



**THE EFFECT OF LEADERSHIP STYLE AND COMPENSATION ON
TEACHER PERFORMANCE MODERATED BY ORGANIZATIONAL
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Abstract

This study is motivated by the importance of improving teacher performance as a key factor in achieving educational goals, where leadership style, compensation, and organizational culture are assumed to play significant roles. The purpose of this research is to analyze the influence of leadership style and compensation on teacher performance and to examine the role of organizational culture as a moderating variable at the Aresha Indonesia Center Foundation. The study employed a quantitative approach with a survey method involving 40 teachers as the sample, using a Likert-scale questionnaire, and the data were analyzed through Structural Equation Modeling (SEM) with Partial Least Squares (PLS) using SmartPLS. The findings indicate that both leadership style and compensation have a positive and significant effect on teacher performance. Furthermore, organizational culture was found to moderate the effect of leadership style on performance, but did not moderate the effect of compensation. The synthesis highlights that teacher performance can be improved through strengthening visionary, motivational, and supportive leadership, optimizing fair and relevant compensation systems, and fostering a conducive organizational culture. The policy implications suggest the need for leadership development programs, periodic evaluation of compensation policies, and alignment of reward systems with organizational values to create a harmonious and productive work environment that supports the achievement of educational objectives.

Keywords: Leadership Style, Compensation, Organizational Culture, Teacher Performance



INTRODUCTION

Improving the quality of education is a global issue that continues to receive attention, including in Indonesia. Teacher performance is a key factor in reaching educational goals. This includes not only how well they teach, but also how well they motivate, guide, and set an example for their students. Robbins and Judge (2017) stressed that both internal and external factors, such as leadership, motivation, and work culture, affect how well a person does their job. However, a UNESCO report (2021) shows that many developing countries, including Indonesia, still face challenges related to teacher competency, including pedagogical, professional, social, and personal aspects.

Empirically, the factors influencing teacher performance are highly diverse. The principal's leadership style has been shown to contribute significantly to performance variation, for example, by 12.6% partially and 48.1% together with motivation for teachers at SMPN 2 Puspahiang (Cahyati et al., 2024). Compensation through the Teacher Professional Allowance also has a positive effect, with an R^2 contribution of $\approx 21\%$ for teachers in Bone Bolango (Tubagus et al., 2022). Furthermore, organizational culture acts as a moderator, strengthening or filtering the influence of leadership and compensation on teacher work behavior (Nurfaidah & Suryana, 2023). Despite this, the reality of Indonesian education quality still faces serious challenges. The results of PISA 2022 showed that only 18% of students reached Level 2 in math, 25% in reading, and 34% in science. This is still below the OECD average (OECD, 2023). The average score of the 2015 Teacher Competency Test (UKG) of 56.69 (scale 0–100) also confirms the existence of a competency gap (Ministry of Education and Culture, 2020; Piksa, 2023).

Several previous studies have shown that transformational leadership can improve teacher performance through empowerment and inspiration (Bass & Avolio, 2024), while fair compensation has been shown to increase motivation and performance (Graham, 1991; Khan et al., 2023). However, a transactional leadership approach focused on rules and rewards has limitations in nurturing teacher creativity (Robbins & Judge, 2019). Furthermore, a positive organizational culture can foster a sense of ownership and responsibility (Schein, 2010; Deal & Kennedy, 1982). Despite substantial empirical evidence, the simultaneous exploration of the influence of leadership, compensation, and organizational culture on non-formal education foundations remains limited.

Against this backdrop, this study aims to analyze the influence of leadership style and compensation on teacher performance, with organizational



culture as a moderating variable at the Aresha Indonesia Center Foundation. Theoretically, this study draws on House's Path-Goal Leadership Theory, Herzberg's motivation theory, and Schein's organizational culture theory as conceptual frameworks. The findings are expected to contribute academically to the development of educational management literature and provide practical recommendations for human resource management in educational institutions.

LITERATURE REVIEW

Leadership Style Theory

In the context of educational organizations, leadership plays a crucial role in shaping work culture and improving teacher performance. One theory often used to explain leadership in educational settings is transformational and transactional leadership, proposed by Bass & Avolio (2024). Transformational leadership focuses on inspiration and motivation by instilling a clear vision and encouraging innovation and creativity in the workplace. Transformational leaders tend to build strong emotional connections with their subordinates and encourage them to achieve higher goals. Conversely, transactional leadership is more oriented towards a reward and punishment system, where leaders reward high-performing teachers and impose sanctions on those who do not meet work standards.

