

# The Influence of Organizational Culture in Subject Teacher Consultation Forums and School Leadership on Physical Education Teachers' Performance

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## Abstract

Organizational culture and school leadership are widely recognized as important factors influencing teacher performance and the quality of educational services. A supportive organizational culture encourages collaboration, professional growth, and positive attitudes among teachers, while effective school leadership plays a strategic role in guiding and motivating teachers to achieve institutional goals. This study aims to examine the influence of organizational culture in Subject Teacher Consultation Forums and principal leadership on the performance of Physical Education teachers in state senior high schools in Tuban Regency, Indonesia. This research employed a quantitative approach with an associative research design. The population consisted of 43 Physical Education teachers from 20 state senior high schools, all of whom were included as research participants using a total sampling technique. Data were collected through a structured questionnaire using a five-point Likert scale to measure organizational culture, principal leadership, and teacher performance. The collected data were analyzed using descriptive statistics and regression analysis with the assistance of SPSS version 26. The findings are expected to provide empirical evidence regarding the role of professional organizational culture and school leadership in enhancing teacher performance. The results of this study may contribute to improving teacher professional development and strengthening collaborative learning communities within schools.

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## Introduction

Education plays a strategic role in improving the quality of human resources and fostering sustainable national development (Kuncoro, 2025). Ki Hajar Dewantara conceptualized education as an effort to develop character, intellect, and physical well-being in harmony with nature and society, emphasizing holistic human formation (Khoir et al., 2026). Within this framework, teachers function as the primary agents of educational success because their performance directly influences learning quality and the achievement of national education objectives (Haratua et al., 2024). Statistical data from the Central Bureau of Statistics indicate that during the 2020/2021 academic year, Indonesia had nearly 2.9 million eligible teachers, representing 95.78% of the total teaching workforce (Kawuryan et al., 2021). Despite this positive growth, educational quality remains influenced by multiple factors, including learning facilities, instructional approaches, and professional competence (Angelia, 2022). Therefore, improving teacher performance remains a critical issue in strengthening educational outcomes. This condition highlights the importance of examining factors that contribute to teacher effectiveness within school organizations.

Physical Education, Sports, and Health teachers occupy a distinctive position within the education system due to the dual nature of their instructional responsibilities (Shirotriya et al., 2024). Unlike teachers of predominantly theoretical subjects, Physical Education teachers integrate cognitive, psychomotor, and affective learning through both classroom instruction and field-based practice (Subedi, 2022). Their role extends beyond knowledge transmission to fostering students' physical fitness, teamwork, discipline, and healthy lifestyles (Salmanov et al., 2025). Effective performance among Physical Education teachers is reflected in their ability to design adaptive learning strategies, manage active learning environments, and provide meaningful feedback to students (Cho et al., 2024). However, they frequently encounter challenges such as limited infrastructure, high teaching workloads, and demanding competency standards (Drateru, 2023). These conditions require strong institutional support and professional collaboration to maintain teaching quality (Oecd, 2020). Consequently, understanding determinants of their performance becomes an important area of educational research.

Teacher performance is shaped by various internal and external factors within organizational settings. Among external factors, organizational culture and leadership style have been widely identified as significant predictors of employee and teacher effectiveness. Heriyanti (2007) demonstrated that organizational culture positively influenced employee performance with a coefficient of 0.365, while leadership style contributed significantly with a coefficient of 0.317. Sayitno (2023) found that work culture and leadership style significantly improved employee performance through job satisfaction mechanisms. Although these studies were conducted in non-educational organizations, their findings suggest that organizational dynamics strongly influence professional performance outcomes. In educational institutions, similar mechanisms may operate through collaborative culture and leadership practices. Therefore, examining these variables within a school context is highly relevant.

Organizational culture refers to a system of shared values, beliefs, norms, and practices that guide behavior within a community or institution (Martin, 2012). In schools, organizational

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culture manifests through shared traditions, behavioral expectations, institutional identity, and collaborative professional practices among teachers (Yaakob, 2025). A positive organizational culture contributes to trust-building, collective responsibility, and professional creativity, which ultimately enhance teacher confidence and innovation (Sartana et al., 2020). For example, collaborative task distribution among Physical Education teachers during sports competitions enables focused mentoring and deeper mastery of specific disciplines (Kjerland & Annerstedt, 2021). Such collaboration reflects a functional organizational culture that promotes efficiency and shared accountability. Conversely, poorly structured collaboration may reduce effectiveness and limit learning outcomes. Thus, organizational culture becomes a crucial foundation for improving teacher performance.

