

The Influence of Instructional Leadership and School Culture on the Performance of Public Senior High Schools in Rembang Regency

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Abstract

This study analyzes the influence of instructional leadership and school culture on school performance in public senior high schools in Rembang Regency. Using a quantitative approach with a survey method, data were collected through questionnaires distributed to teachers and analyzed with multiple regression. The results show that instructional leadership contributes 12.3% and school culture 17.8% to school performance. Together, both variables explain 30.3% of the variability, with the remaining 69.7% influenced by other factors. Effective instructional leadership, characterized by a clear academic vision, supervision, and teacher empowerment, improves learning quality. A strong school culture, based on collaboration, discipline, and innovation, boosts teacher motivation and student achievement. The study confirms the crucial role of leadership and culture in educational success, emphasizing the need for principal leadership competencies and a positive school culture.

Keywords: Instructional Leadership; School Culture; School Performance;

Abstrak

Penelitian ini menganalisis pengaruh kepemimpinan instruksional dan budaya sekolah terhadap kinerja sekolah di SMA Negeri di Kabupaten Rembang. Menggunakan pendekatan kuantitatif dengan metode survei, data dikumpulkan melalui kuesioner yang dibagikan kepada guru dan dianalisis dengan regresi berganda. Hasil penelitian menunjukkan bahwa kepemimpinan instruksional berkontribusi sebesar 12,3% dan budaya sekolah 17,8% terhadap kinerja sekolah. Secara simultan, kedua variabel ini menjelaskan 30,3% dari variabilitas kinerja sekolah, dengan 69,7% dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini. Kepemimpinan instruksional yang efektif, yang ditandai dengan visi akademik yang jelas, pengawasan, dan pemberdayaan guru, meningkatkan kualitas pembelajaran. Budaya sekolah yang kuat, yang berbasis pada kolaborasi, disiplin, dan inovasi, meningkatkan motivasi guru dan prestasi siswa. Penelitian ini mengonfirmasi peran penting kepemimpinan dan budaya dalam keberhasilan pendidikan, serta menekankan perlunya penguatan kompetensi kepemimpinan kepala sekolah dan budaya sekolah yang positif.

Kata Kunci: Kepemimpinan Instruksional; Budaya sekolah; Kinerja Sekolah

INTRODUCTION

Improving the quality of education is one of the efforts that must be made by enhancing the quality of human resources through education. According to the Republic of Indonesia Law Number 20 of 2003 on the National Education System, Article 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual-religious strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves, society, the nation, and the state. In Article 2 of the National Education Law, it is explained that National Education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life. Education aims to develop students' potential to become people who have faith and devotion to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

The success of the education system depends on various factors, one of which is the quality of educational institutions. This quality refers to what is known as the performance of educational organizations or school institutions. School performance generally refers to the National Education Standards (SNP), as stated in Government Regulation No. 19 of 2005. SNP consists of eight standards: content standards, process standards, graduate competency standards, educator and educational staff standards, facilities and infrastructure standards, management standards, funding standards, and education assessment standards¹.

According to the National School Accreditation Board, there are three school performance assessment standards: (1) Input standards: covering aspects of educational staff, student aspects, facilities, and financing. (2) Process standards: covering aspects of curriculum and teaching materials, teaching and learning processes, assessment aspects, management aspects, and leadership. (3) Output standards: covering aspects of student learning achievements, educator and principal achievements, as well as school achievements.

School performance is the achievement obtained by schools in both academic and non-academic fields. School performance represents the performance of all resources in the school in carrying out their duties to realize organizational goals². These resources include the performance of school principals, educators, educational staff, students, environment, culture, and school budgets. All these components must demonstrate maximum value indicators to obtain the status of a well-performing school³.

These performance elements indicate key factors in ensuring schools

¹ Ismara, Y. 2019. "Implementasi Standar Nasional Pendidikan dalam Meningkatkan Mutu Sekolah." *Jurnal Pendidikan* 10, no. 1: 87-102.

² Mulyasa, E. 2020. *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. Jakarta: PT Remaja Rosdakarya.

³ Rodiyah, R. 2023. *Kinerja Sekolah dan Faktor-Faktor yang Mempengaruhinya*. Yogyakarta: Deepublish.

achieve optimal performance. These factors are categorized into three main components: leadership, school culture, and managerial aspects (planning and management). The latest educational policy developments direct the leadership concept towards instructional leadership, the cultural concept towards school culture, and managerial aspects towards data-based planning⁴.

