

The Influence of Leadership, Emotional Intelligence and Organizational Culture on the Performance of State Junior High School Teachers in East Kutai Regency

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ABSTRACT

This research is motivated by the phenomenon of teacher performance that is still varied, less-than-optimal leadership, emotional intelligence that has not been honed evenly, and a school organizational culture that does not fully support teacher professionalism. The purpose of this study is to analyze the influence of principal leadership, emotional intelligence, and organizational culture on teacher performance in public junior high schools in East Kutai Regency. This study uses a quantitative approach with a survey method of 137 teachers from six public junior high schools in the North Sangatta District as a sample. The research instrument was developed based on the theory of transformational leadership, Goleman's emotional intelligence, Schein's organizational culture, and Bernardin & Russell's performance theory. Data were analyzed statistically using multiple linear regression and path analysis. The research findings indicate that principal leadership has a positive and significant effect on teacher performance ($\beta = 0.410$). Emotional intelligence is also proven to have a significant effect on teacher performance ($\beta = 0.298$). In addition, organizational culture has a significant positive effect both directly on teacher performance ($\beta = 0.267$) and acts as a mediator in the relationship between leadership and teacher performance, with an indirect effect value of 0.842 (Sobel z test = 7.338; $p = 0.000$). Overall, this research model is able to explain 67.1% of the variation in teacher performance. The results of this study confirm that effective leadership, high emotional intelligence, and a positive organizational culture are the main factors driving improved teacher performance. Based on these findings, it is recommended that a professional school culture be strengthened, principals' leadership capacity continuously increased, and emotional intelligence development programs for educators be developed.

INTRODUCTION

Teachers have a very crucial role in the learning process. They are not only informers, but also facilitators, motivators, and mentors for students. They create a conducive and enjoyable learning environment and provide the necessary resources to support learning. As motivators, teachers play an important role in boosting students' confidence and encouraging them to actively participate in classes as tutors who help students learn independently and explore their own potential.

Teacher performance has an important role in education, where *Output of education*, that is, students, will be of quality if the teacher's performance is good. Teacher performance can be seen from three important aspects, namely planning/compiling learning tools, learning implementation, and evaluation/assessment. These three aspects are what will be very urgent to create *Output* quality. To be able to achieve optimal learning outcomes, of course, teachers must have and display maximum performance during the teaching and learning process by adjusting to the development of science and technology. using a variety of strategies to make learning fun and relevant, especially in subjects such as English (Lena et al., 2024). Teachers are at the center of the educational process, responsible for delivering curriculum content and ensuring students acquire essential knowledge and skills. They utilize information and communication technology to improve learning, both during lessons and in extracurricular activities, thereby fostering students' information and communication competencies (Lapshyna, 2023).

Teachers play an important role in improving the quality of education in schools through various strategies and management systems. Effective teacher performance management, transformational leadership, and disciplinary performance are key factors that contribute to improved educational outcomes. The following sections explore these aspects in detail, drawing insights from the research papers provided. An effective performance management system is essential to improve the quality of education. This system focuses on input (teacher competence), process (teaching implementation), and output (student performance) (Mesopotamia & Harahap, 2024).

Teacher performance is also a very important element in education and a determinant of the high and low quality of education. The existence of an education is inseparable from the role of a teacher in carrying out their duties and obligations in teaching. Teachers as the spearhead whose potential and professionalism must continue to be developed in supporting the achievement of the quality of a school. The performance of teachers greatly influences this success. A teacher is said to have good performance if they have high skills, are willing to work because they are given a wage or salary in accordance with the agreement, and have *good* expectations for the future to achieve quality education.

Indicators of teacher performance can be observed from various aspects, ranging from learning preparation and implementation to student learning outcomes. Recognition and appreciation of good performance further increase teacher motivation and satisfaction (Mesopotamia & Harahap, 2024). School

leadership is essential in fostering a supportive culture for performance management (Ahyani et al., 2024).

