



The Influence of Instructional Leadership and School Culture Through Self-Efficacy on Senior High School Teacher Performance

Devie Tiara Nisa^{1✉}, Fathur Rokhman², Eko Handoyo³

^{1,2,3} Universitas Negeri Semarang

Article Info

Article History:

Received June 2025

Accepted July 2025

Published August 2025

Keywords:

School culture,
Instructional, Teacher
performance

Abstract

This study examines the impact of principals' instructional leadership and school culture on teacher performance, with teacher self-efficacy as a mediating variable. Using a quantitative approach, data were collected from senior high school teachers in Brebes District via validated questionnaires and analyzed through path analysis. Results show that instructional leadership and self-efficacy significantly affect teacher performance, while school culture has a weaker direct effect. Both instructional leadership and school culture significantly influence self-efficacy. The Sobel test confirms that self-efficacy mediates the effects of instructional leadership and school culture on performance. The study highlights the importance of strong instructional leadership and a positive school culture in enhancing teacher self-efficacy and performance. It recommends principals to reinforce leadership practices and promote supportive school environments. Future studies should explore broader contexts and include variables such as motivation or job satisfaction.

✉ Correspondence Address :

Kampus Pascasarjana UNNES Jl. Lamongan Tengah No.2, Bendan
Ngisor, Kec. Gajahmungkur, Kota Semarang
E-mail : devietnisa02@students.unnes.ac.id

p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Teacher performance is a key factor in determining the quality of instruction and the success of education in schools. It reflects the teacher's ability to plan, implement, and evaluate the learning process, as well as their responsibility for achieving student learning outcomes Supardi (2013). Teachers with high performance not only carry out their tasks technically but are also capable of creating an active, innovative learning environment oriented toward improving student competencies.

However, based on a preliminary interview with a school principal in Brebes District, it was found that teacher performance in several schools is still suboptimal. This condition is suspected to be influenced by low teacher self-efficacy, as reflected in their lack of confidence in formulating learning objectives, managing classroom challenges, and implementing instructional innovations. Teachers tend to use monotonous methods and show minimal confidence in handling new situations.

Teacher performance does not stand alone; it is influenced by various internal and external factors. One of the widely studied external factors is school leadership. A leadership model that has a significant impact on teacher performance is instructional leadership, a style that focuses on teaching and learning processes Bush (2011). Principals who apply instructional leadership tend to be actively involved in curriculum supervision, learning evaluation, and teacher professional development Darma (2016), M. This aligns with (Fajrin 2017) assertion that the success of education is highly determined by the principal's ability to manage all school components.

In addition to leadership, school culture also plays an important role in shaping teacher performance. A positive school culture, which includes shared values, norms, and collective beliefs, can foster a supportive work environment that encourages optimal performance Suryani (2013) and Syahminan and Suriansyah (2024). A strong school culture can influence teachers' attitudes and behaviors in performing their duties more responsibly and in a results-oriented manner.

From an internal perspective, teacher self-efficacy is a crucial aspect that determines the quality of performance. Self-efficacy refers to an individual's belief in their ability to accomplish tasks and overcome challenges Bandura (1997). Teachers with high self-efficacy are more confident in facing classroom problems, respond positively to changes, and are more open to adopting new instructional strategies (Bosscher, R. J., & Smit 1998); Alwisol (2018).

Previous studies have shown correlations among instructional leadership, school culture, self-efficacy, and teacher performance. Research by Haq, Tolkhah, and Primarni (2021) found that school leadership and teacher self-efficacy jointly have a significant influence on teacher performance. Similarly, Sjamsuri and Muliyani (2019) concluded that self-efficacy has a direct effect on teacher performance. Furthermore, research by Azizah, N., Murgiyanto, M., & Nugroho (2019) revealed that instructional leadership, self-efficacy, and professional learning communities (PLCs) influence teacher performance both directly and indirectly.

