



# The principal's leadership in organizational culture development: A case study in the context of community engagement and social environment

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Received Date: December 20, 2024

Revised Date: January 29, 2025

Accepted Date: January 30, 2025

## ABSTRACT

**Background:** This study examines the role of the principal in developing organizational culture at XYZ Junior High School. The organizational culture at this school encompasses religious values, integrity, social interaction, cooperation, and politeness, which are implemented by the principal, teachers, educational staff, and students. **Method:** The research employs a qualitative approach with a case study method. Data collection techniques include interviews, observations, and documentation. **Findings:** The findings indicate that the principal performs five main roles: as an individual, educator, leader, manager, and entrepreneur. The principal adopts democratic, visionary, transformational, and bureaucratic leadership styles to foster organizational culture. The development of organizational culture at XYZ Junior High School includes literacy programs, teacher on-duty assignments, women's studies groups, Qurban learning programs, Friday IKSAN activities (Faith, Cleanliness, Health, and Counseling), as well as forums for discussion and sharing best practices within the learning community. **Conclusion:** The success of organizational culture development is supported by effective communication, recognition of performance, and the principal's innovation in creating a conducive environment. Challenges include shifting the mindset of school members, which are addressed through supervision, coordination, and incentives. **Novelty/Originality of this Study:** The research uniquely emphasizes the principal's entrepreneurial role in education, demonstrating how strategic leadership can drive cultural and operational improvements in schools. This study underscores the importance of the principal's role in building an organizational culture that fosters a productive, harmonious learning environment aligned with contemporary developments.

**KEYWORDS:** leadership; organizational culture; social environment; school.

## 1. Introduction

Winardi (in Supardi & Anshari, 2022) states that leadership is a component that shapes and motivates subordinates to strive as hard as possible and remain enthusiastic in achieving organizational goals. This reinforces the opinion of Purwanto (in Munjin, 2023), who defines leadership as a way to invite colleagues to achieve the organizational goals they lead. Therefore, it is a sign of leadership to use interpersonal influence to exploit situations and direct the communication process to achieve specific or general goals (Susila et al., 2022). This statement suggests that two aspects of leadership are property and process (Kjellström et al., 2020)

According to Cardno et al. (2018), in the leadership process requires the use of non-coercive influence to guide and coordinate the behavior of members in order to achieve

### Cite This Article:

Mufidah, D. (2025). The principal's leadership in organizational culture development: A case study in the context of community engagement and social environment. *Interaction, Community Engagement, and Social Environment*, 2(2), 138-153. <https://doi.org/10.61511/icese.v2i2.2025.1622>

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organizational goals. Property indicates that leadership possesses a set of attributes and/or perceived attributes that can affect employee success (FME, 2015; Kremer et al., 2019). Therefore, the principle is that a leader makes important choices in order to achieve educational goals (Munjin, 2023).

A school principal must have the ability to foster a friendly work environment that encourages constructive interpersonal relationships at school. This means that all aspects of the school environment must be developed simultaneously to improve relevance and compliance with educational standards. In other words, the principal must be able to design programs that enhance teacher competence to improve teacher performance (Priansa, 2018). According to this assessment, the ability of the school to advance and develop depends largely on how well the principal manages the institution, including creating an organizational culture (Harahap et al., 2023).

The quality of a school, which can be seen from the principles it upholds, the attitudes it adopts, the behaviors it exhibits, and the behaviors of all its staff, who together form a unit of the educational system, is called the school organizational culture. The values, customs, beliefs, and behaviors that underlie interactions and decision-making among all school personnel are reflected in the organizational culture (Handayani & Rasyid, 2015). The development and maintenance of the school organizational culture is the primary responsibility of the school principal, who is the leader in the field of education. According to Robbins & Judge (2020), leaders have a significant influence on organizational culture through their vision, style, and ability to motivate their team members. A principal must be able to set an example for others by embracing values and fostering a creative and cooperative work environment. Schein (2020) also emphasizes that a leader's routines and communication style shape the organization's culture. To foster a sense of unity and ownership among educators, staff, and students, the principal must demonstrate imaginative, participatory, and transformative leadership. This cultivation is another aspect of the background of educational organizational culture.

Depending on the situation, the organizational culture of a school will differ from that of other institutions. Based on the author's observations, the organizational culture of XYZ Junior High School has been functioning well, but it needs further development to accommodate the conditions and characteristics of students, teachers, and educational staff, as well as current developments. Therefore, the leadership of the school principal plays a key role in shaping the school's organizational culture. The author is interested in conducting a research about the leadership of the school principal in developing organizational culture.