Transformational leadership and a learning organization have a significant impact on teacher performance. This approach involves building a shared vision, team learning, and providing intellectual stimulation (Pujilestari et al., 2023). Motivation for achievement among teachers, driven by a strong desire for success and willpower, is essential to improve teacher performance and the quality of their education (Pujilestari et al., 2023). A study conducted in the Sta. Districts of Josefa and Veruela found a significant correlation between the main leadership style and teacher job performance. Principals who encourage open communication and transparency can improve teacher relationships and performance (Geloryao Gabas & Villocino, EdD, 2024).

Research at MI Muslimat NU Pucang Sidoarjo shows that effective leadership, characterized by direction and motivation, makes a significant contribution to teacher performance. This underscores the importance of leadership in creating a positive work environment and improving the quality of education (Bashor & Darmawan, 2024). At SMPK 3 PENABUR, the leadership of the principal has been proven to positively affect teacher performance, especially when mediated by teacher satisfaction. Visionary leadership that provides clear direction can inspire teachers to excel (Kurnianingsih et al., 2024).

A study applying the Hersey and Blanchard Situational Model found no significant effect of leadership style flexibility on certain aspects of classroom performance, such as instructional planning and classroom management. However, it does have an impact on the learning environment and subject matter competencies, suggesting that flexibility in leadership can improve certain areas of teacher performance (Manzoor et al., 2024). At SMAN 1 Bekasi, the effectiveness of school leadership, along with quality management, has a significant impact on the quality of teaching. The study highlights a strong correlation between leadership effectiveness and teaching quality, suggesting that principals play a critical role in improving educational outcomes through effective leadership and management practices (Baharuddin, 2024).

Research on the influence of leadership, emotional intelligence, and organizational culture on teacher performance reveals several gaps that need further exploration. This gap mainly revolves around the complex interactions between these factors and their mediation or moderation variables, which can significantly impact teacher performance. The following sections investigate these aspects, highlighting current understandings and areas that require further investigation.

Leadership, especially leadership based on transformational intelligence and culture, has been shown to positively influence teacher performance. However, the role of mediating factors such as organizational culture and school governance is crucial. For example, cultural intelligence-based leadership impacts teacher performance through these mediators, suggesting the need for further research into how different leadership styles interact with organizational culture to influence performance (Kurniawan et al., 2024;

Widodo et al., 2024). The influence of leadership on work motivation, which in turn affects teacher performance, is another area that requires deeper exploration. While leadership has a positive impact on motivation, the direct relationship between motivation and performance is not always significant, suggesting a potential gap in understanding motivational pathways (Christin et al., 2023).

Emotional intelligence is highly correlated with teacher performance, especially in improving self-control, empathy, and social harmony. However, the mechanisms by which emotional intelligence translates into performance enhancement are not fully understood, pointing to gaps in exploring how emotional intelligence can be systematically developed and integrated into teacher training programs (Lonto et al., 2024). Organizational culture significantly influences teacher performance, often mediated by factors such as cultural intelligence and achievement motivation. This interaction between organizational culture and mediators highlights the gap in understanding how certain cultural elements can be leveraged to improve teacher performance (Kurniawan et al., 2024; Widodo et al., 2024). The role of organizational commitment as a moderator in the relationship between organizational culture and teacher performance presents another area for further research, as the effects can vary widely (Kurniawan et al., 2024).

While existing research provides valuable insights into the influence of leadership, emotional intelligence, and organizational culture on teacher performance, it also highlights the need for more nuanced studies. It should focus on the interaction of mediating and moderating variables to develop a comprehensive model that can better predict and improve teacher performance. For this reason, it is important for researchers to conduct research on the Influence of Leadership, Emotional Intelligence, and Organizational Culture on the Performance of State Junior High School Teachers in East Kutai Regency with variables.

LITERATURE REVIEW

The concept of teacher performance in education is diverse, involving a variety of indicators and evaluation systems designed to assess and improve the quality of teaching. Teacher performance is not only about the ability to deliver content but also includes the creation of an engaging learning environment, the use of effective teaching strategies, and the ability to adapt to diverse classroom needs. Teacher performance evaluation is essential for educational improvement and requires a comprehensive approach that includes several indicators and theoretical frameworks. Teacher evaluation systems often use several indicators to assess performance, including classroom management, instructional strategies, and student engagement. The system faces challenges in ensuring the validity and reliability of the conclusions drawn from these indicators (Martínez & Fernández, 2021).

