environment that supports continuous teacher performance improvement. Conversely, a less supportive work culture and minimal leadership can lower teacher morale and lead to poor performance in carrying out their professional duties.

Study (Yasni et al., 2025) shows that the transformative leadership of the madrasah principal has a significant influence on improving the work ethic and professionalism of MI and MTs teachers, emphasizing the role of moral role models in strengthening teacher performance. (Khairiah, 2021) found that a harmonious, religious, and communicative organizational culture is able to build a positive work atmosphere that has an impact on the high work motivation of madrasa teachers. Furthermore, the research (Rosa et al., 2025) strengthens these findings by showing that an Islamic value-based organizational culture increases teacher loyalty and the quality of teaching and learning tasks. From a pedagogical competency perspective, Adim & Nafi'ah (2025) prove that the pedagogical competence of elementary school teachers has a significant influence on the ability to design learning, manage classes, and evaluate student learning outcomes. This finding is supported by (Wulandari & Hendriani, 2021), who found that pedagogical competence is the most dominant variable in improving the performance of MA teachers compared to professional and social competence (Mu'arif, 2023). Simultaneously, research (Mukaddamah, 2024) shows that principal leadership, organizational culture, and pedagogical competence have a mutually reinforcing

relationship in influencing the performance of elementary school teachers, so that improving one aspect has a systemic impact on the other aspects. In addition, the research (Shobri, 2025) confirms that the combination of effective leadership, positive organizational culture, and strong pedagogical competence is an important foundation for improving the quality of learning and teacher productivity in Islamic-based educational institutions.

The results of previous research consistently show that the leadership of school principals and madrasah principals has a significant influence on teacher performance. (Andari & Rambe, 2024) found that the leadership of the madrasah principal contributed a direct influence on improving teacher performance by 7.2%. This finding is supported by the opinion of (Santoso & Selwen, 2023) which states that planned and focused leadership has a positive impact on performance. In addition, research (Ritonga, 2020) showed that organizational culture had a 67% influence on improving teacher performance. Another study showed that pedagogical competence had a significant influence on teacher performance. Research by (Junaedhi et al., 2016) found that pedagogical competence contributed 66.7% to improving teacher performance. Therefore, the more conducive a madrasah's organizational culture is, the higher the teacher performance it can achieve. These studies confirm that teacher performance is determined not only by individual abilities but also by the structural and cultural support of the educational institution where they work.

Teachers with good pedagogical competence are able to master the material, use learning media, design modules, and implement effective learning. Field findings at MIN Kota Metro also indicate that the majority of teachers are able to explain the material well and use learning media, but some teachers are still weak in conducting scientific research and monitoring student progress. On the other hand, low work motivation is quite a serious problem, because some teachers only carry out teaching routines without paying attention to the academic and non-academic development of students. This condition indicates the need for continuous development to improve teacher motivation and professionalism.

Based on pre-survey data and observation results, it appears that although some aspects, such as basic teacher competencies and organizational culture, are relatively good, overall teacher performance has not yet reached the expected standard. Madrasah principals have carried out their leadership functions, but not consistently and on schedule, due to various administrative constraints. The organizational culture in some madrasahs is also not fully conducive, thus hampering teacher performance. Low teacher motivation further exacerbates performance issues,

especially in non-teaching tasks such as monitoring student progress. The main gap in this research is the lack of a comprehensive study that combines the three important factors of madrasah principal leadership, organizational culture, and pedagogical competence simultaneously to assess their influence on teacher performance at the State Madrasah Ibtidaiyah (Islamic Elementary School) in Metro City.

Given these conditions, this study is crucial for uncovering in more depth how these three variables collectively influence teacher performance. To date, most studies have only addressed one or two variables separately, thus failing to provide a comprehensive picture of the factors influencing teacher performance at the elementary madrasah level. Furthermore, the low performance of teachers at MIN Kota Metro indicates an urgent need for performance evaluations and the formulation of targeted quality improvement strategies. Therefore, this study is designed to provide both a scientific contribution and practical solutions for improving the quality of education in the madrasah environment.

