

THE INFLUENCE OF PRINCIPALS' PROFESSIONAL COMPETENCE, TEACHERS' MOTIVATION, AND ORGANIZATIONAL CULTURE ON SCHOOL QUALITY

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ABSTRACT

This quantitative correlational study investigates how principals' professional competence, teachers' work motivation, and organizational culture influence school quality in public senior high schools in Blora Regency. A stratified random sample of 200 teachers completed validated Likert-scale questionnaires. Multiple regression analysis shows that all three predictors have significant positive effects on school quality ($\beta = 0.315; 0.276; 0.298$ respectively), and jointly account for 64.8% of variance in school quality ($R^2 = 0.648, p < .001$). The study's novelty lies in integrating leadership competence, teacher motivation, and organizational culture into a district-level model of internal determinants of school quality. Implications for policy and in-school human-resource development are discussed.

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INTRODUCTIONS

Education is a fundamental factor in determining a nation's progress as it forms the basis for developing a high-quality and competitive human resource base (Hasan, 2017). High-quality education produces graduates who can adapt to global changes and contribute meaningfully to national development. The Indonesian government has made various efforts to improve educational quality through curriculum reforms, teacher professional development, and the establishment of an education quality assurance system as regulated in Minister of Education and Culture Regulation No. 28 of 2016 on the Quality Assurance System for Primary and Secondary Education. This system emphasizes the importance of systematic, integrated, and sustainable mechanisms to ensure that all educational processes meet established standards.

School quality serves as a key indicator of the effectiveness of an education system. Garvin, as cited in Jamaludin (2017), explains that quality is a dynamic condition related to products, people, processes, and environments that meet or exceed customer expectations. In the educational context, school quality reflects the

institution's ability to provide educational services that meet the needs of students and the community (Tuala, 2017; Sowiya, 2021). School quality can be viewed from both quantitative and qualitative dimensions, including student achievement, learning relevance, and the academic as well as character development of learners (Suhardan, 2019).

Efforts to improve education quality in Indonesia continue to face challenges, particularly at the senior high school level. Data from the 2024 Education Report of Blora Regency indicate that although students' literacy skills are relatively strong, aspects such as numeracy, reflective learning, and principals' instructional leadership still require improvement. This condition highlights the need for strengthening school leadership, teacher motivation, and organizational culture.

School leadership plays a crucial role in directing all components of the school to achieve quality educational goals. Mulyasa (2011) emphasizes that the success or failure of a school largely depends on the principal, who serves as the controller of direction and strategy in achieving educational quality. A professionally competent principal is not only capable of managing resources effectively and transparently but also of fostering a learning culture that is conducive and student-centered. This aligns with Government Regulation No. 57 of 2021 and Directorate General of Teachers and Education Personnel Regulation No. 7327 of 2023, which assert that principals must possess professional competencies, including the ability to develop a vision and learning culture, implement learner-centered instructional leadership, and manage school resources efficiently and accountably.

The professional competence of school principals plays an essential role in shaping school quality, as effective leadership encourages collaboration among school stakeholders, motivates teachers to innovate, and optimizes available resources (Fadhli, 2017). A professional principal is an instructional leader with strategic responsibility for directing all school resources toward optimal educational outcomes. According to Mulyasa (2021), a professional principal not only performs administrative functions but also acts as an innovator, motivator, and academic supervisor. Professional competence includes the ability to manage the curriculum, develop human resources, and cultivate a school culture that supports effective learning (Permendikbud No. 28, 2016; Dirjen GTK Regulation No. 7327, 2023).

The professional competence of principals significantly influences teacher performance and school quality. Principals with a clear vision and strong professional capacity are able to foster motivation, collaboration, and commitment among teachers. This finding is consistent with Robbins and Judge (2015), who state that leadership effectiveness depends on a leader's ability to guide individuals toward organizational goals. Thus, professional principals must not only understand managerial principles but also demonstrate strong interpersonal and pedagogical skills. Mulyasa (2011) adds that principals should develop innovative strategies through participatory approaches to achieve educational excellence. Therefore, principals' professional competence is a key determinant in creating effective, competitive, and quality-oriented schools.

