

THE INFLUENCE OF THE PRINCIPAL'S MANAGERIAL ABILITY AND TEACHER WORK CULTURE ON TEACHER PERFORMANCE STATE VOCATIONAL SCHOOLS

Melati Raya Pasaribu¹, Andar G. Pasaribu², Betty A.S. Pakpahan³

^{1,2,3}Program Studi Magister Manajemen Pendidikan Kristen, Program Pascasarjana, Institut Agama Kristen Negeri Tarutung, Indonesia

Coreesponden E-mail ; melatypasaribu83@gmail.com

Abstract

This study aims to determine the number and analyze the influence 1) the principal's managerial ability on the performance of state vocational high school teachers in Doloksanggul District; 2) the teacher work culture on the performance of state vocational high school teachers in Doloksanggul District; and 3) the principal's managerial ability and teacher work culture on the performance of state vocational high school teachers in Doloksanggul District. This study used a quantitative method with an ex post facto or survey type. The population was all 158 teachers in state vocational high schools in Doloksanggul District. Using the Slovin formula with a 5% margin of error, a sample of 115 teachers was taken. Data were collected using a closed questionnaire consisting of 25 statement items for variable X1 (Principal's Managerial Ability) and 30 statement items for variable X2 (Teacher Work Culture) and 35 statement items to measure variable Y (Teacher Performance), resulting in a total of 90 statement items. Before being used on actual respondents, the instrument was first tested on 30 teachers at SMK Negeri 1 Lintong Nihuta outside the sample. The results of the instrument trial showed that all questionnaire items were valid and reliable. The data analysis technique was carried out using descriptive analysis, variable categorization and parametric statistical analysis with simple and multiple linear regression equation tests, coefficient of determination tests. The results of the data analysis showed that: 1) The Principal's Managerial Ability had a positive and significant effect on Teacher Performance in 2026 of 32.3% and a strong correlation value of 0.568 with the regression equation $Y = 69.752 + 0.699X_1$ and the significant value of the t-test was $0.001 < \alpha = 0.05$, and $t_{count} = 7.337 > t_{table} (n-2 = 113) = 1,980$. 2) Teacher Work Culture has a positive and significant effect on Teacher Performance in 2026 of 36% and a strong correlation value of 0.601 with the regression equation $Y = 73.761 + 0.536X_2$ and the significant value of the t-test is $0.001 < \alpha = 0.05$, and $t_{count} = 7.990 > t_{table} (n-2 = 113) = 1.980$ and 3) Principal Managerial Ability and Teacher Work Culture have a positive and significant effect on Teacher Performance together in 2026 of 50% and a strong correlation value of 0.707 with the regression equation $Y = 42.330 + 0.493X_1 + 0.404X_2$ and the significant value of the F-test is $0.001 < \alpha = 0.05$, and $F_{count} = 7.337 > F_{table} (k-1, nk; 2113) = 3.08$. Thus, it is concluded that the research hypothesis is accepted

Keywords: Principal Managerial Ability, Teacher Work Culture, Teacher Performance

INTRODUCTION

Education is a crucial foundation for developing superior human resources. Schools, as formal educational institutions, play a strategic role in achieving national education goals. In this context, the role of principals and teachers is crucial in determining educational quality (Syahri, 2021). An educational institution is an organization composed of interrelated components that form a unified system, inseparable from one another. These components include students, teaching staff, administrative staff, school leaders, the community, and the school committee. Each component has its own duties, functions, and responsibilities.

Educators, specifically teachers, are responsible for providing education and instruction to students. Administrative staff are responsible for organizing all technical learning activities. Their duties, in addition to documentation, are equally important as managers in the administration of educational institutions (Syahri, 2021). In the era of globalization, the role of teachers in Indonesia is crucial in improving the quality of the nation, a demand of the times. As a key element in achieving educational goals, teachers are responsible for developing quality human resources, both in terms of knowledge and skills.

skills and character. Teachers play a significant role in educating, teaching, training, and guiding students to prepare them for global competition with other countries, given the importance of education in international competence (Asterina & Sukoco, 2019). The main challenge for Indonesia is to improve the quality and standards of education in order to compete globally. The main focus of education is to improve the quality and quality of human resources, which directly reflects the progress of a nation. Quality education is the key to creating superior human resources. In the education system, the role of teachers is the most vital and must be taken seriously (Manik & Siahaan, 2021). According to E. Mulyasa, a teacher needs to have teaching competencies known as professional competencies (Mulyasa, 2002:8). Specifically, what is meant by professional competencies is basic competencies in the discipline being studied or in which they specialize, both theoretical and practical mastery, didactic, methodological, and psychological abilities, planning skills, and the ability to evaluate teaching and learning outcomes (Wahid, Purnomo, & Ulya, 2020).