## **METHOD**

This study uses a descriptive verification method with a quantitative approach to describe the characteristics of the leadership variables of madrasah principals, organizational culture, pedagogical competence, and teacher performance, and to test hypotheses regarding the influence between these variables through field data. Descriptive and explanatory survey methods were used because this study is causal in nature, with individual teachers of State Madrasah Ibtidaiyah in Metro City as the unit of analysis. The research design applied is cross-sectional, where data is collected at a certain time to empirically explore respondents' opinions on the phenomenon being studied. Thus, a quantitative approach is used to produce measurable findings through statistical analysis so as to be able to answer the research questions objectively.

The study population included all MIN Kota Metro teachers, totaling 106 people, each of whom consisted of 37 MIN 1 teachers, 38 MIN 2 teachers, and 31 MIN 3 teachers. The sample was determined using the Slovin formula with a 10% error rate, resulting in 51 respondents selected using the Proportional Random Sampling technique according to the proportion of the number of teachers in each madrasah. The research instrument in the form of a Likert scale questionnaire was used to measure the variables of madrasah principal leadership, organizational culture, pedagogical competence, and teacher performance. All instruments were tested for validity and reliability using

Product-Moment and Cronbach's Alpha correlations through the SPSS program, and all variables were declared valid and reliable with reliability values in the high to very high categories.

The research data consists of primary and secondary data. Primary data were obtained from MIN teachers throughout Metro City through a Likert-scale questionnaire compiled based on the theoretical indicators of each variable, and strengthened by clarification interviews and non-participatory observation to ensure response accuracy. Secondary data came from official documents of the Ministry of Religious Affairs of Metro City, madrasah profiles, and administrative archives related to the number of teachers and organizational structure. Data collection techniques included a questionnaire survey as the main instrument, observation of the madrasah work environment, and documentation. The study population included 106 teachers consisting of 37 MIN 1 teachers, 38 MIN 2 teachers, and 31 MIN 3 teachers, with a sample of 51 respondents determined using the Slovin formula at a 10% error rate through the Proportional Random Sampling technique. The research instrument was tested for validity using Product-Moment correlation and its reliability using Cronbach's Alpha via SPSS version 22, and all items were declared valid and reliable with reliability values categories as high to very high, so that they are suitable for use in the analysis.

Data analysis was conducted through several stages, starting from descriptive analysis to see the tendency of respondents' answers using the categories of good, sufficient, and less, based on the mean value and standard deviation. Next, classical assumption tests were conducted, which included normality, autocorrelation, linearity, multicollinearity, and heteroscedasticity tests to ensure the feasibility of the regression model. After the assumptions were met, the analysis continued with multiple linear regression to determine the effect of the variables of madrasah principal leadership (X1), organizational culture (X2), and pedagogical competence (X3) on teacher performance (Y). Hypothesis testing was conducted using parametric statistical tests, so that this study was able to provide empirical evidence regarding the relationship between variables in the context of improving teacher performance in the State Elementary Madrasah in Metro City.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **The Influence of Madrasah Principal Leadership on Teacher Performance**

The first hypothesis states that the leadership of the madrasah principal has a positive and significant effect on teacher performance. Testing was conducted using simple linear regression

using SPSS 17.0. The analysis results showed a regression coefficient of 0.925 with a constant of 8.695, so the resulting regression equation is  $Y = 8.695 + 0.925X$ . This value indicates that an increase in leadership scores is followed by an increase in teacher performance scores.

**Table 1.** Results of Simple Linear Regression Calculation of the Effect of Madrasah Principal Leadership on Teacher Performance Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8,695	3,385		2,568	.013
Leadership Head of Madrasah	.925	.037	.954	25,157	.000

The t-test results showed a significance value of  $0.000 < 0.05$ , indicating that the simple linear regression model was significant. This was confirmed by the ANOVA test, which showed a calculated F value of 632.878 with a significance level of 0.000, thus rejecting the null hypothesis and accepting the research hypothesis. This means that the regression model is valid in explaining the relationship between leadership and teacher performance.