In addition to school leadership, school quality is also strongly influenced by teachers' work motivation. Teacher motivation is a critical factor in ensuring successful learning processes, as motivated teachers tend to work harder, be more innovative, and take greater responsibility (Sulastrri, Nurkolis, & Rasiman, 2016). Robbins and Judge (2015) define motivation as the willingness to exert high levels of effort toward organizational goals, while Mangkunegara, as cited in Ardiyana (2017), views work motivation as an internal drive that moves individuals to perform better and achieve optimal results. Teachers with high motivation are not only committed to their duties but also actively create engaging and productive learning environments.

Teacher motivation plays an essential role in shaping productive and high-quality teacher performance. Teachers with high levels of motivation demonstrate strong commitment, creativity, and responsibility in carrying out instructional tasks (Sulastrri et al., 2016). According to Ardiyana (2017), motivation is influenced by intrinsic factors (such as responsibility and job satisfaction) and extrinsic factors (such as rewards and working conditions). Teachers motivated by intrinsic factors exhibit more stable performance, while extrinsic motivation is linked to institutional policies and incentive systems. Research by Nurviza, Yusrizal, and Usman (2019) confirms that teacher motivation has a positive correlation with learning quality. Therefore, enhancing teacher motivation is essential for improving overall school quality.

Another factor that significantly influences school quality is organizational culture. As a social organization, schools are shaped by shared values, norms, and practices that guide members' behavior. Hardiyana, Iskandar, and Nurlaila (2013) describe school organizational culture as encompassing values of teamwork, discipline, transparency, responsibility, and collective spirit in achieving educational goals. A strong organizational culture strengthens commitment, job satisfaction, and collaboration within the school community (Nurfajrina, Efendi, & Sucitra, 2022). Schein (2017) defines organizational culture as the "social glue" that binds members together through shared norms and values. In educational settings, organizational culture shapes the collective identity of schools, influencing communication patterns, leadership styles, and interactions among principals, teachers, and students (Danim, 2019). When positive values such as integrity, innovation, and cooperation are embedded in school culture, educational quality improves sustainably.

Nurviza et al. (2019) affirm that a positive and supportive organizational culture directly contributes to school quality improvement because teachers working in such environments tend to demonstrate better and more professional performance. Thus, organizational culture not only reflects the school's identity but also serves as a vital instrument for advancing educational quality.

School quality reflects the institution's success in providing educational services aligned with national standards and societal expectations. According to Garvin, as cited in Jamaludin (2017), quality is a dynamic condition associated with an organization's ability to meet customer needs through continuous improvement. In the school context, quality is measured by student achievement, learning effectiveness, and the school's ability to create a safe, inclusive, and achievement-oriented environment (Sowiyah, 2021). Suhardan (2019) explains that educational quality consists of internal dimensions (such as instructional effectiveness and school management) and external dimensions (such as the relevance of educational outcomes to societal needs). Tuala (2017) adds that high-quality schools are characterized by the collective commitment of all school members to continuous improvement.

Improving school quality requires the integration of principals' leadership competence, teachers' work motivation, and organizational culture (Hasan, 2017). These three factors are interrelated in building a cohesive and results-oriented education system. Professional principals establish clear direction and policies, motivated teachers deliver optimal instruction, and positive organizational culture strengthens collaboration among school members. Together, these factors form a synergistic system that promotes effective, efficient, and quality-oriented schooling. Therefore, this study aims to analyze the influence of principals' professional competence, teachers' work motivation, and organizational culture on school quality at public senior high schools in Blora Regency, both partially and simultaneously.

Although previous studies have examined school leadership, teacher motivation, and organizational culture separately, few have tested these three factors simultaneously at the district level to explain school quality. This study therefore asks: (1) To what extent does principals' professional competence affect school quality? (2) What is the contribution of teachers' work motivation? (3) How does organizational culture influence school quality?. This study aims to quantify the partial and combined effects of these variables on school quality in Blora Regency. By exploring these relationships, the study seeks to provide insights that can inform policy decisions at the district level, with implications for enhancing school leadership, teacher motivation, and organizational culture.

This study contributes to the literature by providing a comprehensive understanding of the factors influencing school quality, specifically focusing on the interaction between principals' professional competence, teacher motivation, and organizational culture. Practically, the findings can guide the development of human resource policies in schools, particularly in Blora Regency, and inform strategies to enhance teacher motivation and leadership practices at the school level. These insights are relevant for educational policymakers and school leaders striving to improve educational outcomes and align their practices with current educational standards.