Education will run well if supported by adequate teacher competency, the ability to improve their performance, possess discipline, and provide role models for their students. The role of teacher performance in carrying out their duties will support the implementation of good education. The quality of education implementation is highly dependent on good performance. Teachers play a crucial role in achieving the success of the education and learning process. Despite the continuous development of technology, the role and function of teachers remain irreplaceable. Psycho-pedagogically, teachers are not only tasked with transferring knowledge, but also with shaping the character and personality of students with great care (SUHRAH, Razak, & Daud, 2021).

Effective teacher performance is reflected in professional behavior and mastery of competencies that are integral to their duties. According to Government Regulation No. 19 of 2005 concerning National Education Standards, teacher competencies include pedagogical, social, professional, and personality. Furthermore, Law No. 20 of 2003 concerning the national education system states that teachers are professionals tasked with planning, implementing, and evaluating the learning process, providing guidance, conducting research, and contributing to society (Fransiska, Harapan, & Tahrin, 2020). Teachers are expected to demonstrate their best performance by developing thorough learning plans, delivering material clearly, applying appropriate teaching methods, providing comprehensive guidance, managing classes efficiently, and continuously evaluating student learning outcomes.

As educators, teachers are tasked with transmitting valuable life values so that students can use them as a guide in their future lives. The process of passing on and naming these values goes beyond verbal explanations or through electronic learning media. It also involves effective

communication, not only through direct instruction and speeches, but most importantly, through examples and concrete behavior. This is why the role of teachers is so crucial and strategic, making improving the quality of teacher performance a necessity in achieving educational goals (Siregar & Pratiwi, 2021).

As a key element at the center of educational change, with a focus on qualitative improvements in the teaching and learning process, improving teacher performance remains a primary focus. However, shortcomings in teacher performance in schools remain, despite government efforts to provide appreciation and support, such as professional allowances and various training programs to improve their performance and competency. These shortcomings include poor lesson planning skills, inadequate mastery of subject matter, ineffective classroom management, a lack of varied teaching methods, incomprehensive assessments, inadequate student guidance, and poor decision-making skills (Pebriany & Sanusi, 2021).

This performance issue significantly impacts educational development, as poor teacher performance will lead to lower quality and a lower number of graduates, resulting in a sharp structural gap between the supply and demand of educated workers. Principals possess managerial skills to build and maintain positive teacher performance. Teacher performance, in this study, is defined as a teacher's ability to carry out assigned tasks in accordance with their duties and functions.

The center of all activities for teachers and school administration staff is driven by the head of the educational institution, known as the principal. The principal not only manages all teacher activities but also plays a crucial role in organizing all learning activities both inside and outside the classroom. The principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure (Sumarno & Sriyanto, 2021). The position of principal cannot be held by a teacher without a strong foundation of competence.

A principal who has high managerial skills can manage effectively and efficiently, create a healthy work climate and motivate teachers who reflect work ethic, discipline and professionalism are also determining factors in improving teacher performance. The principal's managerial skills include three sub-skills. This is in accordance with the opinion of Wahjosumidjo (Marpaung, 2018) who stated that "the principal as a manager: the principal as a manager really needs three types of managerial skills, namely conceptual skills, technical skills and human relations skills.

Furthermore, according to Mulyasa (2009:96), the reason for the importance of the principal's managerial skills is: "the principal is a manager who occupies three levels of management." The principal is a top-level manager within the school, a middle-level manager within the education office, and a lower-level manager within the ministry of education.

In educational institutions, besides requiring competent leaders or principals, there is also a need for the implementation of work culture. Organizational culture or culture is a mutual agreement in organizational life and also binds all organizations concerned. This culture will later play a role in determining the structure and various operational systems that produce norms, regulations and how interactions within an organization. Culture can be said to be a characteristic or differentiator between one organization and another in carrying out its operations. Work culture according to Gering Supriyadi (Tri Gunu, 2011) in (Ningsih & Muhroji,

2022) work culture is a philosophy based on a view of life as values that become traits, habits and driving forces that are cultured in the life of a community group or organization, then reflected in attitudes into behavior, beliefs, ideals, opinions or actions that are manifested as "work or working".