An initial documentation study on the education report of public senior high schools in Rembang Regency shows that school performance is still not optimal. Based on preliminary data, the average education report scores indicate that literacy skills are in the good category (89.13), while numeracy skills are also in the good category (79.95). However, the indicators of learning quality (D1), reflection and improvement of teaching by teachers (D2), and instructional leadership (D3) are still suboptimal, with scores of 68.48, 63.48, and 59.99, respectively (Rapor Pendidikan, 2023).

Based on data obtained from nine public senior high schools in Rembang Regency, the average literacy score (A1) reached 89.13, with the highest score of 97.78 achieved by SMA N 1 Rembang and SMA N 1 Lasem, while the lowest score of 80.00 was obtained by SMA N 3 Rembang and SMA N 1 Pamotan. For numeracy (A2), the average score was 79.95, with the highest achievement of 91.11 by SMA N 1 Rembang and the lowest of 66.67 by SMA N 1 Pamotan. In terms of learning quality (D1), the average score was 68.48. SMA N 1 Sumber had the best learning quality with a score of 80.10, while SMA N 1 Kragan had the lowest score of 60.49. Teacher reflection (D2) showed an average score of 63.48, with the highest score of 70.82 at SMA N 1 Sumber and the lowest score of 55.52 at SMA N 1 Kragan. For instructional leadership (D3), the average score was 59.99. SMA N 3 Rembang obtained the highest score of 76.94, while SMA N 1 Kragan had the lowest score of 47.59. Overall, this data shows that literacy and numeracy achievements in these schools are relatively high, whereas learning quality, teacher reflection, and instructional leadership still need improvement to enhance learning effectiveness within schools.

The suboptimal school performance indicates issues in the implementation of instructional leadership and school culture. This is reinforced by findings that many senior high schools in Rembang Regency have yet to implement data-based planning in decision-making⁵. Therefore, this study aims to analyze the influence of instructional leadership and school culture on school performance in public senior high schools in Rembang Regency. By understanding the relationships between these factors, strategic recommendations can be formulated to improve the quality of education in the region.

School performance is an indicator of a school's achievement in carrying out its duties and functions to achieve educational goals. According to Sutrisno⁶, performance refers to how an individual or organization functions

⁴ Komariah, A., and C. Triatna. 2015. *Visionary Leadership Menuju Sekolah Efektif*. Jakarta: Bumi Aksara.

⁵ Rahayu, D., T. Suryadi, and M. Purnomo. 2022. "Implementasi Perencanaan Berbasis Data dalam Pengelolaan Sekolah Menengah Atas." *Jurnal Kebijakan Pendidikan* 14, no. 2: 98-112.

⁶ Sutrisno, E. 2011. *Manajemen Sumber Daya Manusia*. Jakarta: Kencana.

in accordance with established tasks and responsibilities. In the context of education, school performance reflects the effectiveness and efficiency of resource management to achieve learning goals⁷. According to Smith and Perkey in Hoy & Miskel⁸, quality schools have several key characteristics, including instructional leadership, a well-planned curriculum, a supportive academic climate, effective resource management, and continuous evaluation. The National Education Standards (Government Regulation No. 19 of 2005) also define eight main components as school performance indicators, covering input, process, and output aspects⁹.

Instructional leadership is a leadership style of school principals focused on improving learning quality by empowering teachers, managing the curriculum, and monitoring and evaluating the learning process. This leadership model emphasizes the principal's role in establishing a clear academic vision and encouraging innovation in the learning process¹⁰. According to McEwan¹¹, instructional leadership has seven key indicators: setting clear learning goals, being a resource for staff, creating a conducive school culture, communicating the school's vision and mission, enhancing teacher professionalism, providing constructive feedback, and developing data-based academic policies.

School culture is a system of values and norms upheld by all school members in carrying out their duties and responsibilities. According to Robbins & Judge¹², school culture includes core values, behavioral norms, traditions, and symbols that form the school's identity. A positive school culture plays a role in shaping an academic environment conducive to teachers and students achieving optimal performance¹³. According to Ansar & Masaong¹⁴, a strong school culture has characteristics such as consistent values and norms that support the school's vision and mission, high trust and collaboration among teachers, students, and staff, and a positive academic climate that encourages innovation and achievement.

The novelty of this research lies in its focus on analyzing the combined impact of instructional leadership and school culture on school performance, particularly in public senior high schools in Rembang Regency, a region where such an in-depth study has not been conducted before. While previous

⁷ Mulyasa, E. 2020. *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*.