METHOD

This study used a quantitative correlational (ex post facto) design, as it aimed to examine the relationships and effects among independent and dependent variables statistically. The ex post facto design was chosen because the

independent variables (principals' professional competence, teachers' work motivation, and organizational culture) have already occurred and cannot be manipulated directly. As Rasyid (2015) explains, ex post facto research involves empirical investigations conducted systematically without manipulation of independent variables. This research design was appropriate because it allows for analyzing the effects of these pre-existing factors on school quality.

Population and Sample

The study was conducted at public senior high schools (SMA Negeri) in Blora Regency from August 2024 to April 2025. This location was chosen because all public schools in the area share representative characteristics of senior high schools in regions with diverse levels of educational quality. The population of this study consisted of all 400 teachers working in public senior high schools across Blora Regency. Sugiyono (2022) defines a population as the entire group of research subjects or objects possessing specific characteristics determined by the researcher for study and from which conclusions are drawn. From this population, a sample of 200 teachers was selected using Slovin's formula with a 5% margin of error. The sampling technique applied was probability sampling with a proportional random sampling approach, ensuring that each member of the population had an equal chance of being selected as a respondent. This approach is consistent with Nuryadi's (2017) view that a sample represents a subset of the population used as the basis for drawing research conclusions representatively.

Sample Distribution

The distribution of the sample was based on the number of teachers per school. The sample included teachers from 10 senior high schools in Blora Regency, ensuring that each school was proportionally represented according to the number of teachers in each school.

Instrument

A closed-ended questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) was used as the primary instrument. The questionnaire was developed based on four research variables: principals' professional competence, teachers' work motivation, organizational culture, and school quality. The instrument blueprint was constructed following the steps proposed by Sugiyono (2022): identifying variables, defining their operational meanings, determining indicators, and developing statement items aligned with these indicators.

Before data collection, the instrument underwent validity and reliability testing. The trial involved 30 respondents outside the main sample. Wahjusaputri (2022) states that validity testing ensures that each question item effectively measures the intended variable. Validity testing was conducted using the Pearson Product Moment correlation, while reliability was assessed through Cronbach's Alpha, which measures internal consistency among question items. A Cronbach's Alpha value above 0.7 indicates that the instrument is reliable.

Data Collection Procedure

Data were collected using questionnaires distributed directly to respondents at their respective schools. This approach allowed direct interaction between researchers and respondents, improving response accuracy and encouraging full participation. According to Budiasuti (2018), the Likert-scale questionnaire is an effective tool for measuring perceptions, attitudes, and levels of agreement with specific statements in social and educational research.

Data Analysis

The collected data were analyzed using inferential statistics with the assistance of SPSS version 26.0 for Windows. The data analysis process included several stages. The first stage involved classical assumption testing, including tests of normality, multicollinearity, heteroscedasticity, and homogeneity. Widana (2020) explains that multicollinearity testing ensures that there is no high correlation among independent variables by examining the Variance Inflation Factor (VIF) and tolerance values. Meanwhile, Ghozali (2019) states that heteroscedasticity testing detects whether the variance of residuals across observations remains constant.

The next stage included correlation analysis and multiple linear regression analysis to determine the magnitude of influence of each independent variable on the dependent variable. Kurniawan (2016) explains that correlation analysis is used to identify the direction and strength of relationships between variables, while regression analysis measures how much the independent variables explain the dependent variable. The analysis continued with the F-test and t-test to determine the significance of the effects of independent variables on school quality, both simultaneously and partially. The F-test was used to examine whether all independent variables jointly affected the dependent variable, while the t-test evaluated the individual effect of each independent variable. Additionally, a coefficient of determination (R^2) test was performed to measure the collective contribution of independent variables to the dependent variable.

Ethical Considerations

This research obtained permission from the Education Office of Blora Regency and informed consent was obtained from all respondents. The ethical considerations adhered to include confidentiality, voluntary participation, and the right of respondents to withdraw from the study at any time without consequence. All personal information and responses were kept confidential and used solely for the purpose of the research.

Hypotheses

Based on this research design, the following hypotheses were proposed: (1) There is a significant influence of principals' professional competence on school quality; (2) There is a significant influence of teachers' work motivation on school quality; (3) There is a significant influence of organizational culture on school quality; (4) There is a simultaneous influence of principals' professional competence, teachers' work motivation, and organizational culture on school quality at public senior high schools in Blora Regency.