### 1.1 Leadership

Many scholars have studied various leadership philosophies, such as transformational, transactional, bureaucratic, autocratic, and charismatic leadership (Goleman et al., 2002). From an information-processing perspective, leadership can also be viewed as a trait or action. Amirul & Daud (2012) define leadership as a pattern of behavior that remains relatively constant when interacting with employees. Leadership is a process in which an individual persuades others, usually followers, to accomplish tasks and guide the organization in a way that enhances coherence and unity (Dartey-Baah et al., 2011).

The concept of leadership is diverse and quite complex. Influence, process, community, and common goals are the four main elements that form the concept of leadership, according to Northouse (2013). However, according to Abbas (2014), leadership is the capacity to effectively utilize all organizational resources to achieve the organization's goals (in Gaol, 2017). In his book *Modern Leadership Styles* (Kharis, 2024; Drucker, 2007) defines leadership as the ability to lead others in the right direction. This is also in line with Stogdill's (1974) statement that leadership is the process of influencing the behavior of an organized group to achieve goals.

Robbins (1996) defines leadership as the ability to influence a group of individuals to achieve goals. According to Wahjosumijo, leadership encompasses several attributes,

behaviors, interpersonal influences, interaction styles, teamwork, administrative tasks, and other perspectives on the validity of influence. Leadership, according to Mulyasa (2003), is the effort to influence others to achieve organizational goals. This suggests that anyone can be a leader, organizing and influencing others to achieve common goals. According to the definitions provided above, leadership is the ability to influence others to cooperate in achieving the goals that have been set (Syamsuddin, 2020). A leader's leadership is closely related to their power and character. Leadership is linked to the actions of an individual that impact the behavior of their subordinates. Since each person will have a greater influence on themselves, a leader's leadership correlates with their power and character. Those responsible for their subordinates have different characteristics from those who are responsible for themselves. A leader must be able to: (1) delegate power to subordinates, (2) inspire and encourage them to take action, (3) discuss competition, and (5) collaborate with the community (A'yuni & Hijrawan, 2020) (Angga & Iskandar, 2022). A leader can adjust their approach to suit the needs of the organization. Zuryati et al. (2015) define style as the perception or behavior of a leader when managing an organization. According to Sunanmi & Djum (2017), leadership style is the practice of guiding an organization by showing or using influence over others to align with the leader's or individual's needs (in Sulfemi, 2020).

The following leadership style categories are listed in the book *Leadership Styles* by Winarsih & Purnomo (2024). The first is the coaching approach to leadership. A leader must be able to quickly identify the strengths and weaknesses of the team and inspire members to support each other's growth. The second is the visionary leadership style. By motivating staff, encouraging trust in new concepts, and fostering lasting organizational bonds, a visionary leader can drive progress and bring about change. The third is the servant leadership style. Employee work morale can be boosted, and their ability to work at their highest level can be enhanced through servant leadership. The fourth is the autocratic leadership approach. These leaders require their staff to follow their instructions, prioritize efficiency and results, and often make decisions alone or with a trusted small group. The fifth is the laissez-faire leadership style. A leader often focuses on other projects rather than spending a lot of time managing staff, thus giving team members a lot of work with minimal supervision. The sixth is the democratic leadership approach. The democratic leader, also known as a participative leader, combines autocratic and laissez-faire styles. When making decisions, they consult with others and consider feedback. The seventh is the transformational leadership style. This style emphasizes organizational goals and focuses on goal-setting, staff motivation, and clear communication. The eighth is the transactional leadership style. Transactional leaders prioritize performance, instructions, and direction to achieve goals and enjoy the outcomes. The ninth is the bureaucratic leadership style. Team members are expected to comply with rules and procedures set by bureaucratic superiors. Bureaucratic leadership gives priority to established tasks so that each employee has specific responsibilities.

## 1.2 School principal

The school principal can be defined as the "chair" or "leader" of an institution. Wahjosumidjo (2003) emphasizes that "school" is a place where teaching is given and received. The principal is one of the key individuals responsible for running the school. In order for teachers, staff, and students to understand the goals of the school, the principal's role is to manage change. Teachers, staff, and students willingly take on their respective responsibilities to achieve these goals with their awareness (Nadur, 2017).

The principal is an official who coordinates the achievement of the school's vision and mission to ensure that the school does not experience regression or fall behind. The principal must encourage their members to work responsibly and to the fullest extent in order to achieve the school's collective goals (Fitry, 2021). A school principal must be imaginative, inventive, and trustworthy, and should have a strong sense of responsibility. School leaders must possess these qualities (Habib & Mustofa, 2024). The leadership of the

school principal in this mini-research refers to the principal's ability to influence their subordinates to collaborate in achieving the school's goals that have been mutually agreed upon.