⁸ Hoy, W. K., and C. G. Miskel. 2008. *Educational Administration: Theory, Research, and Practice*. 8th ed. New York: McGraw-Hill.

⁹ Muchtar, A., R. Rahmadani, and M. Yusuf. 2024. "Analisis Faktor-Faktor yang Mempengaruhi Kinerja Sekolah." *Jurnal Manajemen Pendidikan* 19, no. 1: 65-78

¹⁰ Hallinger, P. 2017. "Leadership for Learning: Lessons from 40 Years of Empirical Research." *Journal of Educational Administration* 55, no. 4: 387-398

¹¹ McEwan, E. K. 2002. *Seven Steps to Effective Instructional Leadership*. California: Corwin Press

¹² Robbins, S. P., and T. A. Judge. 2015. *Organizational Behavior*. 16th ed. New Jersey: Pearson Education.

¹³ Schein, E. H. 2010. *Organizational Culture and Leadership*. 4th ed. San Francisco: Jossey-Bass.

¹⁴ Ansar, F., and A. Masaong. 2014. *Manajemen Pendidikan dan Kepemimpinan Sekolah Efektif*. Jakarta: Bumi Aksara.

research has explored these factors in other educational contexts, this study provides a unique contribution by examining how the interplay between leadership styles and school culture specifically influences performance outcomes in the context of Rembang Regency. Additionally, the study emphasizes the need for data-based planning in decision-making, an area that remains under-explored in this region's schools. This research, therefore, offers fresh insights into how enhancing leadership practices and cultivating a strong school culture can drive improvements in both academic and non-academic aspects of school performance.

METHOD

This study is a quantitative research that aims to analyze the influence of instructional leadership (X1) and school culture (X2) on school performance (Y). The approach used in this study is *ex-post facto*, which is research conducted to investigate events that have already occurred and then trace back to determine the factors causing those events¹⁵. *Ex-post facto* research or causal-comparative research aims to determine the causes or reasons for differences in behavior or status among groups of individuals. The quantitative method was chosen as it aligns with the philosophy of positivism, which is used to study a specific population or sample through survey-based data collection techniques, including the use of questionnaires. Therefore, this study employs a quantitative approach with statistical analysis to determine the relationships between variables.

This research was conducted in nine public high schools (SMA Negeri) in Rembang Regency. The selection of the research location was based on efficiency considerations and relevance to the study, given that the researcher has direct access as the Principal of SMA Negeri 1 Rembang. The research design used in this study is associative research, which aims to determine the relationship between independent variables and the dependent variable. In this study, there are two independent variables, namely instructional leadership (X1) and school culture (X2), and one dependent variable, school performance (Y). The relationships among these variables are analyzed using quantitative analysis to determine the effect of each independent variable on the dependent variable through hypothesis testing.

This study involves three main variables: instructional leadership (X1), school culture (X2), and school performance (Y). School performance refers to the achievements obtained by an educational institution that reflect its effectiveness in managing and implementing the educational process. School performance encompasses aspects of input, process, and output¹⁶. Inputs include human resources, physical resources, and financial resources, while the process refers to the internal structure and organizational operations. The output pertains to outcomes in terms of the quantity and quality of school products. Instructional leadership is a form of leadership that emphasizes the

¹⁵ Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

¹⁶ Fattah, N. 2018. *Konsep Dasar Manajemen Pendidikan*. Bandung: Remaja Rosdakarya.

role of the school principal in improving teaching quality and learning outcomes. Instructional leadership focuses on creating an effective learning environment and supporting the professional development of teachers. Meanwhile, school culture consists of a set of values, norms, beliefs, habits, and behaviors that develop within the school environment and influence interactions and the academic atmosphere¹⁷. This culture reflects shared perspectives on what is considered important in learning processes and social relationships within the school.

School performance is measured using a questionnaire that refers to three main dimensions. The input dimension includes educational staff, students, infrastructure, and funding. The process dimension includes the curriculum, teaching materials, teaching and learning processes, assessment, management, and leadership. Meanwhile, the output dimension includes student achievements, teacher achievements, and school achievements. Instructional leadership is measured based on indicators related to the development of the school's vision and mission, including the formulation of a clear vision and mission, communication of the vision and mission to the school community, and alignment of the vision and mission with learning objectives. Additionally, supervision and evaluation of learning are key indicators, including monitoring teacher instructional practices, providing periodic feedback, evaluating learning outcomes, and conducting classroom observations. Other indicators of instructional leadership include teacher empowerment and professional development through support for training and development as well as encouragement of innovation in teaching.