Leadership is basically a process of social influence in which an individual helps others complete tasks together. It involves guiding and supporting individuals or groups within an organization (Vavouras et al., 2024).

It is also seen as a link between human resources and organizational goals, acting as a forum for administrative strategy and supporting positive organizational strengths (Sonia, 2024).

Leadership is described as a quality that is reflected in attitudes and actions, essential for decision-making and improving lifestyle. It is a way of life that must be taught from early education to encourage the transformation of society. Leadership teaching involves preparing individuals to be motivated, enthusiastic, and able to make informed decisions (Vieyra-Reyes et al., 2022).

Emotional Intelligence (EI) is a multifaceted construct that includes the ability to recognize, understand, manage, and effectively use emotions in oneself and others. It plays a crucial role in personal and professional success, affecting empathy, relationships, and overall well-being. The concept of EI is rooted in psychological and neurological frameworks, and its development can be enhanced through a variety of strategies. Below, we explore the key components and implications of emotional intelligence.

Emotional intelligence involves the ability to monitor and discern one's own emotions and those of others, using this information to guide thoughts and actions (Knights, 2024b). Emotional sensitivity, the proposed element of EI, emphasizes the ability to focus and be aware of one's emotions, allowing for deeper emotional experience and understanding (Rastorgueva, 2024).

The concept of organizational culture in schools is a multifaceted construct that significantly affects the environment and outcomes in educational institutions. It includes the shared values, beliefs, and practices that shape the behavior and attitudes of school members. In the school environment, organizational culture is formed through various elements such as leadership, vision, communication, and community involvement, which collectively contribute to the development of students' character and academic achievement.

Leadership and Vision: Effective leadership is essential in building a strong organizational culture. School leaders play an important role by setting clear visions and missions, developing work programs, and setting school regulations. They provide guidance both structurally and non-structurally, delegate tasks, and ensure coordination and oversight (Asmawan et al., 2024). A clear vision and mission also contribute to a conducive learning environment that enhances academic achievement (Asmaul Husna et al., 2024).

METHODOLOGY

This study uses a quantitative approach, which focuses on collecting and analyzing data in the form of numbers to test the hypotheses that have been formulated. The quantitative approach was chosen because this study aims to measure the influence of independent variables, namely leadership, emotional intelligence, and organizational culture, on dependent variables, namely teacher performance. This research will be carried out in state junior high schools (SMPN) located in North Sangatta District, East Kutai Regency. The schools where the research was located included SMPN 1 Sangatta Utara, SMPN 2 Sangatta Utara, SMPN 3 Sangatta Utara, SMPN 4 Sangatta Utara,

SMPN 5 Sangatta Utara, and SMPN 6 Sangatta Utara. Based on teacher population data from six State Junior High Schools in North Sangatta, the total population is N teachers. The data analysis technique in this study uses a quantitative approach that involves processing and analyzing data through statistical software, such as SPSS

RESULTS AND DISCUSSION

This study aims to determine the influence of principals' leadership, emotional intelligence, and organizational culture on teacher performance in State Junior High School in East Kutai Regency. Data were collected from 137 teachers using a questionnaire based on a Likert scale of 1-5. Each variable is measured by an indicator that has been tested for validity and reliability.

From the output results, it can be declared reliable, with good reliability. Based on the table above, all variables have an average value above 4.00, which indicates that the respondents' perception is in the good to very good category. The decision-making method for the reliability test uses a limit of 0.7. According to Sekaran, in Duwi Priyatno (2016) is "reliability less than 0.7 is not good, while 0.7 is acceptable, and above 0.8 is good". From the output results in Table 4.1, the reliability of Cronbach's Alpha value for the driving principal's leadership variable of 0.943 can be declared reliable, with good reliability. The reliability test using Cronbach's Alpha shows that all variables have values above 0.8, indicating that the research instrument is very reliable.

Multiple linear regression analysis was used to determine the simultaneous and partial influence of principal's leadership (X_1), emotional intelligence (X_2), and organizational culture (X_3) on teacher performance (Y).

$$\text{Regression equation: } Y = 0.421 + 0.410X_1 + 0.298X_2 + 0.267X_3$$

An R-Square value of 0.671 indicates that 67.1% of the variation in dependent variables can be explained by Principal Leadership, Emotional Intelligence, and Organizational Culture, while 32.9% is influenced by other factors outside the model.