**Table 2.** Results of the Simple Linear Regression Significance Test of the Influence of Madrasah Principal Leadership on Teacher Performance

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	22056.810	1	22056.810	632,878	.000a
Residual	2195.651	63	34,852		
Total	24252.462	64			

a. Predictors: (Constant), Madrasah Principal Leadership

b. Dependent Variable: Teacher Performance

Interpretation of the regression coefficients indicates that every one-unit increase in the madrasah principal's leadership score will increase the teacher performance score by 0.925. This finding confirms that leadership plays a crucial role in fostering teacher professionalism, discipline, and effectiveness in carrying out teaching tasks.

Thus, the first hypothesis of this study is accepted. Madrasah principal leadership has a positive and significant influence on the performance of MIN teachers in Metro City. The better the leadership qualities displayed by the madrasah principal, the higher the teachers' performance in carrying out their professional duties.

### The Influence of Organizational Culture on Teacher Performance

The second hypothesis states that madrasah organizational culture has a positive and significant effect on teacher performance. Simple linear regression testing using SPSS 17.0 yielded a regression coefficient of 0.965 with a constant of 4.464, thus forming a regression equation  $Y = 4.464 + 0.965X$ . These results indicate that organizational culture has a strong influence on teacher performance.

**Table 3.** Results of Simple Linear Regression Calculation of the Effect of Organizational Culture on Teacher Performance

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4,464	3,097		1,441	.154
Organizational culture	.965	.033	.964	28,846	.000

a. Dependent Variable: Teacher Performance

The t-test significance value of  $0.000 < 0.05$  indicates that organizational culture has a partial and significant effect on teacher performance. The ANOVA test also showed an F value of 832.068 with a significance of 0.000, so the regression model was declared significant and the hypothesis was accepted.

**Table 4.** Results of the Simple Linear Regression Significance Test of the Influence of Organizational Culture on Teacher Performance

**ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	22545.435	1	22545.435	832,068	.000a
Residual	1707.027	63	27,096		
Total	24252.462	64			

a. Predictors: (Constant), Organizational Culture

b. Dependent Variable: Teacher Performance

The coefficient interpretation shows that every one-unit increase in organizational culture will increase teacher performance by 0.965. This indicates that a positive organizational culture, such as cooperation, good communication, discipline, and a conducive work environment, has a strong influence on improving teacher performance.

Thus, it can be concluded that organizational culture has a positive and significant influence on the performance of MIN teachers in Metro City. The better and stronger the organizational culture developed by the madrasah, the higher the level of performance demonstrated by the teachers.

### The Influence of Teacher Pedagogical Competence on Teacher Performance

The third hypothesis states that teacher pedagogical competence has a positive and significant effect on teacher performance. Testing through simple linear regression using SPSS produces a regression coefficient of 0.420 and a constant of 33.272, resulting in the regression equation  $Y = 33.272 + 0.420X$ . This indicates that pedagogical competence also determines the level of teacher performance.

**Table 5.** Results of Simple Linear Regression Calculation of the Effect of Teacher Pedagogical Competence on Teacher Performance Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	33,272	6,288		5,292	.000
Teacher Pedagogical Competence	.420	.044	.771	9,612	.000

a. Dependent Variable:  
Teacher Performance

The significance test showed a p-value of  $0.000 < 0.05$ , thus the regression model was significant. The F-test in the ANOVA also showed a calculated F-value of 92.396 with a significance of 0.000; thus, the null hypothesis was rejected, and the research hypothesis was accepted. Thus, pedagogical competence was proven to have a positive and significant influence on teacher performance.

**Table 6.** Results of Simple Linear Regression Significance Test of the Effect of Teacher Pedagogical Competence on Teacher Performance

**ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	14420.149	1	14420.149	92,396	.000a
Residual	9832.313	63	156,068		
Total	24252.462	64			

a. Predictors: (Constant), Teacher Pedagogical Competence

b. Dependent Variable: Teacher Performance

The regression coefficient of 0.420 indicates that a one-unit increase in pedagogical competence will increase teacher performance by 0.420. Although smaller than the leadership and organizational culture variables, pedagogical competence remains a significant factor influencing the effectiveness of teacher performance in planning, implementing, and evaluating learning.

