Effect of Principal Leadership and Teacher Commitment on Teacher Performance Through Organizational Culture

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Article Info	Abstract
	Education plays an important role in the process of improving human resources (HR). Human resources are the factors that have the biggest role in achieving organizational goals effectively and efficiently. This research aims to determine the effect of principal's leadership and teacher commitment on teacher performance with organizational culture as the mediating variable for public high school teachers in Kudus Regency. The sampling technique used is proportionate random sampling with a total sample of 207 teachers taken from seven public schools in Kudus Regency. Data analysis employes path analysis with the help of AMOS 24.0 program. Questionnaire is used as the instrument of data collection. The results show that principal's leadership and teacher commitment directly affect organizational culture; principal's leadership and organizational culture affect teacher performance; teacher commitment does not affect teacher performance; and principal's leadership affects teacher commitment. As for the indirect effect, organizational culture is able to mediate the effect of principals' leadership on teacher performance, while organizational culture is not able to mediate the effect of teacher commitment on teacher performance.

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INTRODUCTION

Education is an effort to face competition and challenges in the era of globalization. Education plays an important role in the process of improving human resources (HR). Human resources are the factors that have the biggest role in achieving organizational goals effectively and efficiently. Along with the influence of globalization—which is growing day by day—it is hoped that human resources can advance and have competitiveness, so that life is more sophisticated in line with the times.

Darmadi (2012) states that indicators of a nation are largely determined by the level of its human resources, and indicators of human resources are determined by the level of education of its people. The better the human resources, the higher the level of education.

The results of the 2018 Programme for International Student Assessment (PISA) survey capture some of Indonesia's education problems. In the category of reading, science, and mathematics, Indonesia's score was low because it was ranked 74th out of 79 countries. This was influenced by the quality of teachers which, based on the 2019 regional education balance (NPD) data from the Ministry of Education and Culture (Kemdikbud), is still low. This is supported by the average teacher competency test (UKG) score in 2019, which is still low. For elementary school level, the score is 54.8%, junior high school 58.6%, senior high school 62.3%, and vocational school 58.4%. (Indra Charismiadji, education practitioner and observer).

In this case, the number of tasks and responsibilities that must be fulfilled is sometimes not balanced with the enthusiasm of the teacher in improving their performance. A high teacher performance is shown through their professionalism in mastering teacher competence. One of the competencies that must be mastered by teachers is lesson planning (Government Regulation No. 19/2005).
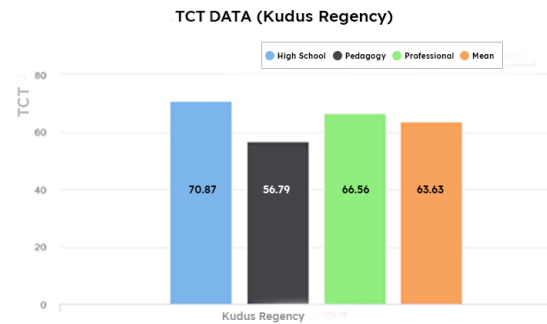

Figure 1. TCT Data of Kudus Regency

Based on the data in Figure 1, it can be explained that the score of the high school teacher competency test in Kudus Regency is 70.87, while the score of pedagogic competence is 56.79 and the score of professional competence is 66.56. Referring to the mean of 63.63, pedagogic competence is still below the average. Pedagogic competence itself contains aspects of the teacher's ability to manage student learning including understanding students, designing and implementing lessons, evaluating learning outcomes, and developing students (Government Regulation No. 19/2005).

These results are in line with the reality in the field based on interviews with one of the teachers who work in a public high school in Kudus, stating that there are still teachers who put over the efforts to improve their performance and pay less attention to their performance, especially in the process of planning and implementing learning using lesson plans from fellow subject teachers without adjusting to the learning needs, so it appears as a mere fulfilment of their responsibilities. Based on these data, it can be assumed that the low competence of teachers has an impact on tasks that are not carried out optimally, causing teacher performance to decline.

There are several factors that affect teacher performance, including the principal's leadership, teacher commitment and school culture. Principal leadership is one of the most important components in improving the quality of education. Leadership is essential in the pursuit of quality and success that is expected in every school. The success of a school cannot be

separated from the role of leaders in carrying out their leadership functions.