Despite the abundance of existing research, there remains a research gap, particularly in examining the mediating role of self-efficacy in the relationship between instructional leadership and school culture on teacher performance especially at the senior high school level in the Brebes region. Therefore, this study is necessary to address this gap, with the expectation that it will provide both theoretical and practical contributions to efforts aimed at improving teacher performance through strengthening school leadership, cultivating a positive school culture, and enhancing teacher self-efficacy. Thus, it is essential to conduct further research on the influence of school principals' instructional leadership and school culture on teacher performance, mediated by teacher self-efficacy.

METHOD

This study employed a quantitative approach with data analysis carried out using path analysis. Path analysis is used to visualize and measure the types of causal relationships between variables Sugiyono (2017). The population in this study consisted of 191 high school teachers (SMA) in the Brebes District. The sampling technique used was Proportional Random Sampling, and the final sample comprised 130 teachers from three selected schools in the district.

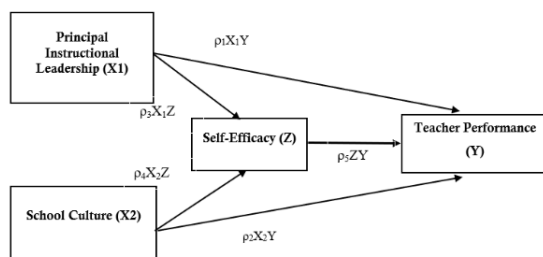
The type of data used was primary data, collected through questionnaires. The questionnaires distributed to the respondents were measured using a 5-point Likert scale. To assess the quality of the data, validity and reliability tests were conducted. The validity test was performed using Pearson's Product Moment Correlation, which showed that all questionnaire items were valid. Meanwhile, the reliability test was conducted using the Cronbach's Alpha technique, with results indicating that all items were reliable.

Once the data were confirmed to be valid and reliable, further tests were conducted to examine data assumptions, including normality and multicollinearity tests. The normality test was performed using SPSS version 27 for Windows with the One-Sample Kolmogorov-Smirnov Test formula. Multicollinearity was

examined by checking the tolerance values and Variance Inflation Factor (VIF) values.

To test the hypotheses, this study applied path analysis. This method is used to analyze the patterns of relationships between variables, with the aim of identifying both direct and indirect effects of a set of independent variables on a dependent variable (Riduwan & Kuncoro, 2011). Path analysis in this study was employed to measure the magnitude of contributions indicated by path coefficients on each causal path in the model, involving the following variables: Principal Instructional Leadership (X1), School Culture (X2), Teacher Self-Efficacy (Z), and Teacher Performance (Y).

The structural relationships among these variables can be illustrated as follows:



RESULTS AND DISCUSSIONS

Before conducting path analysis, prerequisite tests were carried out, including the normality test and multicollinearity test. These tests are essential to ensure that the data meet the assumptions required for performing multiple linear regression analysis, which serves as the basis for path analysis. Once all assumptions were satisfied, hypothesis testing was conducted.

The results of the study, specifically the multiple linear regression analysis examining the influence of instructional leadership of the principal, school culture, and self-efficacy on teacher performance, can be seen in the SPSS version 27 output as follows:

Table 1. Correlation Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.850	0.722	0.715	4.505

The Adjusted R Square value is 0.715, which indicates that the contribution of the independent variables to the dependent variable simultaneously is 71.5%. This means that the three independent variables collectively contribute 71.5% to the dependent variable, namely teacher performance. The remaining 28.5% is influenced by other factors outside the scope of this research model.

Table 2. ANOVA (Analysis of Variance)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	6535.401	3	2178.467	107.351	<.001
Residual	2516.318	124	20.293	-	-
Total	9051.719	127	-	-	-

The F-value is 107.351 with a significance level (Sig.) of < .001, which means the model is highly significant. It can be concluded that the independent variables have a statistically significant effect simultaneously on the dependent variable. Therefore, instructional leadership of the principal, school culture, and self-efficacy collectively have a significant influence on teacher performance.

The Influence of Principal Instructional Leadership on Teacher Performance.