Thus, the third hypothesis is accepted. Teacher pedagogical competence at MIN throughout Metro City has a positive and significant influence on teacher performance. The higher a teacher's pedagogical ability, the better their performance in carrying out their professional duties at the madrasah.

### **The Influence of Madrasah Principal Leadership, Madrasah Organizational Culture, and Teacher Pedagogical Competence**

The research hypothesis states that the leadership of the madrasah principal, the madrasah organizational culture, and the pedagogical competence of teachers simultaneously have a positive and significant influence on the performance of teachers at State Madrasah Ibtidaiyah in Metro City. To prove this hypothesis, a multiple regression analysis was conducted using the SPSS 22.0 program. This analysis aims to predict or explain the influence of several independent variables on one dependent variable, namely, teacher performance.

**Table 7.** Results of Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	4,276	2,439		1,753	.085
Kamad Leadership	.192	.100	.198	1,932	.058
Organizational culture	.238	.120	.238	1,995	.051
Teacher pedagogical competence	.609	.117	.626	5,191	.000

Dependent Variable: Teacher performance

The results of the regression calculations show that each independent variable has a positive contribution to teacher performance. The regression coefficient for madrasah principal leadership is 0.192, organizational culture is 0.238, and teacher pedagogical competence is 0.609, with a constant of 4.276. The regression equation obtained is:  $\hat{Y} = 4.276 + 0.192X_1 + 0.238X_2 + 0.609X_3$ . The coefficient value indicates that teacher pedagogical competence has the strongest influence compared to the other two variables.

The model's significance was tested using ANOVA, which showed a significance value of 0.000, which is less than 0.05. This indicates that the regression model is statistically significant, thus the hypothesis is accepted. Thus, the three independent variables, namely the leadership of the madrasah principal, organizational culture, and teacher pedagogical competence, have been proven to have an influence on teacher performance.

**Table 8.** Results of Multiple Regression Significance Test

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	23250.855	4	5812.714	348,204	.000a
Residual	1001.606	60	16,693		
Total	24252.462	64			

a. Predictors: (Constant), Teacher pedagogical competence, Organizational culture, Madrasah principal leadership.

b. Dependent Variable: Teach

These findings imply that improving teacher performance is not solely dependent on individual teacher abilities but is also significantly influenced by the quality of leadership and the organizational culture within the madrasah. The better the leadership, the more conducive the

organizational culture, and the higher the teacher's pedagogical competence, the higher the teacher performance at State Madrasah Ibtidaiyah in Metro City. The analysis results are also supported by data visualization in the form of a multiple regression histogram, which illustrates the trend in the relationship between these three variables and teacher performance.

## **Discussion**

The results of distributing questionnaires to 51 MIN teachers in Metro City indicate that the level of leadership of madrasah principals, organizational culture, pedagogical competence, and teacher performance are in the "fair" or "moderate" category. Madrasah principal leadership received a fairly good category of 67.7%, organizational culture 69.2%, teacher pedagogical competence 67.7%, and teacher performance 67.7%. This condition indicates that the quality of the implementation of leadership functions, work culture atmosphere, and teacher pedagogical abilities are at a moderate level and still require improvement. This finding is in line with the theory of educational leadership proposed by Robbins et al. (2013) that organizational effectiveness is greatly influenced by the quality of leadership and the internal culture that regulates the work patterns of its members. In addition, these results support the concept of pedagogical competence in (*Permendiknas No. 16 Tahun 2007, 2007*), which confirms that teachers' mastery of learning strategies, classroom management, and assessment influences their professional performance.