According to Mulyasa (2012) the principal's leadership is the effort and the results that can be achieved by the principal in implementing school management in order to realize educational goals effectively and efficiently, in a productive and accountable manner.

The principal's lack of ability in carrying out these functions can also have an impact on teacher performance. In accordance with the findings based on interviews with the teachers who have worked at state high schools in Kudus, it shows that the principal's managerial quality is less than optimal in providing encouragement, enthusiasm, direction and support to teachers. This will greatly affect the performance of teachers, because the relationship between the principal and the teachers will be difficult to establish.

Based on the research conducted by Aziz and Suwatno (2019), it is stated that the principal's leadership style affects teacher performance. The results of this study indicate that leadership style has a positive and significant effect on teacher performance. This is a concern for schools, especially principals so that they can improve the quality and effectiveness of the leadership style used to enchance teachers' performance. In addition, the results of another study conducted by Hasim et al. (2020) showed that principal's leadership was in the good category of 61.90%. Based on simple regression analysis, it is known that there is a positive and significant effect between the principal's leadership on the performance of state high school teachers in Pangkep Regency with a value of 6.5%. This positive effect means that if the principal's leadership improves, the teacher's performance will increase.

Another factor that affects teacher performance is teacher commitment. High teacher commitment is indeed very necessary in educational institutions, because this will create a professional work environment. Therefore, the teachers are expected to consistently show their commitment as a member of an educational institution.

The commitment and work discipline of teachers seems to be lacking as well. This can be seen with the many teachers who still come late and the empty study hours where some of the teachers are away from school. In addition, the school culture is still relatively not ideal. This can be shown by the teachers' low interest in reading and their minimal effort in writing teaching materials, which strip them of the insight needed to improve the quality of materials and enrich the practical approach in the teaching and learning process in schools.

Research conducted by Irawan et al (2018) with the title "The Moderating Influence of The Academic Supervision of Teacher Competencies and Commitment Towards Organizational of Teacher Performance" shows that the commitment or loyalty of SMA Kesatrian 2 teachers to schools does not affect their performance.

Another factor that also affects teacher performance is the environment in which the teacher works, including the organizational culture that is formed. A number of studies show that a strong organizational culture will guide behavior that gives meaning to organizational activities. This support is necessary in achieving organizational goals (Riani, 2018), organizational culture is the norms and values that direct the behavior of organization members.

In this regard, the organizational culture at work is important for teachers. Komaruddin's research (2018) shows that organizational culture has a significant effect on teacher performance. This is also in line with research conducted by Fadhillah and Cut Nurul (2017) which states that there is a positive and significant effect of organizational culture on teacher performance. These results indicate that the more the organizational culture is formed, the higher the teacher's performance and vice versa; the lower the level of organizational culture, the lower the teacher's performance, while performance can be considered successful if organizational effectiveness is realized.

Based on the explanation above, the researcher intends to analyze the effect of the principal's leadership and teacher commitment on teacher performance through organizational culture in public high school teachers in Kudus Regency.

METHODS

This research employs a quantitative approach using path analysis techniques. Path analysis is used because there are intervening variables in this study. As stated by Ghozali (2016), path analysis is used to test the effect of the intervening variable.

The population in this study are public high school teachers in Kudus Regency, amounting to 427 people from seven schools. The number of samples taken were 114 people. The sampling technique used in this study is the Proportionated Random Sampling technique which is taken based on the level or strata of the public high school in Kudus Regency.

As for the data collection technique, this research uses a closed questionnaire consisting of principals' leadership instruments (9 items), teacher commitment (9 items), organizational culture (14 items) and teacher performance (18 items). The scoring technique utilizes a Likert Scale which includes the choices Strongly Agree (score of 4), Agree (score of 3), Disagree (score of 2), Strongly Disagree (score of 1).

The test analysis employed is the prerequisite test related to the validity test, reliability test and goodness of fit model test. Hypothesis test uses path analysis technique which includes direct and indirect effect test.

RESULTS AND DISCUSSION

Before testing the hypotheses, the test for goodness of fit index model is carried out to determine the feasibility of the proposed research model.