Compensation Theory

Herzberg's Job Satisfaction Theory (1959) states that compensation acts as a hygiene factor in increasing job satisfaction. Hygiene factors include salary, benefits, and decent working conditions. Although these factors cannot directly increase work motivation, the absence of adequate compensation can lead to dissatisfaction and decreased performance. Conversely, fair compensation commensurate with individual contributions will increase job satisfaction and individual performance (Herzberg, 1959).

Organizational Culture Theory

Organizational culture theory provides an important framework for understanding how the values, norms, and practices within an organization can influence the behavior of its members. According to Schein (2004), organizational culture consists of three levels: artifacts, espoused values, and underlying assumptions. Artifacts include physically observable elements, such as office layout and dress code, while espoused values reflect the principles held by the organization's members. Underlying assumptions are the beliefs that underlie behavior and decisions, often unconsciously shared by members. By



understanding these three levels, leaders can more effectively manage organizational culture and create a work environment that supports high performance.

Teacher Performance Theory

Teacher performance theory provides a comprehensive framework for understanding the factors that influence teaching effectiveness. Several key elements influence teacher performance, including motivation, the environment, and individual factors. Motivation plays a crucial role in driving teachers to achieve teaching goals, while the environment encompasses the physical and social conditions that support or hinder the teaching and learning process. Furthermore, individual factors, such as skills and experience, also contribute to teacher performance. By understanding the interaction between these three elements, educational leaders can design more effective strategies to improve teacher performance and, ultimately, student learning outcomes (Armstrong, 2012).

RESEARCH METHOD

This study uses a quantitative approach with a survey method to analyze the causal relationship between leadership style (X_1), compensation (X_2), and organizational culture (X_3) on teacher performance (Y). The study population was all teachers at the Aresha Indonesia Center Foundation. The sample was determined using a purposive sampling technique based on the criteria of at least one year of teaching experience. Based on Slovin's calculation with a 5% error rate, 40 teachers were obtained as respondents. The study was conducted during the current academic year, involving active teachers at the institution.

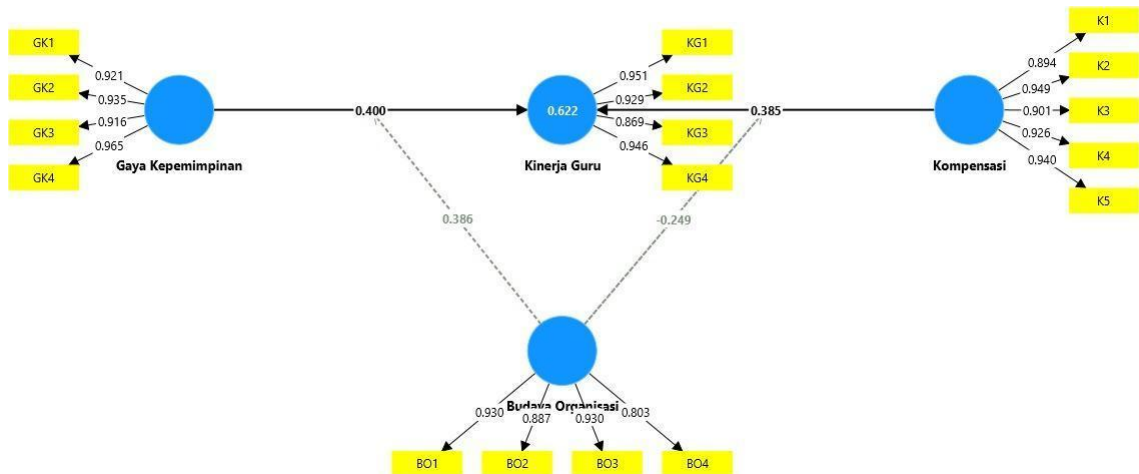
Data analysis was conducted using a Structural Equation Modeling (SEM) approach based on Partial Least Squares (PLS) with the help of SmartPLS software. The analysis procedure includes (1) an outer model test to measure validity (convergent validity and discriminant validity) and reliability (composite reliability and Cronbach's alpha); (2) an R-square test to determine the magnitude of the influence of independent variables on the dependent variable; and (3) an inner model test to analyze the causal relationship between variables with the hypothesis testing criteria. H_a is accepted if the t-statistic value is > 1.96 and the p-value is < 0.05 .