Based on the results of pre-observation conducted by researchers with the supervisor of State Vocational High School Branch Office Region IX Mr. Thomson Lumbantoruan, S.Pd, Monday, October 27, 2025 he said that teacher performance does not meet the provisions in the educational process standards, such as planning learning, implementing learning. There are still teachers with high administrative workloads, uneven quality of training and professional development, lack of appreciation/recognition, lack of adequate recognition or appreciation for teacher performance, suboptimal competencies, teachers are less able to choose and apply effective teaching methods, quality of learning preparation, low work motivation and teacher discipline, limited facilities and infrastructure, policies that are too focused on exam results, or changes in the curriculum that continue to change can be obstacles, the principal's leadership is not fully effective in motivating and supporting the improvement of teacher performance (Palunga & Marzuki, 2017).

In efforts to improve the quality of education in schools, teacher performance is a key factor in producing effective and high-quality learning (Yunus, Hidayat, Djazilan, & Akhwani, 2021). However, teacher performance is heavily influenced by two important aspects: the principal's managerial skills and the work culture that develops in the state vocational schools in Doloksanggul District.

Based on the above background, there is a relationship between the principal's managerial skills and teacher work culture on teacher performance. Teacher performance is a key indicator of learning quality. Therefore, it is important to examine the influence of principals' managerial skills and work culture on teacher performance, particularly in the State Vocational High Schools (SMK) environment in Doloksanggul District.

METHODS

This research was designed using a quantitative survey approach, or *ex post facto*, because its focus is on testing the causal relationships between variables that have already occurred in the field. Quantitative approaches utilize a lot of numbers, from data collection and interpretation to the presentation of the research results. According to Sugiyono, quantitative research methods can be defined as research methods based on the philosophy of positivism, used to study specific populations or samples.

Sampling techniques are generally random, data collection uses research instruments, and data analysis is quantitative/statistical with the aim of testing predetermined hypotheses (Triyarsih, 2019). Quantitative methods are often also called traditional, positivistic, scientific, and discovery methods. Quantitative methods are called traditional methods because they have been used for a long time and have become a tradition as a research method. This method is called positivistic because it is based on the philosophy of positivism. This method is called scientific because it meets scientific principles, namely concrete, empirical, objective, measurable, rational, and systematic. This method is also called the discovery method because

it can be used to discover and develop various new science and technology. This method is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics. The type of correlational research is to find the relationship and influence of independent variables on dependent variables (Suherman et al., 2023).

Quantitative research is positioned as value-free. In other words, quantitative research strictly adheres to the principles of objectivity. This objectivity is achieved, among other things, through the use of instruments that have been tested for validity and reliability. Researchers conducting quantitative studies carefully mitigate potential biases, such as the inclusion of personal perceptions and values. If such bias emerges during the analysis, the quantitative research will deviate from the principles of true scientific techniques (Danim, 2002: 35).

In quantitative data, there are several methods or types of research used in quantitative research. The type or method of quantitative research in this study uses descriptive research. The descriptive method is a fact-finding method using precise interpretation. This research examines problems that exist in society, as well as the procedures used in society and in certain situations. This includes the relationship between activities, views, attitudes, and processes that can influence a phenomenon that occurs. This descriptive research is a type of research method that describes an object and subject being studied as it is without any manipulation. This research aims to trace the factors that cause something to occur and discover how the variables in the study are interconnected or influential (Suyitno, 2021).

This research was conducted at state vocational high schools (SMK) in Doloksanggul sub-district. The research period was December 2025–February 2026. Based on initial observations and information from the school administration, there were indications that some teachers were still less than optimal in their lesson planning, use of learning methods, and work discipline. This condition suggests a possible relationship between the principal's managerial skills and work culture on teacher performance, making this location an appropriate research location.

Descriptive statistics are used to organize, present, and analyze data. Data are described using statistical techniques such as creating tables, frequency distributions, and diagrams or graphs. This study uses a computer program called SPSS version 16.0 for Windows. The data will be analyzed using the mean, standard deviation (SD), median (Me), mode (Mo), range, maximum, and minimum values, which will then be presented in tables and diagrams. The mean is the average value obtained by summing the data of all individuals in the group and dividing the total value by the number of samples (Sukiyanto & Maulidah, 2020). Descriptive analysis is used to describe the characteristics of data on the principal's managerial abilities, work culture, and teacher performance. The descriptive analysis used includes percentage analysis, lowest value, highest value, mean, median, mode, and histogram.