Goodness of Fit Index Test

The results of the goodness of fit test on the revised structural model are obtained as presented in Figure 2 below.
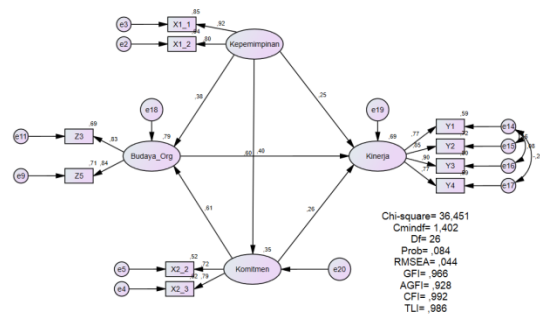

Figure 2. Structural Model

The details of the model fit test from the results of the structural model modification are as presented in Table 1 below.

Tabel 1. Goodness of Fit Index Test Results

Goodness of Fit Index	Cut of Value	Results	Model Evaluation
Chi-Square	Small	36.451	Good
Probability	≥ 0.05	0.084	Good
RMSEA	≤ 0.08	0.044	Good
GFI	≥ 0.90	0.966	Good
AGFI	≥ 0.90	0.928	Marginal
CMIN/DF	≤ 2.00	1.402	Good
TLI	≥ 0.95	0.986	Good
CFI	≥ 0.95	0.992	Good

Source: Processed data, 2021

Based on Table 1, it shows that the values obtained have met the standards based on the cut of value, so that the resulting model is declared good or fit. Therefore, the modified model can be used in this study.

Direct Effect Analysis

The direct effect analysis aims to examine whether the variables of the principal's leadership, teacher commitment, organizational culture have a direct effect on teacher performance. The results of the direct effect analysis can be seen in Table 2 below.

Table 2. Direct Effect Analysis Results

		Estimates	P
Org_Culture <--	Leadership	.379	***
Org_Culture <--	Commitment	.612	***
Performance <--	Leadership	.249	.009
Performance <--	Commitment	.264	.094
Performance <--	Org_Culture	.399	.035
Commitment <--	Leadership	.596	***

Source: Processed Data, 2021

Effect of Principal Leadership on Organizational Culture

The results show that the principal's leadership has an effect on organizational culture with the obtained p-value of 0.000 <0.05. This is in line with the results of the research by Ilmasari & Alhadi (2019) which states that the role of the principal is very important and influential in developing school culture because the principal himself is the leader in every decision-making to be achieved. Principals are very influential in implementing and providing information about new policies regarding school culture to school residents.

This is also in line with Mohammady's (2018) research which states that the leadership role of the principal has an impact on the culture of organization or school. Good principal leadership can create a harmonious organizational culture which is indicated by the attitude of all organization members who establish a good relation so as to create a sense of contentment. In addition, the leadership role of a good principal affects the achievement of both teachers and students, creating a high work ethic and discipline, among other things.

The finding accords with that of Ridho's research (2019) which states that the principal's role as an educator, manager, administrator, supervisor, leader, innovator and motivator has the ability to develop an effective school culture by developing harmonious relationships among all school components, establishing school environment and providing a sense of security that is conducive to creating a comfortable environment for learning implementation. The development of an effective school culture will never succeed without the good leadership of a school principal.

The results of this study indicate that the principal's leadership has been carried out appropriately, which is shown by the ways in which the principals of Kudus high schools go about their day, becoming examples for their subordinates. The principals continue to strive to create favourable conditions with fellow employees in the school while performing their tasks. The principals also try consistenly to build a harmonious communication relationship with all elements of the school so that the expected school goals can be achieved.

Most of the teachers at Kudus high schools believe that the leadership of the current principals is up to the mark, especially in their efforts to build a good school culture by continuing to coordinate with teachers or other school elements. The principals often involve teachers in decision-making, so that the expected goals can be achieved with the cooperation of various parties. The organizational culture shown by Kudus high school teachers can be seen from enthusiasm in their effort to develop themselves, trying to do work to the best of their abilities and according to the targets, collaborate with other teachers, and their ability to come up with various ideas or innovations as needed and attempts to create a comfortable school environment.