Table 3. T-Test of Principal Instructional Leadership on Teacher Performance

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	25.901	2.191	—	11.821	<.001
Principal Instructional Leadership	0.545	0.034	0.817	15.895	<.001

Dependent Variable: Teacher Performance

The findings of this study reveal a strong and statistically significant relationship between principal instructional leadership and teacher performance. The regression analysis shows that the standardized coefficient (Beta) of 0.817 indicates a very strong positive influence, and the significance level (< 0.001) confirms that the effect is not due to chance.

This means that when principals consistently engage in instructional leadership practices such as setting clear academic goals, providing supervision and feedback to teachers, facilitating professional development, and monitoring instructional quality teachers are more likely to demonstrate higher levels of performance. These findings are consistent with previous studies, such as those conducted by Bush (2011) and Darma (2016), which emphasized the pivotal role of instructional leadership in shaping the professional growth and effectiveness of teachers. In line with Bandura (1997) theory, leadership that empowers and supports teachers contributes not only to increased teacher confidence but also to improved outcomes in the classroom. In practical terms, this suggests that schools should invest in strengthening the instructional leadership capacities of school principals. By equipping principals with leadership training and support systems, schools can create an environment that fosters teacher motivation, commitment, and ultimately better educational outcomes.

Thus, instructional leadership is not merely an administrative function, but a strategic force that drives school improvement and teacher effectiveness. This study provides empirical evidence supporting the argument that effective instructional leadership contributes directly and significantly to the improvement of teacher performance.

The Influence of School Culture on Teacher Performance

Table 4. T-Test of School Culture on Teacher Performance

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	25.044	2.894	—	8.653	< .001
School Culture	0.574	0.047	0.735	12.277	< .001

Dependent Variable: Teacher Performance

The coefficient ($B = 0.574$) indicates that for every one-unit increase in the school culture score, teacher performance increases by 0.574 points. The t-value of 12.277 with a significance

level of $p < .001$ confirms that this relationship is statistically significant and unlikely to occur by chance. Additionally, the standardized coefficient ($Beta = 0.735$) suggests a strong positive effect, meaning that school culture is a key determinant of teacher performance in this model.

These findings reinforce the notion that a positive and supportive school culture characterized by shared values, norms, collaboration, and mutual respect can motivate teachers to perform better. It fosters a sense of belonging and professional commitment, which are crucial in improving instructional quality.

In line with the studies of Suryani (2013) and Syahminan and Suriansyah (2024), this result highlights the importance of cultivating an effective school culture to enhance teachers' attitudes, behavior, and performance. Therefore, educational stakeholders should consider strengthening cultural aspects in schools as a strategy to promote teacher success and overall school improvement.

The Influence of Self-Efficacy on Teacher Performance

Table 5. T-Test of Self-Efficacy on Teacher Performance

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	29.412	2.171	—	13.548	< .001
Self-Efficacy	0.403	0.028	0.787	14.431	< .001

The results from the simple linear regression analysis demonstrate that self-efficacy has a strong and statistically significant influence on teacher performance. The coefficient ($B = 0.403$) indicates that for every one-unit increase in self-efficacy, teacher performance increases by 0.403 points. The t-value of 14.431 with a p-value $< .001$ confirms that this relationship is statistically significant and unlikely due to chance. The standardized Beta coefficient of 0.787 suggests a very strong positive effect, indicating that self-efficacy is a major predictor of teacher performance.

These findings are consistent with Bandura (1997) theory of self-efficacy, which posits that individuals with high self-efficacy are more

confident in their abilities, more resilient in the face of challenges, and more likely to persist in achieving their goals. In the context of education, teachers with higher self-efficacy are more likely to implement innovative teaching strategies, manage classrooms effectively, and engage students actively.

This study strengthens existing evidence that teacher self-efficacy plays a crucial role in driving performance and professional effectiveness. As such, school leaders and policymakers should prioritize interventions and training programs that enhance teachers' self-efficacy beliefs, as doing so can significantly improve overall teaching quality.