### 1.3 Organizational culture

The Sanskrit word "bodhya" (meaning "mind") is the root of the term "culture". "Culture" is synonymous with the Dutch word "cultuur". The word "culture" comes from the Latin verb "colere", whose root is "calo", meaning to plow the earth, cultivate land, or tend livestock. Terminologically, "culture" refers to human beliefs and behaviors recognized as civilized, whether consciously or unconsciously. The result of the mind, strength, creativity, effort, and intent, these activities should be continuous and convergent (Anggraini et al., 2022).

According to Hidayat & Machali (2012), the word "organization" in English refers to the act of organizing through activities or efforts to achieve goals. According to Gibson, an organization is a platform that enables people to achieve goals that individuals could not previously reach. In this sense, Robbins (1996) defines an organization as an organized social unit that consciously and continuously works to achieve common goals. According to Faturrochman (2020), an organization is a structured social unit consisting of at least two individuals, working continuously in coordination to achieve common goals effectively.

Dimock defines an organization as a systematic collection of interrelated parts that function as a whole for coordination, supervision, and control (Yusuf, 2024). An organization is a space, a group of people systematically organized and working to achieve common goals, as defined above. Knowledge, experience, ideas, values, attitudes, meaning, hierarchy, religion, time, roles, relationships, space, cosmological concepts, material goods, and acquired items are all considered parts of culture (Sagala, 2016). These elements are shared by a sufficiently large population over several generations, either individually or collectively (Khosyi'in, 2021).

Regarding the topic of culture and organization, Kotter & Heskett (2005) state that cultural components are key variables influencing the development and productivity of an organization or company. According to Edward Burnet Tylor, "culture or civilization, in the broad ethnographic sense, is the complex whole that includes knowledge, belief, art, morals, law, customs, and other capabilities and habits acquired by man as a member of society" (Ndraha, 2007; Rasal, 2023). Configuration, materials, or behavioral patterns used by an organization as legitimate approaches to problem-solving; fundamental values, attitudes, and beliefs within the organization; collective thoughts, habits, attitudes, feelings, and behavior patterns (Clemente & Greenspan, 1999); and pre-programmed ways of perception based on beliefs and values (Hall, 1995) all constitute organizational culture, which forms the cognitive framework (Mohelska & Sokolova, 2015). The viewpoints of experts lead to the conclusion that organizational culture shapes the values, attitudes, beliefs, and habits of an individual or group through the influence of work practices and corresponding behavior. Conversely, the system of values, beliefs, and customs within an organization, combined to create behavioral standards, can also be referred to as organizational culture.

Each school has a distinctive culture that uniquely shapes the character of its system. This uniqueness is influenced by the vision and ongoing educational process, which requires the existence of various school elements or components as part of the organizational structure. Thus, school culture is formed as an identity that reflects the educational values and principles applied (Ridho, 2019).

Building a strong organizational culture in an institution requires leaders who are able to instill shared values effectively. The leader must be able to convey expectations clearly and inspire all team members to be motivated to give the best according to their abilities, so as to create a harmonious and productive work environment (Abdul, 2024).

Organizational culture can be used as a unifying factor to align the perceptions or viewpoints of its members towards a common cause, thus enabling the organization to become a force in achieving its goals. Among the benefits of organizational culture are as

follows (Putri & Yusuf, 2022). It differentiates one organization from another. Since each organization has different functions to perform, the procedures and activities carried out by the organization must have a strong cultural foundation. The organization provides its members with a sense of ownership. Members will have a unique identity when the organization has a strong organizational culture. The organization prioritizes the interests of the community over personal interests and maintains the social stability of the organization.

According to Nelson & Quick, organizational culture has four fundamental objectives: providing a sense of identity and enhancing organizational commitment; functioning as a tool for organizational members; reinforcing organizational ideals; and acting as a mechanism for controlling behavior. Beliefs, actions, and methods are embedded in a strong culture and do not require further questioning (Husni et al., 2023). To achieve organizational goals, organizational culture serves as the social glue that unites people and helps define the values that each element must respect. Additionally, it can be used to control the behavior of each element (Alimin, 2021). Organizational culture has the following goals in addition to those mentioned above: 1) providing members with a sense of identity; 2) promoting group commitment; and 3) promoting system stability (Syafriani & Ramadhani, 2023).