RESULTS AND DISCUSSION

This research was conducted at state vocational schools in Doloksanggul district with a sample size of 115 students. This research was conducted diligently and as optimally as possible to obtain accurate research data so that it would be able to answer the research hypothesis and thus achieve the research objectives. In Chapter IV, the research results are presented with data referring to existing theories and concepts, including a general overview of the research

location, a description of the research data, testing of analysis requirements, testing of the research hypothesis, and a discussion of the research results.

Descriptive Analysis of Research Data

The research data obtained are presented in the form of a data tabulation table based on alternatives and answer weights which can be seen in appendices 14, 15 for variable X1 (School Principal's Managerial Ability), appendices 16, 17 for variable X2 (Teacher Work Culture) and appendices 18 and 19 for variable Y (Teacher Performance) (Athiyah, 2019).

The research data were grouped using the SPSS (Statistical Product and Service Solutions) 27.0.2.0 application and analyzed descriptively by displaying the highest and lowest scores, average, mode, and median based on the respondents' achievements and the achievements of each questionnaire item.

Table 1. Data Exposure of Variables X1 ,X2 and Y

Statistics1.		Principal's Managerial Ability (X ₁)	Teacher WorkCulture (X ₂)	Teacher Performance (Y)
N	Valid	115	115	115
	Missing	0	0	0
Mean		94.08	113.47	134.54
Median		94.00	113.00	135.00
Mode		92 ^a	101 ^a	135 ^a
Minimum		75	87	109
Maximum		113	139	161
Sum		10819	13049	15472

a. Multiple modes exist. The smallest value is shown

Hypothesis testing

After all the requirements for linear regression analysis were met, the hypothesis was tested using simple linear regression and multiple regression analysis. The hypothesis test was conducted using IBM SPSS Statistics 27.0.2.0 and the resulting output was observed, namely the regression equation, correlation value, coefficient of determination, t-value, and F-value (Simultaneous).

The hypothesis in this study is:

Ha1 : The managerial ability of the principal (X1) has a partial positive and significant effect on the performance of teachers (Y) at State Vocational Schools in Doloksanggul District.

H01: The managerial ability of the principal (X1) does not have a partial positive and significant influence on the performance of State Vocational School Teachers in Doloksanggul District (Y).

Ha2 : Work culture (X2) has a partial positive and significant influence

on the performance of teachers (Y) at State Vocational Schools in Doloksanggul District.

H02: Teacher work culture has a partial influence (X2) but does not have a positive and significant influence on the performance of teachers (Y) at State Vocational Schools in Doloksanggul District.

Ha3: The principal's managerial ability and the teacher's work culture (X1 and X2) together (simultaneously) have a positive and significant influence on the performance of teachers (Y) at State Vocational Schools in Doloksanggul District.

H03: The principal's managerial ability and teachers' work culture (X1 and X2) together (simultaneously) do not have a positive and significant influence on the performance of teachers (Y) at State Vocational Schools in Doloksanggul District.

Simple Linear Regression Test

According to Sugiyono (2018:307), linear regression is used by researchers to predict how the condition (rise and fall) of the dependent variable affects the rise and fall of the independent variable. This analysis is used to determine the functional relationship between variable Y and variable X, namely by using the formula $Y = a_1 + b_1X_1$ and $Y = a_2 + b_2X_2$.

Linear Regression Analysis was carried out with the help of the IBM SPSS Statistics 27.0.0.0 application with the following summary:

Simple Linear Regression for Variable X1 against Y

The results of the simple linear regression test of variable X1 (Principal's Managerial Ability) on Variable Y (Teacher Performance) can be seen in the following table 4-8:

Table 2. Results of Simple Linear Regression Test of Variable X1 against Y

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	68,752	9,005		7,635	.000
	Principal's Managerial Ability (X1)	.699	.095	.568	7,337	.000

a. Dependent Variable: Teacher Performance (Y)

Based on the table above, it is known that the simple linear regression equation between variable X1 (Principal's Managerial Ability) and variable Y (Teacher Performance) can be written: $Y = 69.752 + 0.699X_1$. This regression equation shows that in a constant state = 68.752, then for every additional variable X1 (Principal's Managerial Ability) in one unit, there will be an additional variable Y (Teacher Performance) of 0.699 from variable X1 (Principal's Managerial Ability). And if variable X1 (Principal's Managerial Ability) has a value of 0, variable Y (Teacher Performance) has a value of 68.752.