Through this systematic approach and method, the study is expected to provide empirical contributions to the development of educational management theory, particularly in efforts to improve school quality through optimizing principals' roles, strengthening teacher motivation, and fostering a productive and collaborative organizational culture.

RESULT AND DISCUSSION

Result

This study involved 200 teachers from public senior high schools (SMA Negeri) in Blora Regency as respondents. Data were collected through a Likert scale questionnaire (1–5) covering four research variables: principals' professional competence (X_1), teachers' work motivation (X_2), organizational culture (X_3), and school quality (Y). The descriptive statistical results show that all variables achieved high mean scores, as presented in Table 1 below.

Table 1. Descriptive Statistics of Research Variables

Research Variable	Mean	Category
Principals' Professional Competence (X_1)	4.18	High
Teachers' Work Motivation (X_2)	4.12	High
Organizational Culture (X_3)	4.21	High
School Quality (Y)	4.25	High

The mean scores indicate that teachers have a positive perception of principals' professional competence, demonstrate high work motivation, and view their schools as having a supportive organizational culture **and** good educational quality in public senior high schools across Blora Regency.

Classical Assumption Test

The classical assumption tests confirmed that the dataset met all prerequisites for multiple linear regression analysis. The Kolmogorov–Smirnov normality test produced a significance value of $0.084 > 0.05$, indicating that the data are normally distributed. The multicollinearity test showed Tolerance > 0.10 and VIF < 10 for all independent

variables, meaning there was no multicollinearity. The Glejser heteroscedasticity test revealed significance values greater than **0.05** for all variables, suggesting the absence of heteroscedasticity. Therefore, the regression model was deemed suitable for further analysis.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the influence of principals' professional competence, teachers' work motivation, and organizational culture on school quality.

Table 2. Results of Multiple Linear Regression Analysis

Independent Variable	Regression Coefficient (β)	Std. Error	t-value	Sig.
Constant	12.532	1.892	6.621	0.000
Principals' Professional Competence (X_1)	0.315	0.065	4.831	0.000
Teachers' Work Motivation (X_2)	0.276	0.071	3.921	0.001
Organizational Culture (X_3)	0.298	0.073	4.107	0.000

The regression equation derived from the analysis is as follows: $Y = 12.532 + 0.315 X_1 + 0.276 X_2 + 0.298 X_3$. Based on the results in Table 2, all independent variables positively affect school quality. Among them, principals' professional competence (X_1) has the greatest influence ($\beta = 0.315$), followed by organizational culture (X_3) ($\beta = 0.298$) and teachers' work motivation (X_2) ($\beta = 0.276$). This indicates that higher levels of principals' professionalism, teacher motivation, and positive organizational culture lead to significant improvements in school quality.

t-Test (Partial Test)

The partial t-test results demonstrate that all independent variables significantly influence school quality, as the significance values are less than 0.05. The findings indicate that all independent variables have a significant positive effect on school quality, as shown in Table 3.

Table 3. Results of the Partial t-Test

Independent Variable	t-value	Sig.	Description
Principals' Professional Competence (X_1)	4.831	0.000	Significant
Teachers' Work Motivation (X_2)	3.921	0.001	Significant
Organizational Culture (X_3)	4.107	0.000	Significant

These findings confirm that all three independent variables have a significant partial effect on school quality in public senior high schools across Blora Regency.

F-Test (Simultaneous Test)

To examine the combined effect of the three independent variables on school quality, an F-test was conducted. The findings indicate that all independent variables have a significant positive effect on school quality, as shown in Table 4.

Table 4. Results of the Simultaneous F-Test

Source of Variation	df	F-value	Sig.	Description
Regression	3	79.324	0.000	Significant
Residual	196	—	—	—
Total	199	—	—	—

The calculated F-value of 79.324 with a significance level of $0.000 < 0.05$ indicates that principals' professional competence, teachers' work motivation, and organizational culture jointly have a significant effect on school quality.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) was used to determine the proportion of variance in school quality explained by the three independent variables. Table 5 presents the results of the R^2 test.

Table 5. Results of the Coefficient of Determination (R^2) Test

Model	R	R Square (R^2)	Adjusted R^2	Std. Error of Estimate
1	0.805	0.648	0.641	2.374

The R^2 value of 0.648 indicates that 64.8% of the variation in school quality can be explained by the three independent variables principals' professional competence, teachers' work motivation, and organizational culture while the remaining 35.2% is influenced by other factors outside the model, such as infrastructure support, community participation, and instructional supervision.