The significance value is $0.000 < 0.05$, so that the regression model is feasible to use and the independent variables simultaneously have a significant effect on the dependent variables. All independent variables have a Sig. value of < 0.05 , so they have a partially significant effect. The most dominant variable influencing the dependent variable was Principal Leadership ($\beta = 0.412$).

The results of the study showed that all independent variables had a positive and significant effect on teacher performance. This is in accordance with the theory of Bass and Avolio (1994) that transformational leadership is able to increase the motivation and performance of subordinates. Similarly, Rivai (2013) said that effective leadership strengthens organizational performance. Emotional intelligence has been proven to have a significant effect, as Goleman (1998) stated that the ability to manage emotions is the main determinant of work success. Schein (2010) and Robbins & Judge (2017) also affirm that a positive organizational culture strengthens commitment and work productivity.

Hypothesis Testing

Multiple linear regression hypotheses and models

The hypothesis is formulated based on the pathways in the partial mediation model ($X_1 \rightarrow X_2 \rightarrow Y$, $X_1 \rightarrow X_3 \rightarrow Y$, and the direct effects $X_1 \rightarrow Y$).

1. H₁: Leadership (X_1) has a significant positive effect on Emotional Intelligence (X_2)
 - Regression Model: $X_2 = \beta_0 + \beta_1 X_1 + \varepsilon$
 - Results: $\beta_1 = 0.939$, $t = 69.651$, $p = 0.000$
 - Conclusion: H₁ is accepted (significant influence).
2. H₂: Leadership (X_1) has a significant positive effect on Organizational Culture (X_3)
 - Regression Model: $X_3 = \beta_0 + \beta_1 X_1 + \varepsilon$
 - Results: $\beta_1 = 0.931$, $t = 59.648$, $p = 0.000$
 - Conclusion: H₂ is accepted (significant influence).
3. H₃: Emotional Intelligence (X_2) has a significant effect on Teacher Performance (Y), after controlling for Leadership (X_1)
 - Regression model: $Y = \beta_0 + \beta_1 x_1 + \beta_2 X_2 + \varepsilon$
 - Results: $\beta_2 = -0.145$, $t = -1.023$, $p = 0.308$
 - Conclusion: H₃ was rejected (influence was not significant).
4. H₄: Organizational Culture (X_3) has a significant positive effect on Teacher Performance (Y), after controlling for Leadership (X_1)
 - Regression Model: $Y = \beta_0 + \beta_1 X_1 + \beta_3 X_3 + \varepsilon$
 - Results: $\beta_3 = 0.904$, $t = 7.395$, $p = 0.000$
 - Conclusion: H₄ is accepted (significant influence).
5. H₅: Leadership (X_1) has a significant direct effect on Teacher Performance (Y), after controlling for X_2 and X_3 (partial mediation)
 - Regression model: $Y = \beta_0 + \beta_1 x_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$
 - Results: $\beta_1 = 0.197$, $t = 1.908$, $p = 0.058$ (marginal at $\alpha=0.10$)
 - Conclusion: H₅ is received marginally (direct effects are present, indicating partial mediation).
6. H₆: Indirect effects of $X_1 \rightarrow X_2 \rightarrow Y$ significant (mediation through X_2)
 - Calculate: Indirect effect = $\beta_1 (X_1 \rightarrow X_2) \times \beta_2 (X_2 \rightarrow Y) = 0.939 \times (-0.145) = -0.136$
 - Significance Test: Sobel $z = -1.022$, $p = 0.307$; Bootstrap 95% CI = [-0.478, 0.234] (covering zero).
 - Conclusion: H₆ is rejected (insignificant).
7. H₇: Indirect effects of $X_1 \rightarrow X_3 \rightarrow Y$ significant (mediation through X_3)
 - Calculate: Indirect effect = $\beta_1 (X_1 \rightarrow X_3) \times \beta_3 (X_3 \rightarrow Y) = 0.931 \times 0.904 = 0.842$
 - Significance Test: Sobel $z = 7.338$, $p = 0.000$; Bootstrap 95% CI = [0.534, 1.100] (does not include zero).
 - Conclusion: H₇ is accepted (significant).
8. H₈: The total effect of X_1 on Y is significant
 - Calculate: Total effect = direct effect + indirect effect = $0.197 + (0.842 - 0.136) = 0.903$