Effect of Teacher Commitment on Organizational Culture

The results show that teacher commitment affects organizational culture with the obtained p-value of 0.000 <0.05. In accordance with the research results of Oupen, Agung & Yudana (2020); Tobing, Purba & Situmorang (2017); Syakur, et al. (2020); and Athar (2020) which show that teacher commitment—both related to work and the organization—is able to positively and significantly affect organizational culture. On the other hand, the existence of organizational culture can affect the work commitment of a teacher, because the two variables are interrelated. This also corresponds with Megawanti's research (2013) which shows that organizational culture is able to affect teacher work commitment and vice versa; teacher commitment is able to affect organizational culture.

Research by Nurviza et al. (2019); Basri and Kamaruddin (2020); Saani et al. (2014); Nasrun and Ambaritab (2017) which show that both work commitment and organizational culture affect each other, so that the successful implementation of organizational culture can be seen from the increase in responsibility, discipline

and compliance with applicable rules or norms as well as habits.

The results of this study indicate that the organizational culture shown by the high schools in Kudus has been running well. This is indicated by the responses from the teachers who said that the cultural conditions or the school environment had been running optimally, especially from indicators which include innovation and risk taking, attention to detail, results orientation, person/individual orientation, team orientation, contentiousness, and stability at work. Teachers at the Kudus high schools also stated that both leaders and subordinates or other employees always prioritize harmonious relations between others, establish good cooperation and perform other activities that lead to the achievement of school's goals.

In addition to the organizational culture, the teachers also show good commitment in carrying out their work. This is evident from the statements or assumptions of the teachers at Kudus high schools who said that the teachers' commitment has been high, especially in carrying out their work to achieve school goals. The teacher commitment in question are affective commitment, ongoing commitment and normative commitment. The attitude or behavior shown by the teacher is a form of affective commitment, namely the teachers are proud to be part of a school, content with the rules, and loyal to their work at school. In addition, continuous commitment is shown through the attitude or behavior of teachers who benefit from their work environment, so that they feel they have made the right decision to work at that school and have little chance of switching to another school. Meanwhile, normative commitment is shown by their loyalty in working even though he works outside of school hours, trying to contribute ideas, energy and time to participate in the betterment of the school.

According to the statement of Gayle et al. (2011), affective commitment comes from emotional or psychological attachment to the organization. Ongoing commitment is related to the assessment of someone who has invested in the organization, so that it will be difficult to leave the organization. While normative commitment is based on the motive of morality, where individuals are morally responsible for each of their organizations. The commitment that has been built will make the individual feel content with the existing organizational rules. The teachers' loyalty will be able to make them survive and be loyal to only one school, without having to move to another as is currently happening (Nasrun & Ambartab, 2017).

Effect of Principal Leadership on Teacher Performance

The results show that there was an effect of principal leadership on teacher performance with the obtained p-value of 0.009 <0.05. This is in line with the research of Putra and Yunita (2014); Rusmaladi et al. (2021); Gandung (2019); Ruyani et al. (2021) which show that teacher performance is positively and significantly affected by the principal leadership.

Teachers play an important and strategic role in education. As teachers, educators and instructor, teachers are agents of social change who change the mindset, attitudes, and behavior of human beings towards a better, more dignified, and more independent life. Therefore, any efforts made to improve the quality of education will not make a significant contribution without the support of professional teachers. In other words, improving the quality of education must start from the teacher and lead to the teacher as well (Kurniawan et al., 2018). Teachers play a role in molding this nation's future generations who will later participate in the development of the nation and state (Tehseen & Hadi, 2015).

The success of teacher performance cannot be separated from the role of a principal in implementing his leadership style in the school. Good principal leadership is expected to improve teacher performance through programs that build the staff capacity. Therefore, the principal must have the personality or traits, abilities and skills to lead an educational institution. This corresponds with the research of Herawati et al. (2017); Sidabutar et al. (2017) which show that the principal leadership has a positive and significant effect on teacher performance.

The results of this study indicate that the teachers at Kudus high schools have shown good performance. This is evident from the teachers' response or assumption in carrying out their work at school. Teacher performance at Kudus high schools can be seen from their ability to plan lessons, implement lessons, conduct assessments and evaluations of learning, and participate in sustainable professional development. Teachers assume that they have carried out their duties to the maximum extent possible, especially in achieving school goals so that the quality of school education can improve towards a better direction.