The Influence of Principal Instructional Leadership on Teacher Performance through Self-Efficacy

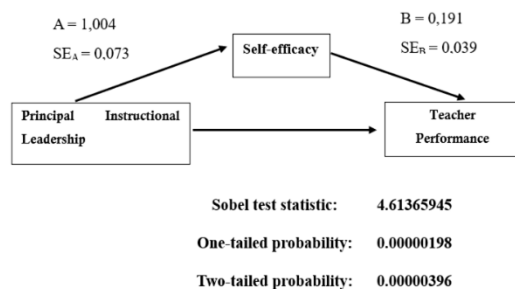


Figure 1. Principal Instructional Leadership on Teacher Performance through Self-Efficacy

Based on the results calculated using the Sobel test, the Sobel test statistic was found to be 4.614, which far exceeds the critical value at the 0.05 significance level, indicating a strong and statistically significant mediating effect. The one-tailed probability value was 0.00000198 and the two-tailed probability was 0.00000396, both of which are well below 0.05. This confirms that self-efficacy acts as a highly significant mediating variable in the relationship between principal instructional leadership and teacher performance.

In the perspective of social cognitive theory Bandura (1997), self-efficacy is a psychological factor that strongly influences how individuals think, feel, and behave. In the school context, when a principal effectively enacts their instructional leadership role such as by providing constructive feedback, facilitating training, and creating a positive learning climate teachers are more likely to feel confident in carrying out their

professional duties. This increased self-efficacy subsequently leads to improvements in lesson planning, teaching strategy implementation, and comprehensive evaluation of the learning process.

This finding is supported by previous research. Putra (2022) revealed that instructional leadership significantly influences both self-efficacy and teacher performance, while Nugroho (2021) confirmed that self-efficacy serves as a significant mediator in the relationship between organizational support and teacher performance. Moreover, Safitri (2020) found that teachers with high self-efficacy are more adaptive in implementing innovative teaching practices.

The Influence of School Culture on Teacher Performance through Self-Efficacy

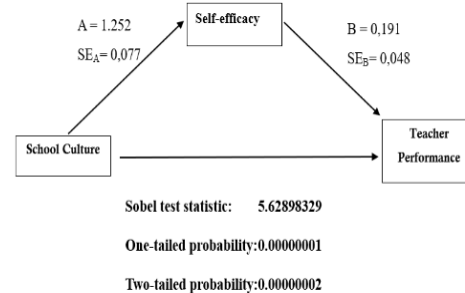


Figure 2. School Culture on Teacher Performance through Self-Efficacy

Based on the results calculated using the Sobel test, the Sobel test statistic was found to be 4.614, which far exceeds the critical value at the 0.05 significance level, indicating a strong and statistically significant mediating effect. The one-tailed probability value was 0.00000198 and the two-tailed probability was 0.00000396, both of which are well below 0.05. This confirms that self-efficacy acts as a highly significant mediating variable in the relationship between principal instructional leadership and teacher performance.

In the perspective of social cognitive theory Bandura (1997), self-efficacy is a psychological factor that strongly influences how individuals think, feel, and behave. In the school context, when a principal effectively enacts their instructional leadership role such as by providing constructive feedback, facilitating training, and creating a positive learning climate teachers are more likely to feel confident in carrying out their professional duties. This increased self-efficacy

subsequently leads to improvements in lesson planning, teaching strategy implementation, and comprehensive evaluation of the learning process.

This finding is supported by previous research. Putra (2022) revealed that instructional leadership significantly influences both self-efficacy and teacher performance, while Nugroho (2021) confirmed that self-efficacy serves as a significant mediator in the relationship between organizational support and teacher performance. Moreover, Safitri (2020) found that teachers with high self-efficacy are more adaptive in implementing innovative teaching practices.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the principal's instructional leadership and school culture have a significant influence on teacher performance, both directly and indirectly through self-efficacy as a mediating variable. Principals who implement instructional leadership effectively are able to encourage teachers to work more professionally, while a positive school culture creates a conducive environment for improving teaching quality. Teachers' self-efficacy has been proven to be an internal factor that strengthens the relationship between instructional leadership and school culture with teacher performance, where confident teachers are more capable of facing instructional challenges and achieving educational goals. The novelty of this study lies in the empirical evidence of the significant mediating role of self-efficacy in enhancing the impact of external variables on teacher performance, particularly at the senior high school level in the Brebes region. The practical implications of these findings emphasize the importance of leadership strategies focused on learning, the reinforcement of a supportive school culture, and professional development programs that foster teachers' self-efficacy. Future research is recommended to expand the geographical context and integrate additional variables such as job satisfaction or motivation to enrich the understanding of the determinants of teacher performance.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to all parties who contributed to the completion of this research. Special thanks are extended to the principals, teachers, and staff at the participating schools in Brebes District for their cooperation and valuable insights during data collection.