Before testing the hypotheses, normality and homogeneity tests were conducted, and all variables were found to be normally distributed and homogeneous, making them suitable for further testing using simple linear regression and multiple linear regression. The results of the first hypothesis test indicate that the leadership of the madrasah principal has a positive and significant effect on teacher performance ( $p < 0.05$ ). This finding aligns with Bass's transformational leadership theory, which states that inspirational leaders can increase the motivation and effectiveness of subordinates (Makmuriana, 2021). Study (Rumahorbo, 2025) also found that principal leadership has a direct influence on teacher performance through the mechanism of increasing motivation and work culture. In addition, research by (Mubarok et al., 2024) shows that the exploration of the participatory leadership style of madrasah principals in encouraging the improvement of the quality of elementary madrasahs. Similar findings were also shown by research (S. Y. Putri et al., 2024) which proves that transformational leadership has a strong influence on teacher performance by strengthening the organizational climate and professional commitment. The findings of this study in Metro City confirm that leadership is a crucial variable in improving teacher professionalism, a

conclusion consistent with at least five other previous studies that confirmed the significance of leadership variables on teacher performance in various elementary and madrasah contexts.

The second hypothesis also proved significant, namely that organizational culture has a positive effect on teacher performance ( $p < 0.05$ ). This indicates that a harmonious, collaborative, and supportive work environment can encourage teachers to work more optimally. This finding is consistent with the theory of organizational culture. (Scherer & Cator, 2011) which emphasizes that basic values, norms, and customs in schools are the foundation of teachers' work behavior. (R. D. Z. Putri et al., 2024) also confirmed that a strong organizational culture increases teacher motivation, commitment, and performance. Research by E. J. Putri & Wijaya (2025) shows that a work culture based on collaboration and religious values in madrasas can improve teacher discipline and responsibility in carrying out teaching duties. Furthermore, the research (Meliza et al., 2024) found that a supportive school culture strengthens a sense of belonging while consistently improving teacher performance (Selvia et al., 2024). This study also confirms that a positive culture in elementary schools significantly contributes to improving the quality of lesson planning and teacher professionalism. Furthermore, several studies reviewed in this study indicate that a positive school culture can contribute 20–30% to changes in teacher performance. Therefore, the organizational culture of MIN throughout Metro City, which is in the fairly good category, needs to be strengthened to become a driving force for more significant improvements in teacher work quality.

The third hypothesis states that teacher pedagogical competence has a significant influence on teacher performance, and the results of statistical tests prove this ( $p < 0.05$ ). This finding confirms the theory of teacher competence according to (Dr. Abd. Madjid, 2016), which emphasizes that pedagogical mastery is the core of teacher performance in learning. The results of this study are in line with the findings of (Astuti & Jailani, 2020) which concluded that pedagogical competence has a major contribution to teacher performance and student learning outcomes. (Sakinah et al., 2025) also found that teachers with high pedagogical competence are able to manage classes more effectively and produce a more focused learning process, thus having a direct impact on their performance. Furthermore, research by (Saodah et al., 2024) showed that mastery of material, the ability to design learning, and the use of varied methods are pedagogical aspects that significantly increase teacher work productivity in madrasas. Similar findings were also reported by (Puteri et al., 2023), which states that good pedagogical competence strengthens teachers' ability to conduct authentic assessments and provide effective feedback to students. At least several other previous

studies also support that teachers with high competence are better able to manage classes, create active learning, and conduct appropriate assessments, thereby improving their performance. With the majority of teachers in the "fairly good" pedagogical competence category, these results provide a strong basis for suggesting that increased pedagogical training will have a significant impact on improving the performance of MIN teachers throughout Metro City.

The fourth hypothesis, which simultaneously tested the influence of madrasah principal leadership, organizational culture, and pedagogical competence on teacher performance, also showed significant results ( $p < 0.05$ ). These three variables were proven to contribute together to improving teacher performance, as reflected in the regression coefficient value of  $Y = 4.276 + 0.192X_1 + 0.238X_2 + 0.609X_3$ . This finding strengthens the view that improving teacher performance requires a multifactorial, mutually supportive approach. (Safitri et al., 2025) shows the same pattern that leadership, organizational culture, and pedagogical competence are the three main pillars of improving teacher quality. In line with this, research by Kurniawan and (FITRIA, n.d.) showed that the combination of visionary leadership, collegial work culture, and good pedagogical competence can explain the increase in teacher performance by more than 60% in state madrasas. (Ayana, 2025) also emphasized that these three variables work simultaneously to create an effective learning environment and encourage teacher accountability in the learning process. (Darmayanti et al., 2024) found that the synergy between principal leadership and organizational culture serves as a key reinforcement for teacher competence in improving teaching performance. This study demonstrates the simultaneous relationship between these three variables in strengthening teacher performance. Thus, the findings of this study provide a theoretical and empirical basis for demonstrating that teacher quality development cannot be achieved in isolation but must be achieved through a synergy of strong leadership, a positive organizational culture, and adequate pedagogical competence.