RESULTS AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

Figure 1 Outer Model



Source: Processed Primary Data (2025)

Convergent Validity

Table 1 Outer Loading

Item	Organizational Culture	Leadership Style	Teacher Performance	Compensation
BO1	0.930			
BO2	0.887			
BO3	0.930			
BO4	0.803			
GK1		0.921		
GK2		0.935		
GK3		0.916		
GK4		0.965		
K1				0.894
K2				0.949
K3				0.901
K4				0.926
K5				0.940
KG1			0.951	



KG2			0.929	
KG3			0.869	
KG4			0.946	

Source: Processed Primary Data (2025)

Based on the outer loading measurement results, most of the reflective indicators met the validity criteria with values >0.7. This indicates that the indicators have a strong correlation with the measured variables and are suitable for use in further analysis. This high validity strengthens the methodological basis of the study and the reliability of the findings.

Discriminant Validity

Table 2
Heterotrait – Monotrait Ratio (HTMT)

	Organizational Culture	Leadership Style	Teacher Performance	Compensation
Organizational Culture				
Leadership Style	0.216			
Teacher Performance	0.394	0.589		
Compensation	0.696	0.539	0.691	

Source: Processed Primary Data (2025)

According to the table, it can be seen that the HTMT ratio for all variables shows a value below 0.9 (HTMT < 0.9), which indicates that all variable constructs show good discriminant validity.

Table 3
Average Variant Extracted (AVE)

Variables	Average Variance Extracted (AVE)
Organizational Culture	0.791
Leadership Style	0.873
Teacher Performance	0.855
Compensation	0.850

Source: Processed Primary Data (2025)

By observing the AVE values for each variable, it can be concluded that all variables meet the discriminant validity criteria with AVE values exceeding 0.5. Therefore, each variable demonstrates good discriminant validity.

Composite Reliability



Table 4 Composite Reliability

Variables	Composite Reliability
Organizational Culture	0.938
Leadership Style	0.965
Teacher Performance	0.959
Compensation	0.966

Source: Processed Primary Data (2025)

These results show that the value of all variables is >0.7, where this research variable can have high reliability.

Cronbach Alpha

Table 5 Cronbach Alpha

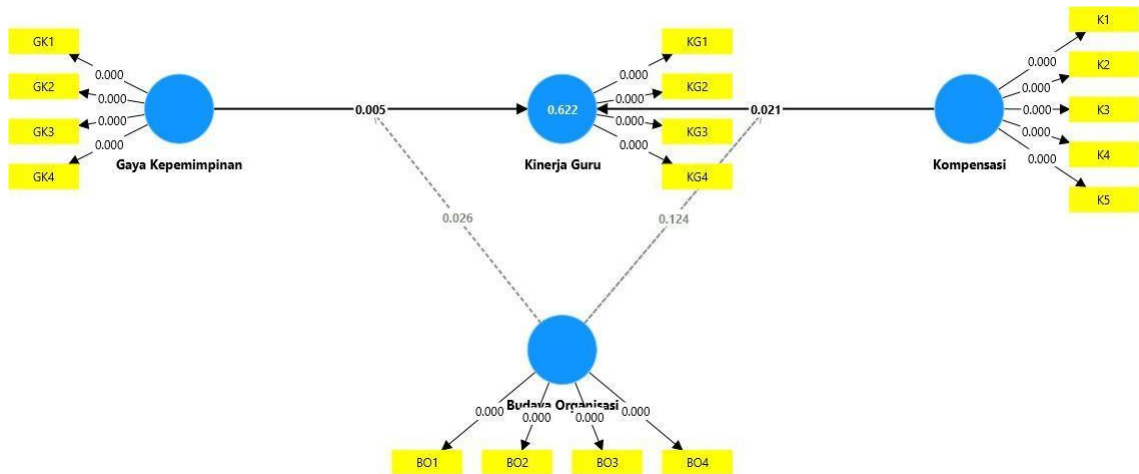
Variables	Cronbach Alpha
Organizational Culture	0.912
Leadership Style	0.951
Teacher Performance	0.943
Compensation	0.956

Source: Processed Primary Data (2025)

According to the data in the table above, the Cronbach's alpha value for each research variable is > 0.7. Thus, these results indicate that each research variable meets the Cronbach's alpha value requirements, indicating that all variables have a high level of reliability.