REFERENCES

- Alwisol. 2018. *Psikologi Kepribadian*. Malang: Universitas Muhammadiyah Malang.
- Azizah, N., Murgiyanto, M., & Nugroho, R. (2019). "Pengaruh Kepemimpinan Transformasional, Motivasi Kerja Terhadap Komitmen Organisasional Dan Kinerja Guru Pada SMK Abdurrahman Wahid Lamongan." *Equilibrium: Jurnal Ekonomi-Manajemen-Akuntansi*, 2(15).
- Bandura. 1997a. *Self-Efficacy: The Exercise Of Control*. New York: Freeman and Company.
- Bandura, A. 1997b. *Self Efficacy: The Exercise of Control*. New York: NY: W.H. Freeman & Company.
- Bosscher, R. J., & Smit, J. H. 1998. "Confirmatory Factor Analysis of the General Self-Efficacy Scale." *Behaviour Research and Therapy* 36(3): 339–43.
- Bush, T. 2011. *Theories of Educational Leadership and Management. 4th Edition*. London: Sage Publications, Ltd.
- Darma, S. 2016. "Manajemen Kinerja." *Universitas Terbuka*. <https://pustaka.ut.ac.id/lib/ekma4263-manajemen-kinerja-edisi-2/>, RAS.
- Fajrin, M. 2017. "Metode Pendidikan Dalam Qs. An-Nahl Ayat 125 (Telaah Pemikiran Quraish Shihab Dalam Tafsir Al-Misbah)." *Universitas Islam Negeri Alauddin Makassar*.
- Haq, Nuzila, Imam Tolkhah, and Amie Primarni. 2021. "Pengaruh Kepemimpinan Kepala Sekolah Dan Efikasi Diri Guru Terhadap Kinerja Guru (Studi Kasus Pada Guru Di Gugus IV Gunung Sari Kecamatan Pamijahan)." *Reslaj: Religion Education Social Laa Roiba Jurnal* 1(2): 173–88.
- Nugroho, B. S. 2021. "Efikasi Diri Sebagai Mediator Antara Dukungan Organisasi Dan Performa Guru." *Jurnal Administrasi Pendidikan* 9(2): 120–132.
- Putra, A. R. 2022. "Pengaruh Kepemimpinan Instruksional Terhadap Efikasi Diri Dan Kinerja Guru." *Jurnal Manajemen Pendidikan* 14(1): 45–55.

- Safitri, D. 2020. "Efikasi Diri Guru Dalam Mengimplementasikan Pembelajaran Inovatif Di Sekolah Menengah." *Jurnal Inovasi Pendidikan dan Pembelajaran* 6(3): 201–210.
- Sjamsuri, Achmad, and Nani Mulyani. 2019. "Pengaruh Efikasi Diri Terhadap Kinerja Guru Di Sma Pgri 3 Jakarta." *Faktor Jurnal Ilmiah Kependidikan* 6(1): 1–6.
- Sugiyono. 2017. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Supardi. 2013. *Kinerja Guru*. Jakarta: PT Raja Grafindo Persada.
- Suryani. 2013. "Pengaruh Budaya Sekolah Terhadap Kinerja Guru SMK Di Kecamatan Prambanan Kabupaten Klaten." *Universitas Negeri Yogyakarta*.
- Syahminan, Ahmad, and Ahmad Suriansyah. 2024. "Pengaruh Budaya Sekolah, Kepemimpinan Instruksional Kepala Sekolah, Dan Komitmen Kerja Terhadap Kinerja Guru SDN Se-Kecamatan Candi Laras Utara Kabupaten Tapin." *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 5: 1249–54. <https://jurnaledukasia.org>.