The performance of Kudus high school teachers in relation to their ability in lesson planning, among others, shows that the teachers are able to prepare the syllabus according to the curriculum, are able to develop, organize learning materials, and arrange learning activities. Meanwhile, their ability to carry out learning includes initiating learning by instilling apperception and motivation to students, conveying material by adjusting the mindset of each student, and mastering learning media. Furthermore, the teachers' abilities in relation to assessments and evaluations include their ability to perform assessments of learning outcomes, analyze learning outcomes evaluations, carry out remedial and enrichment programs based on learning outcomes assessments, and utilize evaluation results to improve the learning process. The ability of teachers to participate in the sustainable development of their profession, among others, includes publishing scientific papers, developing learning media and participating in assessment preparation.

Effect of Teacher Commitment on Teacher Performance

The results show that there is no influence of teacher commitment on teacher performance and the p-value obtained is 0.094 > 0.05. This is consistent with the results of Jainuddin's research (2020); Sunarno and Liana (2015); Nainggolan et al. (2020); Harry et al. (2020) which show that teacher commitment does not affect teacher performance.

The role of a teacher is very important in executing learning and arranging class and school administration. In simple terms, it can be said that teacher performance corresponds to the competencies shown in their punctuality in completing work on time (efficiency), creativity, ability to innovate and responsibility in completing their work (Harry et al., 2020).

Organizational commitment will ensure employees give their best to the organization where they work. Those with high commitment will be more work-oriented. Employees who have high organizational commitment tend to be willing to help and be able to work together (Hidayat et al., 2016). On the other hand, the lack of organizational commitment in terms of obeying and heeding the School Education Regulations, such as meeting the level of discipline, attendance, and task deadlines, leads to poor learning implementation (Santris, 2019).

This is consistent with Susanti's (2016) research which states that professional teacher commitment is attached to the duties and obligations as a teacher, who can bring about responsibility, responsiveness and innovation towards the development of science and technology. Therefore, in this commitment, there are several elements, including the ability to understand oneself and one's duties, the inner attitude (inner strength), external strength and responsiveness to change.

Susanto's (2021) research accord with the results in that the teachers were not discouraged and were committed to educating and teaching students. They continue to do their job or maintain their profession with sincerity and high spirit. Their good performance is led by a high commitment in carrying out or fulfilling their duties and obligations as well as the demands of their profession.

The results of this study indicate that high school teachers in Kudus Regency have established good commitment. Teachers hold high morale in carrying out their tasks to achieve the set school goals. This is of course recognized as their duty and responsibility to participate in the betterment of school so that they enthusiastically participate in helping to improve

the quality of education, especially for the students and schools they serve.

The commitment of high school teachers in Kudus Regency is shown through affective commitment, ongoing commitment and normative commitment. Affective commitment is indicated by the teachers' sense of contentment with the rules applied at school, the pride of being part of the school, and loyalty to work. Meanwhile, ongoing commitment is indicated by the benefits that teachers feel when working at the school, conviction in their decision to work at the school, and well-being at work. Furthermore, normative commitment is indicated by work loyalty despite being asked to work outside school hours, focus while working on matters related to school, as well as eagerness and willingness to give ideas, thoughts or energy in developing schools.

Effect of Organizational Culture on Teacher Performance

The results show that organizational culture has an influence on teacher performance with the obtained p-value of 0.035 <0.05. This corresponds to the research results of Rusmaladi, Harapan & Tahrun (2021); Masruri et al. (2016); Handayani et al. (2021); Yulizar et al. (2020) which show that teacher performance is positively and significantly affected by organizational culture.

School culture certainly affects teacher performance in schools (Harry et al., 2020). Organizational culture is a mutual agreement about shared values in organizational life and binds all organizations concerned. This culture will later play a role in determining the structure and various operational systems that produce norms, rules, and guidance in interacting within an organization.

According to Suryani (2013), individuals within the organization have an important role in creating organizational culture which are subsequently accepted as values that must be maintained and passed on to each new member. These values can be used as a guide for all members in carrying out their work within the organization, and are considered as

characteristics that distinguish an organization from other organizations.

The school organizational culture must be able to provide a comfortable environment that encourages togetherness and unite the perspectives of teachers, staff and school principals. This is done to achieve school goals through the formation of a disciplined mentality with high dedication and loyalty to their work, the formation of firm vision and mission, guidance, well-coordinated direction and supervision. These are needed for the school principals to be able to manage all resources to improve the quality of education, involve community components, and create a school organizational culture that is able to improve teacher performance (Handayani & Rasyid, 2015).