The daily functions of an organization are as follows (Listiani, 2019): (1) a tool for communication, anticipating and responding to the actions of other participants; (2) establishing standards; (3) increasing knowledge to meet needs; (4) explaining and clarifying actions; (5) describing relationships between individuals and organizations among all parties; (6) establishing connections with the external environment. The role of organizational culture is crucial. It serves as a framework for how members of the organization should behave. According to Robbins (1996), organizational culture has the following objectives (in Lubis, 2020): Organizations can be distinguished from one another based on their culture. Members of the organization gain a sense of identity from their culture. Culture facilitates the emergence of dedication to shared goals. Culture is a means of control and meaning-making that directs and shapes employee behavior and attitudes. The formation of organizational culture according to Robins (in Suryadi, 2010) is illustrated in the following diagram.

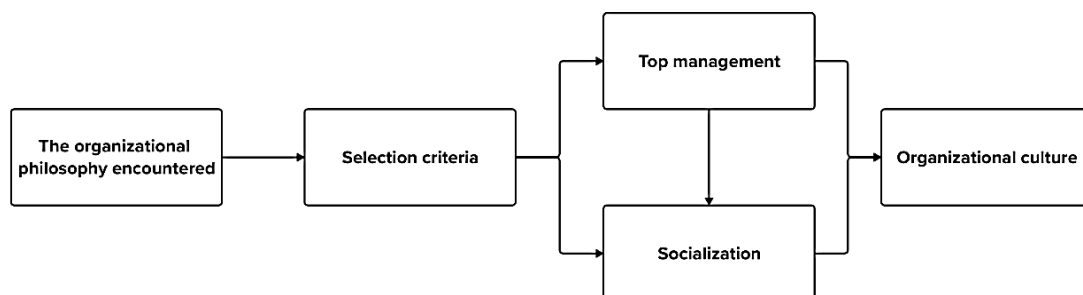


Fig. 1. The formation of organizational culture (Robbins, 1996)

The diagram explains how an organization is built and managed. It is clearly shown in the illustration above that the leader possesses an organizational philosophy regarding behavior or attitudes to be further examined. The findings from this investigation will inevitably reveal characteristics that will define the organization during its time. The formation of a selection team is intended to ensure that the current criteria—perceptions, assumptions, and values—are filtered from various human resources within the organization before being subjectively chosen. Socialization is successful if the extent to which the new employees' values align with those of the company is met, and if the chosen dissemination techniques are effective. The socialization techniques selected by management and those used during its implementation are crucial in the process. Ultimately, the formation of organizational culture achieves the desired goals of the

organization. Workers must be taught the language, materials, rituals, and stories that shape the organizational culture.

## 2. Methods

According to Creswell (in Mahendra et al., 2024), qualitative research produces descriptive data in the form of speech, writing, and observed behavior through a detailed and systematic study of the subject at the research site, which is the method chosen by the author. According to Bogdan & Biklen (1982), the qualitative approach aims to ensure the significance of the research subject, using the natural environment as a data source, and has five characteristics: meaningful, descriptive, focused on processes, inductive analysis, and context-based.

This study uses the case study method according to Yin (2018). A case study is an empirical approach to researching contemporary phenomena in-depth within real-life situations, where the boundaries between the phenomenon and its context are clear and not overly distinct. Furthermore, the conditions and events observed by the author are mostly beyond their control. Based on the collection of descriptive, narrative, and chronological data, case study research offers insights into why a decision was made, how the decision was implemented, and how the decision leads to a comprehensive understanding of the phenomenon.

This research was conducted at XYZ Junior High School from November 25 to December 14, 2024. The data collected aligns with the main research topic, which is the Principal's Leadership in the Development of Organizational Culture. This study utilized two types of data: primary and secondary. Primary data was obtained from the statements or actions of informants, while secondary data included written documents, recordings, images, or photos related to educational activities. In addition, the researcher also explored additional information from written sources such as books and journals. The researcher used physical data, such as buildings, rooms, fields, and regulations, to support the report.

### 2.1 Approach and steps in data collection

The approach to data collection that meets the requirements for qualitative data collection is necessary to ensure that the author can gather valid (reliable) data. Various techniques are used in this collection, such as document study analysis, observation, and interview techniques. According to Auliya et al. (2020), an interview is a direct dialogue with a specific purpose. An interview can also be considered as a conversation aimed at obtaining information about a person. To gather specific information on the issue being studied, an interview can also be seen as a face-to-face discussion between the interviewer and the interviewee, with the purpose of exploring individuals, events, activities, organizations, feelings, and so on. The application of this interview style involves obtaining an interview guide that lists the elements to be examined. There are two main categories of interview standards: structured and unstructured.