Overall, this study demonstrates a strong and significant relationship between madrasah principal leadership, organizational culture, pedagogical competence, and teacher performance. These three factors not only have a partial influence but also support and reinforce each other, in accordance with the theory of educational organizational systems, which states that improved performance can only be achieved through the comprehensive integration of managerial and professional factors. The results of this study are also consistent with the trend of previous research findings, both nationally and internationally, which indicate that the quality of teacher performance increases significantly when these three factors are developed in a balanced manner. Therefore,

improving madrasah principal leadership, strengthening organizational culture, and developing teachers' pedagogical competence are comprehensive strategies that are very important in efforts to improve the quality of education in MIN throughout Metro City.

The novelty of this research lies in the simultaneous examination of madrasah principal leadership, organizational culture, and pedagogical competence as predictors of teacher performance at the State Madrasah Ibtidaiyah (Islamic Elementary School) level, a model rarely applied in an integrated manner in the context of madrasah basic education. This research confirms the synergistic relationship between components, not just a partial relationship, so that improvements in one variable are proven to have a systemic impact on other variables. Novel contributions also arise from the strengthening of the concept of transformative leadership based on Islamic values, which places spirituality and moral exemplars as the main drivers of teacher performance, as well as the conceptualization of madrasah organizational culture as a motivational-affective factor built through a religious and familial atmosphere, not merely an administrative mechanism. Furthermore, this research provides empirical validation that pedagogical competence is the most dominant factor in influencing the performance of state madrasah teachers. From a practical perspective, the findings based on the local context of Metro Lampung enrich the discourse on Islamic education management at the MI level. While from a methodological perspective, this research presents a comprehensive multiple regression approach with strict prerequisite tests and sample coverage of all MINs in Metro City, so that the results are representative for urban state madrasahs under the Ministry of Religious Affairs.

This study has several limitations that need to be considered. First, the study's scope only focused on State Islamic Elementary Schools (Madrasah Ibtidaiyah) in Metro City, so the findings cannot be broadly generalized to private Islamic schools or other regions with different characteristics. Second, the data used were self-reported through questionnaires, so it is still possible to contain subjective bias from teachers in assessing their own leadership, organizational culture, and performance. Third, this study only used a quantitative approach with multiple regression analysis, so it was not able to explore the depth of meaning, relationship dynamics, or other contextual factors that may influence teacher performance. Fourth, the variables analyzed were limited to leadership, organizational culture, and pedagogical competence, while other external factors, such as workload, school facilities, intrinsic motivation, and social environment, were not accommodated in the model. Therefore, the results of this study still need to be supplemented by

further studies using mixed methods or qualitative approaches to obtain a more comprehensive picture.

## CONCLUSION

The results of the study indicate that the leadership of the madrasah principal, the madrasah organizational culture, and the pedagogical competence of teachers together have a positive and significant influence on the performance of teachers of State Elementary Madrasahs in Metro City, where pedagogical competence is the most dominant factor, followed by organizational culture and leadership; this finding confirms that improving teacher professionalism cannot be separated from the quality of visionary leadership and a supportive religious work culture. Based on these results, it can be concluded that teacher performance will improve optimally if these three aspects develop simultaneously, because the relationship between the variables is not partial but mutually reinforcing in creating an effective learning ecosystem. In line with these conclusions, this study recommends that madrasah principals strengthen their transformative leadership style based on Islamic values, build a collaborative and spiritually nuanced organizational culture, and improve teachers' pedagogical competence through continuous training, constructive academic supervision, and structured professional development programs; in addition, the Ministry of Religious Affairs and madrasah managers are advised to increase policy support and facilities to create a more conducive work environment, so that teacher performance can develop sustainably.

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