In addition to organizational culture, principal leadership plays a decisive role in shaping teacher performance and school effectiveness. As instructional leaders, principals are responsible for creating supportive work environments, motivating teachers, conducting supervision, and facilitating professional development opportunities. Transformational leadership, characterized by ethical values and inspirational motivation, is particularly relevant in educational settings because it encourages teachers to maximize their professional potential. Through supportive leadership practices, teachers are empowered to innovate and explore diverse teaching approaches. Welker (1992) emphasized that teacher professionalism develops when educators demonstrate expertise and continuously pursue professional growth. Likewise, Glatthorn (1990) argued that professionalism involves commitment, responsibility, and autonomy in performing professional duties. These perspectives highlight leadership as a catalyst for professional development.

Transformational leadership can be understood from both micro and macro perspectives. At the micro level, leadership influences individual motivation and performance, whereas at the macro level, it mobilizes institutional change and organizational reform (Komariah & Triatna, 2008). This leadership approach is particularly relevant for Physical Education teachers, whose instructional practices require flexibility, creativity, and adaptation to diverse student needs. By fostering autonomy and innovation, transformational leadership enables teachers to develop more engaging and effective learning experiences. Furthermore, supportive leadership strengthens collaboration among teachers within professional communities. Such conditions contribute to improved instructional quality and professional satisfaction. Therefore, leadership practices represent a critical factor in understanding teacher performance.

This study focuses on Physical Education teachers who are members of the Subject Teacher Consultation Forum in state senior high schools in Tuban Regency. Differences in organizational culture and leadership practices across schools may influence how teachers perform their professional responsibilities. Despite increasing attention to teacher performance, limited studies have examined the combined influence of professional organizational culture and principal leadership within the Physical Education context. Accordingly, this research aims to analyze the influence of organizational culture and principal leadership on the performance of Physical Education teachers. The findings are expected to provide empirical insights into strengthening collaborative professional environments and effective school leadership

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practices. Ultimately, this study contributes to efforts aimed at improving teacher professionalism and educational quality.

## **Method**

This study employed a quantitative approach with an associative research design to examine the influence of organizational culture and principal leadership on teacher performance. The population consisted of 43 Physical Education teachers from 20 public senior high schools in Tuban Regency, Indonesia. Because the population size was relatively small, all members of the population were included as research participants using a total sampling technique. Data were collected through a structured questionnaire using a five-point Likert scale to measure three variables: organizational culture, principal leadership, and teacher performance. The questionnaire items were designed to capture aspects of professional collaboration, leadership practices, and instructional performance among teachers. Prior to analysis, the collected data were screened and organized to ensure accuracy and completeness. Descriptive statistical analysis was conducted to describe the general characteristics of the data, while inferential statistical analysis using multiple regression was applied to determine the influence of organizational culture and principal leadership on teacher performance. All statistical analyses were performed using SPSS version 26 to ensure systematic and reliable data processing.

## **Results and Discussion**

### **Results**

The findings indicate that the organizational culture within the Subject Teacher Consultation Forum for Physical Education plays a significant role in supporting the professional development of teachers. The forum functions as a collaborative platform where teachers exchange ideas, share experiences, and develop standardized instructional materials. Through regular meetings and professional discussions, teachers are able to align learning objectives and adapt teaching strategies according to the diverse facilities available in different schools. Although some schools possess more complete sports facilities than others, collaborative planning within the forum enables teachers to design adaptive and effective learning plans. The results also show that participation in this professional community encourages teachers to adopt innovative teaching methods and interactive learning activities. Such collaboration contributes to a more consistent quality of instruction among public senior high schools in Tuban Regency. Overall, the organizational culture within the professional forum strengthens professional solidarity and promotes continuous improvement in teaching practices.

The study further reveals that the professional forum supports the continuous development of teachers' competencies through various training and professional development activities. Teachers reported that workshops, seminars, and collaborative learning sessions helped them improve their pedagogical and technical skills in physical education instruction. These activities also provide opportunities for teachers to update their knowledge regarding sports training methods, injury prevention, and recent developments in educational practice.

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In addition, the forum encourages teachers to share creative solutions in overcoming limitations of facilities and learning resources. For example, teachers often discuss strategies for modifying sports equipment and adapting learning activities to available spaces. This collaborative approach helps ensure that students receive meaningful physical education learning experiences despite infrastructural differences. Consequently, the professional forum serves as an important mechanism for strengthening teacher competence and instructional quality.