Yahya (2004) states that observation is one type of data collection activity that depends on the capabilities of human senses. While the sense of sight is the primary focus of this observation approach, other senses, such as hearing and even the sensitivity of the sixth sense, also contribute to its practice. Manca (2004) states that observation is used for research with a small number of respondents. The documentation method collects data in the form of notes or photos related to the research issue. In this study, the documents used include books, journals, articles, websites, school websites, and social media. Moleong (2004) explains that documents have long been used as a data source in research for evaluation, analysis, and prediction. The author agrees and utilizes documentation for data collection.

Unlike quantitative research, the stages in qualitative research are not always clear and structured. Qualitative research is generally divided into three main phases: orientation, exploration, and member checking. In the orientation phase, the author prepares the

following steps, as this is the initial stage of data collection. These steps include requesting permission from the school principal, preparing information about the interview subjects, and formulating interview questions. In the exploration phase, the researcher collects data through interviews, observations, and documentation. Finally, the member checking phase is the process of verifying the data to ensure its accuracy and credibility.

## 2.2 Data analysis techniques

Data analysis involves organizing, grouping, and coding data to identify themes. In this study, the author employs the following stages and procedures for managing and analyzing the data. The first stage is data reduction. Data reduction is a selection process that involves simplifying, abstracting, and transforming information from field notes. This process includes selecting important points, summarizing the data, and identifying trends and themes for further analysis. Next, data presentation involves organizing information to facilitate analysis, typically using a narrative format. Finally, data verification is the step for presenting the research findings clearly and concisely, by re-evaluating the data to ensure that the conclusions drawn are accurate.

## 3. Results and Discussion

### 3.1 Organizational culture

This study examines the role of the principal in developing organizational culture at XYZ Junior High School. The organizational culture at XYZ Junior High School reflects religious values, integrity, social responsibility, cooperation, and courtesy, which have been implemented by the principal, teachers, educational staff, and students. The author will explain this culture based on observations and direct experiences. All school members implement the organizational culture through activities that have become part of the school's program. For example, the congregation of Dzuhur prayers is held regularly by all school members in two shifts because the school's mosque cannot accommodate all the congregants at once. In the first shift, female students, teachers, and educational staff perform the prayer, while in the second shift, male students, teachers, and educational staff participate.

When male students, teachers, and educational staff perform the Friday prayer, the female students, accompanied by their teachers, engage in girl's studies (*kajian keputrian*). The students take turns serving as the officers during the girl's studies sessions. This activity is scheduled by the Islamic Education teacher. Two days prior to the event, class representatives are gathered to discuss the upcoming girl's study activity. During the session, the Islamic Education teacher provides information to the class mentors. Celebrations of major Islamic holidays have become part of the school culture, often inviting guest speakers from outside or retired teachers, with students taking on the role of event organizers under the guidance of teachers in religious education and moral character (*budi pekerti*). Every Ramadan, the school organizes the distribution of *ta'jil* (breakfasting snacks), which is carried out by students with the guidance of their teachers. The *ta'jil* is distributed to the local community, as well as to people and passersby near the school. After the distribution, students and teachers gather for *iftar* (breaking the fast) followed by the Tarawih prayers. The *iftar* and Tarawih prayers are attended by the OSIS (student council) board members and representatives from each class, selected based on a deliberation considering the distance from home to school. Additionally, the school organizes the collection of *zakat fitrah* (obligatory alms) and its distribution. The collection and distribution are given to the rightful recipients (*mustahiq*) in the school and surrounding community, aiming to teach students empathy and foster a sense of social solidarity with fellow Muslims.

Based on the observations and empirical data from the author, the implementation of integrity in the organizational culture is outlined as follows. Discipline is reflected in the

punctuality of teachers, staff, and students, with lessons beginning at 07:15. Before 07:00, students, teachers, and educational staff arrive on time, although there are occasional instances where students and teachers arrive after 07:00, but these occurrences are not daily. Additionally, discipline is demonstrated through participation in school activities such as the flag ceremony. Every Monday, the school holds a flag ceremony attended by all members of the school, with class representatives taking turns as ceremony officers according to a rotating schedule. Discipline is also evident in the submission of assignments by both students and teachers. However, there are still instances where teachers delay submitting their teaching materials, as well as some students who procrastinate in submitting their assignments. The organizational culture reflecting responsibility is also implemented by students, teachers, and educational staff, although there are still some who lack responsibility, such as in the case of class duty.

The social values implemented in the organizational culture include visiting colleagues or students who are ill or have faced a disaster. When a student is ill for more than three days, their friends, together with the class mentor, typically visit them. Similarly, when a teacher or educational staff member faces misfortune or illness, their colleagues show empathy. Additionally, there is a culture of humanitarian donations, such as during the Red Cross fund drive or in support of communities affected by disasters like floods. Finally, the school organizes humanitarian fundraising, which involves all school members and is coordinated by the Student Affairs Coordinator.