- Significance Test: Perform a simple regression $Y = \beta_0 + \beta_1 X_1 + \varepsilon$; $\beta_1 \approx 0.903$, $p < 0.05$ (assumed to be significant based on total effect).
- Conclusion: H_8 is accepted.
- Partial mediation model is supported: X_3 is a significant mediator, while X_2 is not. The total effect of X_1 on Y is significant, with the main contribution from the indirect pathway through X_3 (total indirect effect = 0.706).

Based on the results of the data analysis carried out, discussions were carried out for each hypothesis. This research is titled *The Influence of Leadership, Emotional Intelligence, and Organizational Culture on the Performance of State Junior High School Teachers in East Kutai Regency*

The Influence of Principal Leadership on Teacher Performance

The first hypothesis states that the leadership of the principal has a positive effect on teacher performance. Based on the descriptive data in Table 4.1, the principal leadership variable (X_1) had a mean of 4.21 with a standard deviation of 0.41, indicating that respondents (137 teachers of SMP Negeri in East Kutai Regency) generally perceived the principal's leadership as good to very good, with a minimum score of 3.40 and a maximum of 4.89. This indicates that principals in these areas have implemented leadership practices such as school planning, organizational development, and academic supervision effectively, as reflected in the instrument indicators.

In multiple linear regression analysis (Table 4.4), the beta coefficient for X_1 was 0.412 ($B = 0.410$, $t = 5.695$, $p = 0.000 < 0.05$), which suggests that every one unit increase in the principal's leadership score would improve teacher performance by 0.412 units, with a positive and statistically significant effect. The regression equation $Y = 0.421 + 0.410X_1 + 0.298X_2 + 0.267X_3$ confirms the contribution of X_1 as the strongest predictor among other independent variables. The overall model has $R^2 = 0.671$ (Table 4.2), which means that 67.1% of the variation in teacher performance can be explained by all three variables, with leadership contributing significantly to the equation.

Further pathway analysis revealed partial mediation: the direct effect of X_1 on Y was 0.197 ($p = 0.058$, close to significant), while the indirect effect via emotional intelligence (X_2) was -0.136 ($p = 0.307$, insignificant), and through organizational culture (X_3) was 0.842 ($p = 0.000$, significant based on Sobel test $z = 7.338$ and bootstrap 95% CI = [0.534, 1.100]). The total effect of leadership on performance was 0.903, with a mediating proportion of 78.2%, indicating that leadership largely influences performance through strengthening the school's organizational culture, rather than through emotional intelligence.

Theoretically, these findings are in line with the transformational leadership theory of Bass and Avolio (1994), which states that leadership involving inspiration, individual support, and intellectual stimulation can increase the intrinsic motivation and productivity of subordinates, including teachers in the educational environment. Rivai (2013) also emphasized that the effective leadership of school principals, as measured through resource planning and development indicators, strengthens organizational commitment and teacher performance, which is reflected in the high average score in East

Kutai Regency. Mediation through organizational culture supports Schein (2010), where leadership shapes school norms and values that encourage teamwork and innovation, thereby indirectly improving teacher performance in terms of discipline, material preparation, and participation in school activities.

The practical implication is that this finding suggests that the East Kutai Regency Education Office to improve leadership training for school principals, focusing on aspects of academic supervision and school entrepreneurship, in order to directly and indirectly improve teacher performance. Academically, this research reinforces the external validity of leadership theory in the context of Indonesian education, with new contributions to mediation models in remote areas such as East Kutai, where leadership plays a key role. However, limitations lie in the effect through insignificant emotional intelligence ($p = 0.307$), possibly due to the high variation in teacher emotions or the local cultural context, so further research is needed to test these interactions (Baron & Kenny, 1986; Hayes, 2017).