Discussion of Research Results

Based on the results of the analysis of research data conducted at State Vocational Schools throughout Doloksanggul District in 2026, the discussion of the research results is as follows:

The Influence of Principals' Managerial Ability on the Performance of State Vocational School Teachers in Doloksanggul District is Positive and Significant.

Based on the results of the descriptive analysis of variable X1 (Principal Managerial Ability) it is known that the questionnaire item that has the highest weight value regarding

variable X1 (Principal Managerial Ability) is item number 14 with a score of 499 and an average value of 4.34 or a very good category with the statement that the principal provides direction before the program or activity is implemented or on the sub-indicator of delivering direction. While the lowest weight value among the questionnaires above is number 6 with a score of 399 and an average value of 3.47 or a good category, namely on the statement that the principal involves teachers and education personnel in preparing the school budget or on the sub-indicator of preparing the budget and resources. The highest indicator is indicator no. 3, namely driving force (motivation) and leadership with an average score of 3.97 with a good category while the lowest indicator is indicator no. 1, namely school program planning with a score of 3.67 with a good category. And overall the average score of variable X1 (Principal Managerial Ability) is 3.76 or a good category. Of the 115 respondents, no teachers stated that the Principal's Managerial Ability was very poor or poor, but 11% of respondents stated that the Principal's Managerial Ability was quite good, 72% stated that it was good and 17% stated that it was very good.

Based on the results of the hypothesis test, it is known that variable X1 (Principal's Managerial Ability) has a positive and significant effect on variable Y (Teacher Performance) of 32.3% and a strong correlation value of 0.568 with a regression equation of $Y = 69.752 + 0.699X1$ and the significance value of the t-test is $0.001 < \alpha = 0.05$, and $t_{count} = 7.337 > t_{table} (n-2 = 113) = 1.980$ (Astuti, Tobari, & Tahrin, 2020).

The results above can be understood that the principal's managerial ability as a driver or motivator can raise the spirit of teachers to work better. In this study, the managerial ability of the principals of State Vocational High School teachers in Doloksanggul district as a whole is good, especially in the role of motivator and leadership where the principal always provides direction and guidance to teachers before the school program begins so that teachers have clarity of tasks that must be completed. However, the principal also needs to improve his ability in planning school programs, especially in preparing budgets and resources, because when planning is unclear and budget allocation is also not transparent, this can make teachers feel they do not have an important role in the school which makes their performance decline (Seriyan, Ahmad, & Destiniar, 2020).

The above results also align with the theory that a teacher's performance is influenced by the principal's managerial skills. The better the principal's managerial skills as a leader, the better the teacher's performance. This aligns with Mulyasa's (2017: 98-121) theory, which states that the principal's duties and functions as a motivator are needed to encourage teachers to consistently perform well.

The results of this study are also in line with the results of research conducted by Siti Sopiha, Maman Herman (2018) entitled "The Influence of Principal Managerial Ability and Teacher Work Culture on Teacher Competence, which concluded that the principal's managerial ability has a positive and significant effect on teacher competence or teacher performance.

The Influence of Teacher Work Culture on Teacher Performance in State Vocational Schools in Doloksanggul District is Positive and Significant

Based on the results of the descriptive analysis of variable X2 (Teacher Work Culture), it is known that the questionnaire item that has the highest weight value is item number 19 with a score of 467 and an average value of 4.06 or a good category with the statement that teachers maintain attitudes and behavior so as not to violate the norms of the teaching profession in the sub-indicator of compliance with the code of ethics of the teaching profession. While the lowest weight value among the questionnaires is number 25 with a score of 411 and an average value of 3.57 or a good category, namely with the statement that teachers carry out their duties as teachers with full dedication in the sub-indicator of the value of commitment to the profession. The highest indicator is the habit of regulations with an average score of 3.81 with a good category while the lowest indicator is a value with a score of 3.71 also in the good category. And overall the average score of variable X2 (Teacher Work Culture) is 3.79 or a good category. Of the 115 respondents, no teachers stated that Teacher Work Culture is very bad or bad, but 17% of respondents stated that Teacher Work Culture is quite good, 60% stated that it is good and 23% stated that it is very good (Candra, Sudirman, & Silaban, 2019).