The value of cooperation in the organizational culture is implemented in several ways. Cleanliness is maintained daily, both during duty shifts and as part of the Friday cleanliness program. Each class is assigned specific areas to clean, coordinated by the class mentor. Students cooperate in cleaning the school environment, as do the teachers and educational staff. During lessons, students engage in group discussions to solve problems posed by the teacher or to complete worksheets. During these discussions, teachers guide and assist students, providing support when students face difficulties. The Teacher Subject Meetings (MGMP) are held according to the schedule set by the Process Standards Coordinator and the Vice Principal for Curriculum, to analyze learning achievements and develop teaching modules.

The values of politeness that are implemented within the organizational culture include greetings, salutations, smiles, courtesy, and respect. Students greet each other, speak politely to teachers, say greetings before entering the classroom, and respond to the teacher's greetings at the start of the lesson. The development of the organizational culture at XYZ Junior High School, led by the principal, is as follows. To foster a culture of reading and writing, the principal of XYZ Junior High School established a Literacy Program, which is conducted 15 minutes before lessons begin. This literacy program consists of two activities: reading and writing. On Tuesdays and Thursdays, students read the 30th Juz of the Quran, while on Wednesdays, they write poetry or short stories. For the Quran reading activity, the Islamic Education and Moral Education teacher is responsible. Before the activity starts, the religious education teacher gathers the student council members, assigns them to classes, and guides their peers in reading (peer tutoring), under the supervision of the teacher. For the poetry and short story writing activity, the Indonesian Language teacher is in charge. The theme for writing poetry is pre-determined and agreed upon. If the students have not finished their poetry or short stories, they are given the opportunity to complete them during the next Wednesday literacy session. The results of the poetry writing are compiled into an anthology book for each class.

The principal coordinates with the vice principal to assign teachers as "on-duty" along with their responsibilities, such as: greeting students in the morning with handshakes, informing teachers of the absence of a subject teacher, and patrolling the school grounds during breaks to prevent bullying or other violations of school norms and rules. A study session for female students is conducted while male students perform Friday prayers. Initially, this study session was held collectively for grades VII, VIII, and IX in the school's indoor space, with subject teachers appointed by the religious education teacher as the resource persons. However, the principal developed the study session by involving students



as event organizers, including emcees, content presenters, current information providers, and prayer leaders. This initiative aims to build students' self-confidence and public speaking skills.

The principal also promoted the organizational culture through the practice of *Qurban* (sacrifice). Students, teachers, and educational staff contribute a specific amount of money to purchase a cow for sacrifice, and the meat is distributed to grade IX students, underprivileged students from grades VII and VIII, and the surrounding community. The principal developed a monthly activity called *Jum'at IKSAN* (Faith, Cleanliness, Health, and Guardianship), which stands for *Iman* (Faith), *Kebersihan* (Cleanliness), *Sehat* (Health), and *Perwalian* (Guardianship). On *Jum'at Iman*, a spiritual session is held for all students in grades VII, VIII, and IX in the school's indoor space, led by either a religious education teacher or another subject teacher with the required expertise. *Jum'at Kebersihan* (Cleanliness Friday) involves cleaning activities across the entire school environment. Furthermore, the principal fostered organizational culture through a discussion forum called *TEBAR BERSERI* (Sharing Best Practices), where teachers share effective teaching strategies and experiences. This scheduled forum allows teachers to provide feedback and ask questions regarding the best practices that have been implemented in the classroom.

### 3.2 The role of the principal's leadership in developing organizational culture

The principal of XYZ Junior High School, is a person of good character with a vision for advancing education. Based on observations, the principal regularly checks the work done by teachers, educational staff, and the school janitor. The principal supervises teachers during lessons each semester and consistently checks the teachers' instructional plans and assessment tools. Additionally, the principal supervises the administrative tasks of the educational staff and regularly inquires about the janitor's work. The principal's actions reflect a commitment to consistently implementing the program for developing a culture of discipline and order at the school.

As an educator, The principal fosters a school culture by greeting students with a greeting and a smile. According to observations, the principal teaches the school community the culture of greeting, smiling, and saying "hello." After this practice was introduced, violations of school rules decreased because students became more aware of following the rules, not just out of fear of being reprimanded by teachers. Based on the observations and empirical data, the principal involves all parties in implementing school programs, regardless of their employment status. When delegating tasks, the principal aligns them with the roles and responsibilities of each individual. For example, when it comes to distributing teaching assignments, the principal delegates this to the coordinator of the learning standards, along with the vice principal for curriculum affairs, ensuring that no employee has an overwhelming workload while others have too little. This approach helps create a more comfortable work environment as every staff member is assigned duties according to their position and job description.