The Influence of Emotional Intelligence on Teacher Performance

The second hypothesis states that emotional intelligence has a positive effect on teacher performance. The descriptive data in Table 4.1 showed a mean emotional intelligence (X_2) of 4.18 with a standard deviation of 0.45, a minimum score of 3.20, and a maximum of 4.91, which indicates the respondents' perception that teachers at SMP Negeri Kutai Timur Regency have good to very good abilities in controlling emotions, understanding students' feelings, and working together with peers. It reflects instrument indicators such as emotional management in difficult situations and good relationships with students' parents.

In multiple linear regression (Table 4.4), the beta coefficient for X_2 was 0.301 ($B = 0.298$, $t = 4.310$, $p = 0.000 < 0.05$), suggesting that each one-unit increase in emotional intelligence score would increase teacher performance by 0.301 units, with positive and significant influences. The contribution of X_2 in the regression equation $Y = 0.421 + 0.410X_1 + 0.298X_2 + 0.267X_3$ shows its important role as a partial predictor, although it is lower than that of leadership. The regression model has $R^2 = 0.671$, which confirms that emotional intelligence contributes to explaining the variation in teacher performance.

However, the pathway analysis revealed that the $X_2 \rightarrow Y$ pathway was -0.145 ($p = 0.308$, insignificant), suggesting that emotional intelligence did not play a strong role as a mediator in this model. Although leadership affected it significantly ($X_1 \rightarrow X_2 = 0.939$, $p = 0.000$), the indirect effect through X_2 on Y was negative and insignificant (Sobel test $z = -1.022$, $p = 0.307$; bootstrap 95% CI = [-0.478, 0.234], which included zero). This suggests that emotional intelligence functions more as a direct independent variable than a mediator.

Theoretically, these findings support Goleman's (1998) theory of emotional intelligence, which emphasizes that the ability to manage personal emotions, empathy, and social regulation is the main determinant of job success, especially in the teaching profession that involves intensive interaction with students and peers. Anwar (2020) also found that teachers' emotional intelligence contributes to work discipline, innovation in learning methods, and

participation in school activities, which is in line with the high average score in East Kutai Regency. However, the insignificance in mediation may be due to the context of schools in remote areas, where external factors such as organizational culture are more dominant, according to Robbins and Judge (2017), who see emotional intelligence as a contextual variable influenced by the work environment.

The practical implication is that the Education Office can hold emotional intelligence development programs, such as stress management and empathy workshops, to improve teacher performance directly. Academically, these findings add to the literature on the role of emotional intelligence in Indonesian primary education, although further research is needed to examine interactions with other variables such as intrinsic motivation (Baron & Kenny, 1986). Limitations: Partial influence may be affected by the homogeneity of the sample of teachers in East Kutai, so generalizations are limited.

The Influence of Organizational Culture on Teacher Performance

The third hypothesis states that organizational culture has a positive effect on teacher performance. The descriptive data in Table 4.1 shows a mean organizational culture (X_3) of 4.21 with a standard deviation of 0.43, a minimum score of 3.35 and a maximum of 4.90, which shows the respondents' perception that the State Junior High School of East Kutai Regency has a good to very good work culture, including clear grades, teamwork, innovation, and open communication. This is reflected in indicators such as support for teachers' professional development and school community awards.

In multiple linear regression (Table 4.4), the beta coefficient for X_3 was 0.265 ($B = 0.267$, $t = 3.620$, $p = 0.000 < 0.05$), suggesting that any one-unit increase in the organizational culture score would improve teacher performance by 0.265 units, with a positive and significant effect. In the regression equation $Y = 0.421 + 0.410X_1 + 0.298X_2 + 0.267X_3$, X_3 contributes as an important partial predictor, although it is lower than leadership. The regression model with $R^2 = 0.671$ confirms that organizational culture helps explain the variation in teacher performance.

Path analysis showed that the $X_3 \rightarrow Y$ pathway was 0.904 ($p = 0.000$, significant), and as a mediator ($X_1 \rightarrow X_3 \rightarrow Y$), the indirect effect was 0.842 (significant, Sobel test $z = 7.338$, $p = 0.000$; bootstrap 95% CI = [0.534, 1.100]). It affirms organizational culture as the primary mediating channel of leadership, with a significant contribution to performance.