School culture in this study is measured through several key indicators. The first indicator is value patterns, which reflect the prioritization of collaboration and teamwork, the implementation of values aligned with the school's vision, and the dissemination of discipline values. The second indicator is norms and school rules, which involve adherence to applicable regulations, consistent enforcement of discipline, and the creation of a safe and comfortable environment. The third indicator is teacher attitudes and professional development, including teachers' attitudes towards the principal, teachers' competency development in response to curriculum changes, and the enhancement of teachers' capacities in innovative teaching.

The population in this study consists of all teachers in the nine public high schools in Rembang Regency, totaling 543 teachers. The sample was determined using the proportional random sampling technique, considering the proportion of the population in each school. Using Slovin's formula, a sample of 230 teachers was obtained. The research instrument used is a questionnaire with a Likert scale, which measures respondents' attitudes, opinions, and perceptions. Before being used, the questionnaire was tested for validity and reliability.

Data were analyzed using multiple linear regression analysis, with

¹⁷ Robbins, S. P., and T. A. Judge. 2015. *Organizational Behavior*. 16th ed. New Jersey: Pearson Education.

prerequisite tests including normality tests, linearity tests, homogeneity tests, and multicollinearity tests¹⁸. The analysis was conducted using SPSS to determine relationships between variables and to test research hypotheses.

RESULT AND DISCUSSION

This study aims to analyze the influence of instructional leadership and school culture on school performance. The results of this study include data descriptions, prerequisite test results, and hypothesis testing results. Descriptive analysis was conducted to understand the data characteristics of each research variable. The results of the descriptive statistical analysis show that the school performance variable has an average value of 92.85, with a minimum score of 64 and a maximum score of 100. The instructional leadership variable has an average of 94.36 with a score range of 83 to 100, while school culture has an average of 94.07 with a minimum score of 80 and a maximum of 100. The majority of respondents gave high ratings for school performance, instructional leadership, and school culture in public senior high schools in Rembang Regency.

Before conducting regression analysis, prerequisite tests consisting of normality test, linearity test, and multicollinearity test were performed. The results of the Kolmogorov-Smirnov normality test showed that all variables had significance values greater than 0.05, namely instructional leadership (0.078), school culture (0.065), and school performance (0.092), indicating that the data were normally distributed. The linearity test was conducted by examining the significance of data distribution between independent and dependent variables. The results showed that the relationship between instructional leadership and school culture on school performance was linear, with significance values of 0.001 and 0.003, respectively. The multicollinearity test was conducted to determine whether a strong correlation existed between the independent variables. The results of the Variance Inflation Factor (VIF) test showed that the VIF values for instructional leadership were 1.245 and for school culture were 1.317, both below 10, indicating no multicollinearity.

THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP ON SCHOOL PERFORMANCE

The results of simple regression analysis indicate that instructional leadership significantly influences school performance, with a regression coefficient value of 0.733 and a significance value of $p = 0.000$ ($p < 0.05$). The R Square value of 0.123 shows that instructional leadership contributes 12.3% to school performance, while 87.7% is influenced by other factors not examined in this study. This finding suggests that the better the instructional leadership applied by the principal, the higher the school performance. Effective instructional leadership in managing learning, providing feedback to teachers, and ensuring the implementation of a quality curriculum positively

¹⁸ Santoso, S. 2015. *Menguasai Statistik Parametrik dalam 5 Hari dengan SPSS*. Jakarta: PT Elex Media Komputindo.

impacts school performance improvement¹⁹. This result aligns with Arifin's (2020) study, which stated that principals' instructional leadership plays a primary role in enhancing teaching effectiveness and educational quality in schools²⁰. Fitria²¹ also emphasized that effective school leadership can improve teacher professionalism and positively impact school performance. Hidayat & Suryani²² found that schools with strong instructional leadership have higher academic success rates than those that do not implement this leadership model. Iskandar²³ added that principals who apply good instructional leadership can create a conducive learning environment and improve student achievement. Rahayu & Prasetyo²⁴ demonstrated that instructional leadership-oriented principals could motivate teachers to enhance their performance. Widodo²⁵ asserted that effective instructional leadership strategies significantly determine academic success in Indonesian schools

THE INFLUENCE OF SCHOOL CULTURE ON SCHOOL PERFORMANCE

The results of regression analysis show that school culture has a positive and significant effect on school performance, with a regression coefficient of 0.712 and a significance value of $p = 0.000$ ($p < 0.05$). The R Square value of 0.178 indicates that school culture contributes 17.8% to school performance, while 82.2% is influenced by other factors. This finding suggests that the better the school culture implemented, the higher the school performance. A strong school culture, characterized by values of togetherness, discipline, and a conducive academic environment, significantly contributes to school achievement²⁶. This finding is supported by²⁷ Budiman & Wahyudi's research, which states that a positive school culture can enhance student productivity and discipline, leading to improved school performance. Gunawan²⁸ also found that schools with a strong academic culture are more capable of producing

¹⁹ Hallinger, P. 2017. "Leadership for Learning: Lessons from 40 Years of Empirical Research."