Based on the results of the hypothesis test, it is known that the variable X2 (Teacher Work Culture) has a positive and significant effect on the variable Y (Teacher Performance) of 36% and a strong correlation value of 0.601 with the regression equation $Y = 73.761 + 0.536X_2$ and the significance value of the t-test is $0.001 < \alpha = 0.05$, and $t_{count} = 7.990 > t_{table} (n-2 = 113) = 1.980$. The results of this study can be understood that Teacher Work Culture, namely teacher compliance with the professional code of ethics, can affect the performance of State Vocational High School teachers in Doloksanggul District. Although overall the Teacher Work Culture of State Vocational High School teachers in Doloksanggul District is in the good category, especially in teacher compliance with the professional code of ethics, teachers still need to improve the work culture on awareness of the values of honesty and responsibility. The Teacher Work Culture of State Vocational High School teachers in the district is still linked to habits and regulations so that teacher performance is generally good only because of the binding rules (Malaikosa, 2021). Teacher Work Culture such as honesty and responsibility will encourage teachers to always try to improve their abilities because awareness is not only because of school rules, so it is hoped that teachers can carry out their duties well better.

The results of this study are also in line with the results of Sidik Purwoko's (2018) research entitled "the influence of principal leadership, teacher commitment, teacher work discipline, and teacher work culture on the performance of vocational school teachers" which shows that there is a positive and significant influence of teacher work culture on teacher performance (Patras, Iqbal, Papat, & Rahman, 2019).

The results of this study are also in line with God's word in Titus 2:7-8 which states, "And set yourselves an example of good deeds. Be honest and earnest in your teaching." This verse explains that school is not just a place to transfer information, but a place for character transformation through example. Teacher Work Culture must be built on the basis of educator integrity. Teachers do not only teach with words, but with their lives. A biblically healthy school is a school where leaders and teachers become a "living curriculum" for their students.

The influence of the Principal's Managerial Ability and Teacher Work Culture on Teacher Performance in Vocational Schools in Doloksanggul District is jointly positive and significant.

Based on the descriptive analysis of variable Y (Teacher Performance) it is known that the questionnaire item that has the highest weight value about variable Y (Teacher Performance) is item number 26 with a score of 499 and an average value of 4.34 or a very good category with the statement that teachers provide guidance and encouragement to students to develop their potential and skills to the maximum in the sub-indicator of the ability to develop student abilities. While the lowest weight value among the questionnaires is number 3 with a score of 412 and an average value of 3.58 or a good category, namely in the statement that my teacher designs the steps of learning activities (introduction, core, and closing) clearly in the RPP, in the sub-indicator of developing a learning plan (RPP). The highest indicator is the Implementation of the learning process with an average score of 4.00 with a good category while the lowest indicator is learning planning with a score of 3.72 also in the good category (Kurniawati, Arafat, & Puspita, 2020). And overall the average score of variable Y (Teacher Performance) is 3.84 or a good category. Of the 115 respondents, no teachers stated that teacher performance was very poor or poor, but 11% of respondents stated that teacher performance was quite good, 81% stated that it was good and 8% stated that it was very good.

Based on the results of the hypothesis test, it is known that variable X1 (Principal's Managerial Ability) and variable X2 (Teacher Work Culture) have a positive and significant effect on variable Y (Teacher Performance) together by 50% and a strong correlation value of 0.707 with the regression equation $Y = 42.330 + 0.493X1 + 0.404X2$ and the significance value of the F-test is $0.001 < \alpha = 0.05$, and $F_{count} = 7.337 > F_{table} (k-1, nk; 2.113) = 3.08$.