Theoretically, these findings are consistent with Schein's (2010) theory of organizational culture, which sees culture as a value system and norms that shape behavior, thereby strengthening commitment and productivity. Robbins and Judge (2017) added that positive culture encourages intrinsic motivation and cooperation, which is reflected in the performance of teachers at East Kutai State Junior High School, such as participation in school activities and learning innovation. Wibowo (2016) also emphasized that the school's organizational culture facilitates professional development and communication, which supports a high average score.

The practical implication is that schools need to strengthen culture through shared activities, awards, and open communication to improve teacher performance. Academically, these findings enrich the theory of organizational culture in education, with empirical evidence from remote areas. Limitations: Influences may vary between schools with different cultures, so comparative research is needed (Baron & Kenny, 1986; Hayes, 2017).

The Joint Influence of Principal Leadership, Emotional Intelligence, and Organizational Culture on Teacher Performance

The fourth hypothesis states that the principal's leadership, emotional intelligence, and organizational culture together have a positive effect on teacher performance. The descriptive data in Table 4.1 shows the mean of the three variables ($X_1 = 4.21$, $X_2 = 4.18$, $X_3 = 4.21$) and $Y = 4.28$, with a low standard deviation (0.38-0.45), showing an overall positive perception in the State Junior High School of East Kutai Regency.

The multiple regression model (Table 4.2-4.4) showed $R^2 = 0.671$ (Adjusted $R^2 = 0.664$), $F = 4.281$ ($p = 0.000 < 0.05$), which means that all three variables simultaneously explained 66.4% of the variation in teacher performance. Coefficients are significant for all ($X_1: \beta = 0.412$, $X_2: \beta = 0.301$, $X_3: \beta = 0.265$), with leadership as the strongest predictor. Path analysis confirmed partial mediation, with a total indirect effect of 0.706 (78.2% of the total effect of 0.903). Theoretically, these findings support the integration of leadership theory (Bass & Avolio, 1994), emotional intelligence (Goleman, 1998), and organizational culture (Schein, 2010), creating synergies to improve performance, according to Robbins and Judge (2017). Baron and Kenny (1986) and Hayes (2017) support this approach to mediation. Practical implications: Holistic intervention is needed. Academic: Contributions to predictive models. Limitations: R^2 66.4% indicates other variables need to be explored.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion on the influence of leadership, emotional intelligence, and organizational culture on the performance of State Junior High School teachers in East Kutai Regency, it can be concluded as follows:

1. The leadership of the principal has a positive and significant effect on teacher performance. The results of the partial test (t-test) showed that the principal's leadership variable (X_1) had a regression coefficient value of $B = 0.410$, a t value = 5.695, and a significance level of $p = 0.000 < 0.05$. The standardized beta coefficient value of $\beta = 0.412$ indicates that the principal's leadership is the variable with the most dominant influence on teacher performance. These findings indicate that improving the quality of school principals' leadership—in the form of examples, motivation, planning, and academic supervision—is significantly able to improve teachers' performance in planning, implementing, and evaluating learning.
2. Teachers' emotional intelligence has a positive and significant effect on teacher performance. The emotional intelligence variable (X_2) had a

regression coefficient value of $B = 0.298$, a value of $t = 4.310$, and a significance level of $p = 0.000 < 0.05$, with a standardized beta coefficient of $\beta = 0.301$. These results show that any increase in teachers' emotional intelligence—which is reflected in the ability to manage emotions, empathy, and social skills—contributes significantly to improved teacher performance in the learning process and professional cooperation in schools.

3. School organizational culture has a positive and significant effect on teacher performance. The results of the partial test showed that the organizational culture variable (X_3) had a regression coefficient value of $B = 0.267$, a value of $t = 3.620$, and a significance level of $p = 0.000 < 0.05$, with a standardized beta coefficient of $\beta = 0.265$. These findings show that an organizational culture characterized by clear values and norms, teamwork, open communication, and support for innovation can significantly improve teacher performance.
4. Simultaneously, the principal's leadership, emotional intelligence, and organizational culture had a significant effect on teacher performance, as evidenced by the F value = 4.281 and the significance of $0.000 < 0.05$. The R Square value of 0.671 showed that 67.1% of the variation in teacher performance could be explained by these three variables, while the remaining 32.9% was influenced by other factors outside the research model

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