The principal also creates a conducive work climate and establishes good relationships with the community through the school committee. In addition to collaborating with the school committee, the principal encourages class tutors to form parent associations, fostering communication and maintaining strong ties between teachers and parents or guardians. The establishment of parent associations also serves as a bridge for communication between teachers and parents about students' academic progress, challenges, and solutions. As a writer, the principal has also introduced innovations by encouraging teachers to create teaching materials for one semester, which are printed and used by students in their learning. This reflects the entrepreneurial spirit of the principal. Furthermore, the role of the Principal in improving the quality of education and school culture is detailed in Table 1.

Table 1. The role of the Principal in improving the quality of education and school culture

Aspects	Details
Principal's character	A person of good character with a vision for advancing education.
Supervision of staff	<ul style="list-style-type: none"> <li>• Regularly checks the work done by teachers, educational staff, and the school janitor.</li> <li>• Supervises teachers' lessons and checks instructional plans and assessment tools.</li> </ul>
Administrative supervision	Supervises administrative tasks of educational staff and regularly inquires about the janitor's work.
Culture of discipline	Implements a program to develop a culture of discipline and order at the school.
School culture	<ul style="list-style-type: none"> <li>• Greets students with a smile and teaches the school community the culture of greeting and smiling.</li> <li>• This approach decreased rule violations.</li> </ul>
Delegation of tasks	<ul style="list-style-type: none"> <li>• Involves all parties in implementing school programs.</li> <li>• Delegates tasks based on individuals' roles and responsibilities to avoid overwhelming workloads.</li> </ul>
Work environment	Creates a more comfortable work environment by ensuring every staff member has a fair distribution of duties according to their position.
Community relationships	<ul style="list-style-type: none"> <li>• Establishes good relationships with the community through the school committee.</li> <li>• Encourages parent associations to strengthen ties between teachers and parents.</li> </ul>
Parent-teacher communication	Parent associations serve as a bridge for communication about students' academic progress, challenges, and solutions.
Innovations	<ul style="list-style-type: none"> <li>• Encourages teachers to create teaching materials for one semester, printed and used by students.</li> <li>• Reflects the entrepreneurial spirit of the principal.</li> </ul>

### 3.3 Leadership style of the principal in developing organizational culture at the school

The principal applies a democratic leadership style by welcoming input from teachers in program decisions. In staff meetings or briefings with teachers and educational staff, teachers are given the opportunity to voice their opinions, and decisions are made based on the majority vote. This leadership style is also referred to as a participatory leadership style. The principal also demonstrates a transformational leadership style in motivating teachers and educational staff, creating innovations in developing organizational culture, thus improving the organizational culture and fostering a harmonious working environment. Furthermore, details of the principal's leadership style can be seen in Table 2.

Table 2. Leadership styles and innovations of the Principal in school development

Aspects	Details
Democratic Leadership Style	<ul style="list-style-type: none"> <li>• Welcomes input from teachers in program decisions.</li> <li>• In meetings or briefings, teachers are given the opportunity to voice their opinions, and decisions are made based on the majority vote.</li> </ul>
Transformational Leadership Style	<ul style="list-style-type: none"> <li>• Creates innovations in developing organizational culture, improving the organizational culture, and fostering a harmonious work environment.</li> </ul>
Visionary Leadership	Implemented innovations to align the culture with current needs, such as literacy.

Pedagogical Competency Development	Organizes technical guidance and seminars to improve pedagogical competencies, also attended by teachers from other schools.
Innovations in Organizational Culture	<ul style="list-style-type: none"> <li>• Results in student works, such as poetry anthologies for each class, showcased in an art exhibition.</li> </ul>
Bureaucratic Leadership Style	<ul style="list-style-type: none"> <li>• Focuses on teacher learning administration, ensuring alignment with the eight standards.</li> <li>• Attention to administration issues related to finances and personnel.</li> </ul>
Participatory Leadership Style	Involves all staff in decision-making processes democratically.

Based on the observations, The principal is considered a visionary leader due to the many changes he has brought to the school's development programs, including in organizational culture. Several innovations have already been implemented to align the organizational culture with current needs, such as literacy. These efforts have resulted in student works, such as a poetry anthology book for each class. The students' work was showcased in an art exhibition, encouraging students to read the works. Not only the students, but also the teachers and educational staff created poems that were compiled into an anthology, which motivated the entire school community to enhance their literacy. The principal also introduced new ideas within the learning community by organizing technical guidance and seminars aimed at enhancing pedagogical competencies, which were also attended by teachers from other schools.