Structural Model Evaluation (Inner Model)

Figure 2 Inner Model



Source: Processed Primary Data (2025)



Coefficient of Determination Test (R2)

Table 6
R Square Value

	R Square	R Square Adjusted
Teacher Performance	0.622	0.566

Source: Processed Primary Data (2025)

According to the data measurement in the table above, it is shown that the R-square (R²) value for the teacher performance variable is 0.622, which indicates that leadership style and compensation can explain the variation in the employee engagement variable by 62.2%.

F-square test

Table 7
F-Square Value

	Organizational Culture	Leadership Style	Teacher Performance	Compensation
Organizational Culture			0.009	
Leadership Style			0.259	
Teacher Performance				
Compensation			0.152	

Source: Processed Primary Data (2025)

According to the table above, the f-square value for the organizational culture variable on teacher performance is 0.009, meaning a value below 0.02 is considered a weak influence. The leadership style variable on teacher performance is 0.259, meaning a value above 0.15 is considered a moderate influence. The relationship between compensation and teacher performance is 0.152, meaning a value above 0.15 is considered a moderate influence.

Hypothesis Testing

Table 8
Hypothesis Results

Hypothesis	Relationship between variables	Original sample (O)	T statistics (O/STDEV)	P values
H1	Leadership Style -> Teacher Performance	0.400	2,810	0.005



H2	Compensation -> Teacher Performance	0.385	2,312	0.021
H3	Organizational Culture x Leadership Style -> Teacher Performance	0.386	2,230	0.026
H4	Organizational Culture x Compensation -> Teacher Performance	-0.249	1,538	0.124

Source: Processed Primary Data (2025)

The following is a summary of the hypothesis results:

Hypothesis 1

The results of the study indicate that leadership style has a positive and significant effect on teacher performance. This is evidenced by the T-statistic value of 2.810, which exceeds the T-table value of 1.97, and the P-value of 0.005, which is smaller than the 5% significance level (0.05). Thus, the first hypothesis (H1) is declared accepted. This finding indicates that the better the leadership style implemented by school leaders, the higher the teacher performance. This reflects that the direction, guidance, and the ability of leaders to inspire teachers contribute significantly to improving the quality of teacher work at the Aresha Indonesia Center Foundation.

Hypothesis 2

The results of the study indicate that compensation has a positive and significant effect on teacher performance. This is evidenced by the T-statistic value of 2.312, which exceeds the T-table value of 1.97, and the P-Value value of 0.021, which is smaller than 0.05. Thus, the second hypothesis (H2) is declared accepted. These findings indicate that the compensation provided, both in the form of salary and self-development opportunities, is able to motivate teachers to work better, so that teacher performance increases according to organizational expectations at the Aresha Indonesia Center Foundation.

Hypothesis 3

The results of the study indicate that organizational culture moderates the influence of leadership style on teacher performance. This is evidenced by the T-statistic value of 2.230 which exceeds the T-table value of 1.97, as well as the P-Value value of 0.026 which is smaller than the 5% significance level (0.05). Thus, the third hypothesis (H3) is declared accepted. This finding indicates that a conducive organizational culture can strengthen the influence of leadership style on teacher performance, so that effective leadership will have a more positive



impact if supported by a good organizational culture at the Aresha Indonesia Center Foundation.

Hypothesis 4

The results of the study indicate that organizational culture does not moderate the effect of compensation on teacher performance. This is evident from the T-statistic value of 1.538, which is smaller than 1.97, and the P-value of 0.124, which is greater than 0.05. Thus, the fourth hypothesis (H4) is rejected. This finding indicates that organizational culture is unable to strengthen the relationship between compensation and teacher performance. This means that even though compensation is provided, without the support of a harmonious organizational culture, its effect on teacher performance is weak and even tends to be insignificant at the Aresha Indonesia Center Foundation.