In addition to organizational culture, principal leadership was found to play an important role in supporting teacher performance. Teachers perceived that supportive leadership practices contributed to a positive work environment and encouraged professional growth. Principals who demonstrated participative and transformational leadership characteristics tended to promote open communication and provide opportunities for teachers to express ideas related to teaching and learning processes. Academic supervision and constructive feedback from principals were also reported to help teachers improve their instructional practices. Furthermore, principals who actively facilitated professional development activities created an environment that encouraged collaboration among teachers. These leadership practices contribute to a sense of professional recognition and motivation among teachers. As a result, teachers showed greater commitment to improving the quality of learning.

The combined influence of organizational culture and principal leadership contributes significantly to improving teacher performance. Teachers who actively participate in professional forums and receive strong leadership support tend to demonstrate higher levels of professionalism and instructional commitment. The findings suggest that collaborative professional culture encourages teachers to engage in reflection, curriculum development, and the evaluation of learning practices. At the same time, effective leadership strengthens institutional support for innovation and professional collaboration. These conditions enable teachers to feel valued and involved in decision-making processes within their schools. Consequently, teachers become more motivated to improve their teaching quality and student learning outcomes. Overall, the results highlight the importance of strengthening both professional organizational culture and leadership practices in improving the performance of Physical Education teachers.

### **Discussion**

The findings of this study confirm that the organizational culture within the Subject Teacher Consultation Forum and school leadership practices function as strategic determinants in improving the performance of Physical Education teachers. The results demonstrate that collaborative interaction among teachers, professional communication, and empowerment practices contribute significantly to strengthening instructional performance. Active participation in professional communities allows teachers to exchange pedagogical experiences and develop shared understandings of curriculum implementation. This collaborative environment supports continuous professional learning and reduces disparities in instructional quality among schools. The dominance of interaction and communication dimensions indicates that professional collaboration is not merely administrative but serves as a mechanism for improving teaching effectiveness. These findings reinforce the perspective that organizational

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culture shapes professional behavior through shared norms and collective responsibility. Consequently, a strong professional culture becomes an essential foundation for improving educational service quality.

The role of principal leadership further strengthens the influence of organizational culture on teacher performance. Leadership practices characterized by effective communication, empowerment, and professional support create a positive organizational climate that encourages innovation and instructional improvement. In line with William G. Scott's conception of leadership as a process of influencing group activities toward goal achievement, principals act as facilitators who align teacher efforts with institutional objectives. Similarly, Rauch and Behling emphasize leadership as the process of influencing organized groups to achieve shared goals, which is reflected in principals' efforts to motivate and guide teachers. When principals provide opportunities for participation and recognize teachers' professional contributions, teachers demonstrate higher engagement and commitment. Such leadership practices foster trust and collaboration within the school environment. As a result, teachers become more confident in implementing innovative learning strategies.

The findings also highlight that professional collaboration within the Subject Teacher Consultation Forum supports teacher empowerment by creating opportunities for reflective practice and shared problem-solving. Through structured discussions and joint planning activities, teachers develop adaptive teaching strategies that respond to diverse student needs and varying school resources. This collaborative culture strengthens professional identity and encourages continuous competence development among Physical Education teachers. The results suggest that teacher performance improves when professional learning communities function effectively as platforms for knowledge exchange and innovation. Moreover, organizational culture promotes collective accountability, ensuring that improvements in teaching practices are sustained over time. These outcomes indicate that professional forums serve not only as coordination mechanisms but also as drivers of pedagogical transformation. Therefore, strengthening professional collaboration structures is essential for long-term educational improvement.

Overall, this study demonstrates that the interaction between organizational culture and principal leadership creates a mutually reinforcing system that enhances teacher performance. A supportive professional culture provides the foundation for collaboration, while effective leadership ensures direction, motivation, and institutional support. Teachers who experience open communication and professional recognition are more likely to engage actively in curriculum development and instructional innovation. These findings imply that improving educational quality requires simultaneous attention to organizational and leadership dimensions rather than focusing solely on individual teacher competence. In practical terms, schools should encourage collaborative professional communities while strengthening leadership capacity among principals. By integrating strong organizational culture with transformational leadership practices, schools can foster sustainable professional growth among teachers. Ultimately, this synergy contributes to improved learning outcomes and more effective educational services.

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## Conclusion

The author would like to express sincere gratitude to all parties who contributed to the completion of this study. Appreciation is extended to academic mentors and institutional leaders for their guidance and constructive support throughout the research process. The author also acknowledges the valuable cooperation of members of the Subject Teacher Consultation Forum for Physical Education in Tuban Regency, whose participation and collaboration greatly supported data collection and research implementation. In addition, gratitude is conveyed to the academic community of the participating public senior high school for providing a supportive environment that enabled this research to be conducted successfully. The support, collaboration, and encouragement received from all contributors played an important role in the successful completion of this study.

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## Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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