The results of this study strongly prove that if the Principal's Managerial Ability and Teacher Work Culture are good, teacher performance will also be good. Conversely, if the Principal's Managerial Ability and Teacher Work Culture are good enough, teacher performance will also be good enough (Lawotan, 2019). Teachers at State Vocational High Schools in Doloksanggul District have been very good at providing guidance and encouragement to students to develop their potential and skills to the maximum, namely in the performance of teachers developing student abilities, but need to improve performance in learning planning (Saifullah, 2020). This can be understood that the condition of schools in State Vocational High Schools in Doloksanggul District already has a majority of internet access so that learning is more innovative and creative, the implementation of learning in the classroom is better, but teachers often ignore the need for learning planning so that learning objectives are clearer and more focused (Yuni, Najib, Ahmad, Mahfudloh, & Qomaruddin, 2025). Teachers are more likely to work because of the direction of the principal, not because of an awareness of the values of honesty and responsibility. So with the increase in the teacher's work culture on the values of honesty and responsibility, of course teacher performance will also increase to be very good.

The results of this study are also in line with the research conducted by Deni Darmawan, S.Sos.M.Pd.I. (2016) entitled "The relationship between the principal's managerial ability and organizational culture with the performance of teachers in educational units at Darul Ma'arif College, South Cipete" which shows that the better the principal's managerial ability and

organizational culture, the better the teacher's performance (Ali & Hasanah, 2021). Likewise with the results of Sidik Purwoko's (Hernita, 2018) research entitled "the influence of principal leadership, teacher commitment, teacher work discipline, and Teacher Work Culture on the performance of vocational high school teachers" which shows that) there is a positive and significant influence of leadership performance, teacher commitment, teacher work discipline and Teacher Work Culture simultaneously on teacher performance.

Research Limitations

The researcher realizes that the results of this study are not free from limitations that can affect the perfection of the results, namely:

1. In terms of coverage, this study is limited to vocational high schools (SMK) in Doloksanggul District, where geographic characteristics, accessibility, and local policies may differ from those in other districts or regencies in North Sumatra. Therefore, the results cannot be automatically generalized to describe the conditions of vocational high school teachers throughout Humbang Hasundutan Regency or at the national level.
2. The data of this study is highly dependent on the honesty of respondents through filling out questionnaires, there is a possibility of social desirability bias, where teachers tend to give "good" or "ideal" answers (especially when assessing their own or superior's performance) rather than the actual reality in the field.
3. This research only focuses on two independent variables, namely the Principal's Managerial Ability and Teacher Work Culture, whereas, Teacher Performance is influenced by many other factors that were not examined in this research, such as the level of compensation (salary/allowances), school facilities and infrastructure, spiritual leadership, and the level of teacher work stress, and so on.
4. This research is cross-sectional, meaning it was conducted at a single point in time. Managerial conditions and work culture are dynamic. This study only captures a snapshot of performance at the time the questionnaire was distributed, so it cannot examine behavioral changes or long-term impacts in depth as can qualitative or longitudinal research.
5. Despite several limitations in this study, the researchers have made every effort to ensure the data is unbiased and valid through instrument testing and direct supervision during questionnaire completion. Therefore, the findings of this study can be used as a reference for improving the quality of education in Doloksanggul District.

CONCLUSION

The managerial capabilities of school principals in state vocational schools in Doloksanggul District in 2026 were 11% quite good, 72% good and 17% very good.

1. The work culture of teachers in state vocational schools in Doloksanggul District in 2026 was 17% quite good, 60% good and 23% very good.
2. The performance of teachers in state vocational schools in Doloksanggul District in 2026 was 11% quite good, 81% good and 8% very good.
3. The Principal's Managerial Ability has a positive and significant effect on Teacher Performance in 2026 of 32.3% and a strong correlation value of 0.568 with a regression

equation of $Y = 69.752 + 0.699X_1$ and the significance value of the t-test is $0.001 < \alpha = 0.05$, and $t_{count} = 7.337 > t_{table} (n-2 = 113) = 1.980$.

4. Teacher Work Culture has a positive and significant influence on Teacher Performance in 2026 of 36% and a strong correlation value of 0.601 with
5. The regression equation $Y = 73.761 + 0.536X_2$ and the significance value of the t-test is $0.001 < \alpha = 0.05$, and $t_{count} = 7.990 > t_{table} (n-2 = 113) = 1.980$.
6. The Principal's Managerial Ability and variable X_2 (Teacher Work Culture) have a positive and significant effect on variable Y (Teacher Performance) together by 50% and a strong correlation value of 0.707 with the regression equation $Y = 42.330 + 0.493X_1 + 0.404X_2$ and the significance value of the F-test is $0.001 < \alpha = 0.05$, and $F_{count} = 7.337 > F_{table} (k-1, nk; 2.113) = 3.08$.

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