The results of this study indicate that the organizational culture created in Kudus high schools has been running well. This is reinforced by statements or responses from teachers who believe that the organizational culture in their school has been conditioned to support the implementation of learning programs in schools. The organizational culture built at Kudus high schools can be seen from the indicators which include innovation and risk taking, attention to details, results orientation, people/individual orientation, team orientation, conscientiousness and stability.

Meanwhile, teacher performance at Kudus high schools has shown good results. Teachers assume that the existence of a school culture that has been running in their schools can affect the enthusiasm of teachers to do their jobs and achieve the goals set by the school. The teacher performance shown includes the ability in creating proper lesson planning, lesson implementation, assessment and evaluation of learning and continuous professional development.

The school culture that has been established at Kudus high schools supports the learning process at the school. The culture created can be seen from the communication relationships that exist between employees and leaders, among fellow employees and with the

students themselves. In addition, a culture of cooperation is also built on the basis of shared interests in advancing the school, while application of school rules encourages discipline for all school elements in carrying out their duties and supports the implementation of the learning process in order to achieve school goals and ultimately improve the quality of schools in particular and the quality of education in general.

Effect of Principal Leadership on Teacher Commitment

The results show that there was an effect of principal leadership on teacher commitment and the p-value obtained was 0.000 <0.05. This is in line with the research results of Nelda (2016); Haryanto and Dewi (2020); Susilowati and Setiawan (2019); Purnomo (2018); Muzayanah and Ramadhani (2018); Aninda et al. (2018) which show that the principal leadership affects teacher commitment positively and significantly.

This finding corresponds to the statement of Thaibah et al. (2014); Novitasari et al. (2017); Oktaviani & Kristiantari (2021); Husna et al. (2021) which state that the work commitment of teachers can be affected by the principal leadership and work motivation. The better the principal leadership and work motivation, the more the teacher's commitment to carrying out their duties as educators is expected to increase. Teachers are the main actors who are directly involved in educational activities, and efforts to realize the achievement of educational goals in schools. In line with that, high school schools in Kudus Regency require efforts in creating, fostering and maintaining aspects related to increasing teacher work commitment. Therefore, good principal leadership will encourage work motivation and teacher commitment at high school in Kudus.

The results of this research indicate that the principal leadership shown in an effort to improve the performance of teacher commitment has been carried out well. This is pointed out by the responses or assumptions of the teachers at Kudus high schools who stated that the principals performed their tasks and responsibilities well. The principals know and understand their roles as leaders in directing their subordinates in carrying out the tasks to achieve school goals.

The leadership at Kudus high schools is shown through the principals' ability to apply concept skills, human relations skills and technical skills. The concept skills mean that the principal is able to determine the school's annual plan, develop innovative ideas for school progress, and coordinate decision making. Human relations skills are related to the principal's ability to build cooperation to achieve school goals, establish two-way communication relationships, and provide good guidance and direction to teachers. Meanwhile, technical commitment is related to the ability of the principal to carry out supervision in the classroom, develop superior extracurricular programs and explore the sources of funds needed for school development.

Teachers assume that the principal has been able to perform his duties and responsibilities well in order to achieve school goals. All elements of the school are certainly empowered by the principals at Kudus high schools to realize the schools' vision and mission so that the expectations of the goals can be achieved. Based on the personal communication relationship between leaders and subordinates, it is known that there is no dividing barrier between the principal and teachers, students and other school elements so that a sense of togetherness remains in the school. This then give strengths to every high school in Kudus to do well in its tasks and responsibilities to develop towards becoming a high-quality educational institution.

Indirect Effect Analysis

The indirect effect analysis aims to examine whether the principal leadership and teacher commitment variables have an indirect effect on teacher performance variable through the organizational culture variable as an intervening variable.

Effect of Principal Leadership on Teacher Performance through Organizational Culture

The results of the study indicate that principal leadership has an indirect effect on

teacher performance through organizational culture as a mediating variable with an estimate value of 0.454, which exceeds the estimated direct influence value of 0.249. Therefore, these results indicate that organizational culture is able to mediate the relationship or effect of the principal leadership on teacher performance. The finding is in accordance with the research results of Rahadhini and Suweno (2010); Khoirusmadi (2011); Murniyati (2011); Masruri (2016); Suyati and Suhari (2015); Aisyafarda and Sarino (2019) which show that organizational culture can mediate the relationship or effect of principal leadership on teacher performance. However, it is different from the results of Sya'roni's research (2019); Haryono (2018); Dwijayanto and Priyono (2019) which show that organizational culture cannot be a mediator; in other words, there is no indirect effect between principal leadership on teacher performance through organizational culture.