Discussion

The Influence of Principals' Professional Competence on School Quality

The results of this study indicate that principals' professional competence has a positive and significant effect on school quality in public senior high schools in Blora Regency. This finding aligns with the theory of Mulyasa (2021), who asserts that professional principals must possess managerial, academic supervision, and instructional leadership skills oriented toward improving the quality of learning. Professional principals can foster a conducive work climate by providing ongoing professional guidance and conducting effective instructional supervision.

An analysis of why principals' professional competence is the most influential factor suggests that principals play a key role in shaping the learning environment. Their competencies in instructional leadership, strategic resource allocation, and professional development programs (PD) are crucial in creating an atmosphere that promotes effective teaching. For instance, principals who focus on providing continuous PD opportunities for teachers and aligning instructional strategies with school goals significantly contribute to improving school quality. According to Mulyasa (2021), principals who manage resources efficiently, set clear expectations, and provide support through coaching and feedback are better positioned to drive school success. This result is further supported by Fadhli (2017), who emphasizes the direct impact of leadership on teacher performance and school quality.

Furthermore, the significant impact of principals' competence may also be attributed to their ability to mobilize school resources to address teachers' needs. This is consistent with Robbins and Judge (2015), who note that effective leadership involves guiding others toward organizational goals by motivating and supporting them. Therefore, principals' leadership competencies—especially in instructional and managerial roles serve as a foundation for the development of both teachers and students, directly affecting school quality.

The Influence of Teachers' Work Motivation on School Quality

This study also revealed that teachers' work motivation significantly influences school quality. High teacher motivation is associated with greater effort in teaching, higher creativity, and stronger commitment to student achievement. These findings reinforce Robbins and Judge (2015), who argue that motivation is a critical internal and external driver of employee behavior. When teachers are motivated, they not only improve their own performance but also create a more engaging and effective learning environment.

The results also align with Ardiyana (2017), who explains that intrinsic and extrinsic factors both play a role in teachers' motivation. Intrinsic factors, such as job satisfaction and professional fulfillment, lead to more stable and productive teaching, while extrinsic factors, such as incentives and working conditions, enhance teachers' performance. The findings from this study are consistent with the work of Sulastri et al. (2016), who found that motivated teachers contribute significantly to both the improvement of instructional practices and the overall learning environment.

The practical implications of this finding suggest that enhancing teacher motivation is essential for improving school quality. Offering performance-based incentives, improving working conditions, and recognizing teachers' contributions through formal and informal mechanisms can help sustain high levels of motivation and performance. Therefore, efforts to increase teacher motivation should focus on both intrinsic rewards (e.g., job satisfaction, career growth) and extrinsic rewards (e.g., financial incentives, recognition).

The Influence of Organizational Culture on School Quality

Organizational culture was also found to have a positive and significant influence on school quality. The results show that a strong school culture, characterized by values of cooperation, discipline, and responsibility, can enhance teacher performance and contribute to a productive learning environment. This is consistent with Hardiyana, Iskandar, and Nurlaila (2013), who argue that a supportive organizational culture strengthens loyalty and work spirit among school personnel. Schein (2017) adds that organizational culture serves as the "social glue" binding members together through shared norms and values, creating stability and clear direction in the performance of tasks.

The study also supports the findings of Nurfajrina, Efendi, and Sucitra (2022), who found that a positive organizational culture is closely related to educational quality, as it shapes positive behavioral patterns among teachers and principals. A culture that emphasizes transparency, collaboration, and responsibility facilitates a cooperative working environment, enhancing the school's ability to achieve its educational objectives.

However, further exploration of the 35.2% of the variance not explained by these factors suggests the presence of additional variables that may influence school quality. These could include external factors such as infrastructure quality, community involvement, and the socio-economic status of students, which can also play significant roles in shaping educational outcomes. As Suhardan (2019) emphasizes, school quality is not solely determined by internal factors but also by external support systems that complement internal efforts. Therefore, schools should focus on fostering a supportive culture while also addressing external factors that may impact educational outcomes.