²⁰ Arifin, M. 2020. "Pengaruh Kepemimpinan Instruksional terhadap Kinerja Guru di Sekolah Menengah Atas." *Jurnal Manajemen Pendidikan* 8, no. 2: 112-125.

²¹ Fitria, H. 2019. "Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Sekolah." *Jurnal Manajemen Pendidikan Islam* 4, no. 1: 45-60.

²² Hidayat, R., and T. Suryani. 2021. "Pengaruh Kepemimpinan Instruksional terhadap Kinerja Sekolah: Studi Kasus di SMA Negeri Jawa Tengah." *Jurnal Kepemimpinan dan Manajemen Sekolah* 10, no. 1: 23-37.

²³ Iskandar, I. 2020. "Model Kepemimpinan Kepala Sekolah dan Hubungannya dengan Kinerja Guru." *Jurnal Penelitian Pendidikan* 6, no. 3: 88-102.

²⁴ Rahayu, D., and B. Prasetyo. 2020. "Kepemimpinan Kepala Sekolah dalam Meningkatkan Motivasi Kerja Guru." *Jurnal Administrasi Pendidikan* 13, no. 1: 33-47.

²⁵ Widodo, A. 2019. "Kepemimpinan Kepala Sekolah dan Implementasi Kebijakan Pendidikan di Indonesia." *Jurnal Kebijakan Pendidikan* 8, no. 3: 121-135.

²⁶ Robbins, S. P., and T. A. Judge. 2015. *Organizational Behavior*. 16th ed.

²⁷ Budiman, A., and D. Wahyudi. 2021. "Budaya Sekolah dan Dampaknya terhadap Kinerja Sekolah di Indonesia." *Jurnal Pendidikan dan Kebudayaan* 17, no. 3: 98-110.

²⁸ Gunawan, H. 2022. "Manajemen Budaya Sekolah dalam Meningkatkan Efektivitas Pembelajaran." *Jurnal Ilmu Pendidikan* 14, no. 2: 132-145.

competent graduates. Jannah & Rahman²⁹ emphasized that a school culture based on togetherness and discipline positively correlates with student learning motivation and teacher dedication. Mardiana³⁰ showed that schools with a solid organizational culture are more likely to achieve higher educational targets. Sari & Anwar³¹ highlighted that a strong school culture can improve classroom management effectiveness and enhance teacher-student relationships. Zainuddin & Putri³² confirmed that implementing a good school culture results in a conducive learning environment for students' academic development.

THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP AND SCHOOL CULTURE ON SCHOOL PERFORMANCE

The results of multiple regression analysis show that instructional leadership and school culture simultaneously have a significant impact on school performance, with an R value of 0.550 and an R Square of 0.303. This finding indicates that the two independent variables together explain 30.3% of the variability in school performance, while 69.7% is influenced by other factors not examined in this study. The ANOVA test results show that the regression model is significant, with an F value of 49.087 and $p = 0.000$ ($p < 0.05$), meaning that instructional leadership and school culture collectively have a significant impact on school performance.

Table 1. The Results of the Coefficient of Determination Test of X1 and X2 on Y

Model Summary									
Model	R			Std. Error		Change Statistics			
	R	Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.460 ^a	.302	.201	6.774	.211	20.183	3	226	.000

a. Predictors: (Constant), Instruksional Leadership, School Culture

This study aligns with the findings of Sudjana³³, who stated that the combination of strong instructional leadership and school culture can create a better educational ecosystem. Sukardi³⁴ found that school leadership that aligns with school culture can enhance learning effectiveness. Suryadi &

²⁹ Jannah, M., and T. Rahman. 2022. "Implementasi Budaya Sekolah terhadap Peningkatan Kedisiplinan Guru dan Siswa." *Jurnal Pendidikan Karakter* 12, no. 4: 78-91.