The bureaucratic leadership style is evident in principal's attention to teacher learning administration, which must be submitted, as well as to the work programs aligned with the eight standards, including the development of the School Building Plan, School Budget Plan, and the work program. His attention to administration extends not only to teachers but also to the educational staff, addressing issues related to finances and personnel administration.

### 3.4 Discussion

The development of organizational culture at XYZ Junior High School is heavily influenced by the leadership of the school principal. The organizational culture values reflected in the behaviors of the school members affect the overall condition of the school. Based on observations and interviews with the school principal, it is clear that the development of the organizational culture has improved the school, which is evident in the increase in student enrollment for the 2024/2025 academic year. This growth has led to the need for additional classrooms, with class VII growing from six classes to seven. At XYZ Junior High School, the principal plays a key role in creating the organizational culture through various initiatives. The principal's role in creating the organizational culture is carried out through several initiatives, including: (a) seeking assistance from all school personnel in the development of the curriculum, which serves as the foundation for education; (b) promoting friendly relationships among all school personnel; (c) building teamwork; (d) ensuring adherence to agreements; (e) conducting practical supervision.

The principal develops the organizational culture with democratic leadership and effective communication, while also providing recognition to teachers, educational staff, and students to enhance motivation. The principal fosters an organizational attitude through democratic, visionary, transformational, and bureaucratic leadership styles. By maintaining coordination and effective communication, the principal encourages educators and educational staff to work professionally. The principal gives rewards to teachers and staff for their good performance, which increases their motivation. Rewards are also given to students for academic or non-academic achievements, motivating them to develop their interests and talents.

This is supported by Komarudin's (2018) statement that authoritarian leadership styles tend to have a negative impact on organizational culture and teacher performance,

while democratic and transformational leadership styles tend to have a positive impact on both (in Husni et al., 2023). The development of the organizational culture has led to the growth of values such as religiosity, integrity, cooperation, social responsibility, and courtesy, which serve as guidelines for all school members in carrying out their activities. In developing the organizational culture, the principal faces challenges from the school community. One challenge is in changing the mindset of teachers and educational staff. Some teachers and staff require time to shift their mindset, as they have become accustomed to the existing culture. For example, there are instances where lesson plan submissions are delayed, requiring the principal to take direct action by asking teachers to submit the plans immediately or by organizing meetings or briefings. The development of organizational culture in schools requires the support of all parties to create a comfortable, safe environment that supports the welfare of the school community. The principal's leadership style and active role are vital in achieving this goal.

#### **4. Conclusions**

Based on the formulation of the problem and the research objectives, the author draws the following conclusions. The organizational culture at XYZ Junior High School reflects religious values, integrity, cooperation, social responsibility, and courtesy, which have been developed by the school principal to suit the needs and conditions of the times, such as literacy, the formation of duty teachers, girl's studies, learning Qurbani, Friday IKSAN activities, discussion forums, and the sharing of best practices within the learning community. The principal's role in developing organizational culture, as a person, educator, leader, manager, and entrepreneur, is well-executed through efforts to engage all school members in designing a curriculum as the foundation for educational development, (b) building harmonious relationships among school members, (c) creating a solid team working environment, (d) maintaining the commitment of all parties within the school, and (e) conducting regular clinical supervision. The principal's leadership style in developing organizational culture is participative, visionary, transformational, and bureaucratic, through effective coordination and communication with teachers and education staff.

Based on the findings of this study, the author offers the following suggestions. The school principal should continue to develop the organizational culture through collaboration with all school members. In fulfilling their leadership role in developing organizational culture, the principal needs to apply strategies of punishment and reward for teachers, educational staff, and students. The principal should also integrate leadership styles that are appropriate to the school's conditions in carrying out their role.

#### **Acknowledgement**

The author sincerely thank all participants, including the principal, teachers, and students of XYZ Junior High School, for their valuable insights. Special appreciation goes to my mentors and colleagues for their guidance and support throughout this research.

#### **Author Contribution**

The author solely conducted the research, including designing the study, collecting and analyzing data, and interpreting the findings. Additionally, the author wrote, revised, and finalized the manuscript for publication.

#### **Funding**

This research received no external funding.

#### **Ethical Review Board Statement**

Not available.

## Informed Consent Statement

Not available.

## Data Availability Statement

Not available.

## Conflicts of Interest

The author declares no conflict of interest.

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