The Influence of Principals' Professional Competence, Teachers' Work Motivation, and Organizational Culture on School Quality

The F-test results indicate that principals' professional competence, teachers' work motivation, and organizational culture collectively contribute to school quality. The coefficient of determination (R^2) of 0.648 indicates that these three factors explain 64.8% of the variation in school quality. The remaining 35.2% may be attributed to other external factors, such as the availability of infrastructure, community participation, or socio-economic factors affecting students. This finding reinforces Suhardan's (2019) view that educational quality is not determined by a single factor but by the synergistic effects of leadership, teacher motivation, and organizational culture.

While the findings highlight the importance of these factors, the R^2 value suggests that more research is needed to explore additional variables that could explain the remaining variance. For example, future studies could investigate the influence of socio-economic factors or the role of community involvement in enhancing school quality. In practice, school leadership should focus not only on internal factors like professional competence, motivation, and culture but also on addressing external challenges that may affect overall school performance.

Practical and Theoretical Implications

This study contributes to the theoretical understanding of how principals' professional competence, teachers' work motivation, and organizational culture influence school quality. It underscores the importance of a collaborative and supportive school environment in achieving educational excellence. Practically, this research suggests that principals should invest in professional development programs, implement teacher motivation incentives, and create a positive organizational culture to enhance school quality. Organizational culture interventions, such as rituals, routines, and recognition systems, can further strengthen commitment and collaboration among school members.

In terms of policy implications, this research highlights the need for alignment between local education policies and school leadership development programs. According to Permendikbud and Dirjen GTK regulations, principals should possess not only managerial skills but also the ability to foster a supportive learning culture. Thus, policy makers should prioritize professional development initiatives that integrate leadership, motivation strategies, and cultural development at the school level to enhance the effectiveness of educational quality improvement efforts.

CONCLUSION

The results of this study indicate that the principal's professional competence, teachers' work motivation, and organizational culture have a positive and significant effect on school quality in public senior high schools in Blera Regency. Professional principals are proven to be effective instructional leaders who are able to manage resources optimally and create a conducive work climate that supports educational quality improvement. Teachers with high work motivation demonstrate strong dedication and responsibility toward their profession, which in turn enhances the quality of teaching and student learning outcomes. In addition, a strong organizational culture reflected in values of collaboration, discipline, and commitment to quality fosters a productive and collaborative work environment.

Simultaneously, these three variables contribute 64.8% to the improvement of school quality, while the remaining percentage is influenced by other factors not examined in this study. These findings affirm that educational quality is not solely determined by structural policies, but also by the internal synergy among principals' leadership, teacher motivation, and school organizational culture.

The novelty of this research lies in the integration of the three key variables principals' professional competence, teachers' work motivation, and organizational culture tested simultaneously in relation to school quality within the context of public secondary education at the regency level. This study provides empirical evidence that internal human resource factors play a dominant role in determining school quality in regional educational settings.

This study has certain limitations. First, it employed a cross-sectional design, meaning that the data was collected at one point in time, which limits the ability to infer causal relationships between the variables. Second, the study relied on teacher perceptions as the primary data source, which may be influenced by biases such as social desirability, leading to potential common-method bias. Additionally, the study did not account for external factors, such as school infrastructure, educational policies, or community involvement, which could also influence school quality.

The findings have significant practical implications for policymakers at the district level. Given the importance of principals' professional competence, it is recommended that mandatory professional development (PD) programs for principals be implemented to enhance their leadership and instructional skills. Similarly, to sustain and enhance teacher motivation, motivation schemes such as performance-based incentives and career development opportunities should be introduced. Furthermore, schools should focus on culture-building interventions, including fostering collaboration through regular rituals, routines, and recognition systems that align with the school's mission and values.

Future research should adopt a mixed-methods approach that combines qualitative and quantitative data to provide a more comprehensive understanding of the factors influencing school quality. Additionally, longitudinal studies would be beneficial to assess the long-term effects of principals' leadership, teacher motivation, and organizational culture on school quality. Future studies should also consider incorporating student outcome measures to evaluate the direct impact of these variables on learning outcomes. Finally, including infrastructure and community variables in future research would allow for a more holistic understanding of the broader context affecting educational quality.

In conclusion, principals' professional competence, teachers' work motivation, and organizational culture jointly and significantly influence school quality. Policymakers should therefore prioritize leadership development, sustained teacher motivation programs, and culture-building initiatives. Future studies should adopt mixed-methods and include broader contextual factors (facilities, community engagement) to fully account for determinants of school quality.

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