³⁰ Mardiana, S. 2021. "Analisis Faktor Kepemimpinan Sekolah terhadap Prestasi Akademik Siswa." *Jurnal Evaluasi Pendidikan* 15, no. 2: 56-72.

³¹ Sari, R., and S. Anwar. 2019. "Peran Budaya Sekolah dalam Meningkatkan Kinerja Sekolah Dasar di Indonesia." *Jurnal Penelitian Pendidikan Dasar* 9, no. 3: 65-79.

³² Zainuddin, M., and L. Putri. 2022. "Budaya Sekolah dan Efeknya terhadap Prestasi Akademik Siswa." *Jurnal Pendidikan dan Pembelajaran* 16, no. 4: 210-225.

³³ Sudjana, D. 2022. "Kepemimpinan Transformasional dan Instruksional dalam Konteks Pendidikan di Indonesia." *Jurnal Manajemen Pendidikan Nasional* 7, no. 2: 99-113.

³⁴ Sukardi, R. 2020. "Manajemen Sekolah dan Pengaruhnya terhadap Kinerja Guru." *Jurnal Administrasi Pendidikan* 14, no. 2: 67-82.

Hartono³⁵ emphasized that schools with competent principals and a strong school culture tend to achieve higher academic performance. Komariah & Triatna³⁶ stated that a strong school culture reinforces the principal's leadership strategy in managing educational institutions. Jannah & Rahman³⁷ asserted that the interaction between leadership and school culture can create a more productive academic environment. Yulianti³⁸ concluded that instructional leadership implemented within a supportive school culture results in optimal school performance

CONCLUSION

Based on the findings of this study, it can be concluded that instructional leadership and school culture have a significant influence on school performance in public senior high schools in Rembang Regency. Regression analysis results show that instructional leadership contributes 12.3% to school performance, while school culture contributes 17.8%. Simultaneously, these two variables collectively contribute 30.3% to school performance, with the remaining 69.7% influenced by other factors not explored in this study. Instructional leadership implemented by school principals plays a crucial role in enhancing learning effectiveness and teacher professionalism. Principals with a clear academic vision, the ability to provide effective supervision, and support for learning innovations create a conducive learning environment focused on improving education quality. School culture also contributes to creating a positive academic environment. Schools with a strong culture, characterized by values of togetherness, discipline, and openness to innovation, are better able to enhance student motivation, academic achievement, and teacher performance. Overall, the combination of effective instructional leadership and a strong school culture will optimally impact improving school performance. Therefore, schools should strengthen the leadership competencies of school principals and build a supportive academic culture to enhance educational effectiveness and quality. Additionally, this study indicates that 69.7% of other factors influencing school performance remain unexplored. Thus, further research is needed to identify additional factors that can comprehensively improve school effectiveness.

³⁵ Suryadi, T., and R. Hartono. 2021. "Pengaruh Budaya Organisasi terhadap Kinerja Sekolah di Lingkungan Sekolah Negeri." *Jurnal Manajemen dan Kepemimpinan Pendidikan* 11, no. 1: 112-127.

³⁶ Komariah, A., and C. Triatna. 2015. *Visionary Leadership Menuju Sekolah Efektif*

³⁷ Jannah, M., and T. Rahman. 2022. "Implementasi Budaya Sekolah terhadap Peningkatan Kedisiplinan Guru dan Siswa."

³⁸ Yulianti, E. 2021. "Pola Kepemimpinan Instruksional dan Efektivitas Sekolah." *Jurnal Ilmu Manajemen Pendidikan* 15, no. 1: 89-104.

Limitations of this study include the focus on only public senior high schools in Rembang Regency, which limits the generalizability of the findings to other regions or types of schools. Furthermore, the study only considered instructional leadership and school culture as the main factors affecting school performance, neglecting other potential variables, such as teacher compensation, community involvement, or external policy influences, which may also play significant roles. Additionally, this research used cross-sectional data, which prevents the identification of causal relationships and only provides a snapshot of the variables at a single point in time. Longitudinal studies could provide a better understanding of the long-term impacts of instructional leadership and school culture on school performance.

For future research, it is recommended to explore additional factors that could influence school performance, such as teacher training, student engagement, or community partnerships. It would also be valuable to examine the impact of external factors, such as government policies or socioeconomic status, on school performance. Furthermore, expanding the study to include different types of schools (e.g., private schools, vocational schools) and regions could provide a more comprehensive view of the factors affecting school performance across diverse educational settings. Longitudinal research would also be beneficial to track changes over time and assess the long-term effects of instructional leadership and school culture on educational outcomes.

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