The results of the path analysis show that the organizational culture variable is able to mediate the effect of the principal leadership on teacher performance at Kudus high schools. This shows that improving teacher performance is not only affected by strong leadership, but school culture also plays an important role in improving teacher performance. The better the organizational culture in the school, the better the performance shown by the teacher which, coupled with the leadership role of a good principal, can extract maximum performance results from the main tasks and functions they carry out. The presence of a good organizational culture is needed to strengthen the effect of the principal leadership on teacher performance. An indicator of organizational culture that is very prominent and strengthens the influence of leadership on teacher performance is organization's support for tolerance among members.

The organizational culture created at Kudus high schools has been going well. This of course is also inseparable from the leadership role of the principal who has tried to create an organizational culture that can embrace all elements of the school in performing their respective tasks and responsibilities so that school goals can be achieved optimally. The current culture of Kudus high schools has been able to provide values from the involvement of school elements in the decision-making process, especially those related to teacher performance. This is in agreement with the statement of Dwijayanto and Priyono (2019) which points out that a well-developed organizational culture in an organization will affect employees' behavior.

Effect of Teacher Commitment on Teacher Performance through Organizational Culture

The results of the study indicate that there is no indirect effect of teacher commitment on teacher performance through organizational culture as a mediating variable with an estimate value of 0.244, which is less than the estimated direct influence value of 0.264. Consequently, these results indicate that organizational culture cannot be a mediator of the relationship or the effect of teacher commitment on teacher performance. The finding is in line with the research results of Yiing and Zaman (2009); Shodiqin and Mindarti (2015); Asyhar and Suhari (2016) which show that organizational culture is not able to mediate the effect of teacher commitment on teacher performance. However, it is different from the results of Murniyati's research (2011); Sapuan (2016) which show that organizational culture is able to mediate the effect of teacher commitment on teacher performance.

The results of the path analysis show that organizational culture is not able to mediate the effect of teacher commitment on teacher performance. This shows that, whether ideal or not, the organizational culture at Kudus high schools will not strengthen or weaken the effect of teacher commitment on teacher performance. Teacher performance is determined more by the awareness of the teachers in carrying out their duties, the provision of constructive suggestions from the principal; and the commitment of the teacher only serves to maintain the performance that has been achieved, so that the existence of organizational culture is not at all able to mediate the effect of teacher commitment on teacher performance. Therefore, the higher the

commitment of the teacher, the higher the performance produced by the teacher even without the support of the organizational culture.

Good performance is certainly supported by a high work commitment by the teachers. Of course, the teachers' commitment to work well cannot be separated from the effectiveness of the applied leadership. The role of school principals in increasing teacher commitment and organizational culture is very important, especially in improving teachers' performance to produce improved lessons and education in terms of quality. The commitment and performance shown by the teachers at Kudus high schools can be considered up to par either through the activities they carry out or their responses to the statements given.

The results of this research indicate that the organizational culture created in Kudus does not play an important role in improving the performance of the teachers. However, this is strongly influenced by the principal leadership role which allows teachers to improve their performance. Of course, the applied leadership model allows teachers or other school elements to feel content so that they are more motivated or enthusiastic while working to increase their productivity. The commitments built are in the form of affective commitments, ongoing commitments and normative commitments. These commitments can then be the driving force in improving teacher performance. However, there is another important factor that is better able to improve teacher performance, namely the principal leadership model.

CONCLUSION

Based on the results and discussion of the research, this study concludes that principal's leadership and teacher commitment directly affect organizational culture, principal's leadership and organizational culture affect teacher performance, teacher commitment does not affect teacher performance, and principal's leadership affects teacher commitment. As for the indirect effect, organizational culture is able to mediate the effect of principals' leadership on

teacher performance, while organizational culture is not able to mediate the effect of teacher commitment on teacher performance of high school in Kudus Regency.

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