Synthesis of Topic

The Influence of Leadership Style on Teacher Performance at the Aresha Indonesia Center Foundation

The results of the study prove that leadership style has a positive and significant effect on teacher performance at the Aresha Indonesia Center Foundation (T-statistic = 2.810 > 1.97; P-value = 0.005 < 0.05), so the first hypothesis (H1) is accepted. This finding confirms that the better the leadership style implemented by school leaders, the higher the teacher performance. This is in line with the transformational leadership concept of Bass & Avolio (2024), which emphasizes inspiration, clear vision, and motivation, as well as the situational leadership theory of Hersey & Blanchard (1982) which emphasizes the flexibility of leaders according to the conditions of subordinates.

The research results are also consistent with previous findings, including those by Kariyono (2024), Yanuarius Tasik Berek et al. (2024), Fadillah et al. (2024), and Febriana Kristin Marjono & Heryjanto (2023), which all showed that transformational and effective leadership positively contribute to teacher motivation and performance. Thus, the research objective in this aspect has been achieved because it is proven that leadership style is a crucial factor in improving teacher work quality.

The practical implication of this synthesis is the importance of developing effective leadership styles, particularly transformational and situational, within the Aresha Indonesia Center Foundation. Leaders need to be able to provide a clear vision, inspire, and provide concrete support, while flexibly adapting their approach to the teacher's specific circumstances. A leadership development program serves as a strategic recommendation for sustainable teacher



performance improvement and a direct contribution to achieving the foundation's educational goals.

The Influence of Compensation on Teacher Performance at the Aresha Indonesia Center Foundation

The results of the study indicate that compensation has a positive and significant effect on teacher performance at the Aresha Indonesia Center Foundation (T-statistic = 2.312 > 1.97; P-Value = 0.021 < 0.05), so the second hypothesis (H2) is accepted. This finding proves that providing adequate compensation, whether in the form of salary, allowances, awards, or self-development opportunities, can increase motivation and encourage improved teacher performance. This is consistent with Herzberg's (1959) job satisfaction theory, Adams' (1965) justice theory, and Homans' (1958) social exchange theory, which emphasize the importance of compensation in influencing individual satisfaction, motivation, and performance.

The consistency of this research's findings is further supported by studies by Kuo et al. (2021), Foster (2010), and Febriana Kristin Marjono & Heryjanto (2023), all of which found that fair, competitive, and appropriate compensation for teachers significantly impacts motivation and performance. Thus, the research objective in this area has been achieved, as compensation is proven to be a crucial instrument for improving teacher performance.

The suggested policy implication is the need for the Aresha Indonesia Center Foundation to optimize a fair, transparent, and relevant compensation system that addresses teacher needs and the dynamics of education. Regular evaluation of the compensation policy is necessary to ensure it aligns with teacher contributions and developments in the education sector. Thus, adequate compensation not only increases teacher satisfaction and loyalty but also contributes directly to the sustainable achievement of the foundation's educational goals.

The Role of Organizational Culture in Moderating the Influence of Leadership Style on Teacher Performance at the Aresha Indonesia Center Foundation

The results of the study indicate that organizational culture moderates the influence of leadership style on teacher performance (T-statistic = 2.230 > 1.97; P-Value = 0.026 < 0.05), so the third hypothesis (H3) is accepted. This proves that effective leadership will have a more positive impact if supported by a conducive organizational culture at the Aresha Indonesia Center Foundation. This finding is in line with the organizational culture theories of Schein (2004), Kotter &



Heskett (1992), and Denison (1996) which emphasize the role of organizational values, norms, and adaptability in strengthening leadership effectiveness.

The consistency of the research results is also supported by previous studies, including Stirman & Beidas (2020), Allegrante et al. (2012), Kariyono (2024), and Yanuarius Tasik Berek et al. (2024), which found that organizational culture functions as a moderating factor that strengthens the influence of leadership on performance. Thus, the research objective in this aspect was achieved because it was proven that organizational culture plays a significant role in optimizing teacher performance through effective leadership.

The suggested policy implication is the need for the Aresha Indonesia Center Foundation to foster a positive, adaptive organizational culture oriented toward collaboration and teacher well-being. Strengthening strategies can be implemented through clear communication of the vision and mission, internalization of collective work values, and consistent support for teacher development. With the synergy of effective leadership and a conducive organizational culture, teacher performance improvements can be achieved sustainably.

The Role of Organizational Culture in Moderating the Effect of Compensation on Teacher Performance at the Aresha Indonesia Center Foundation

The results of the study indicate that organizational culture does not moderate the effect of compensation on teacher performance at the Aresha Indonesia Center Foundation (T-statistic = 1.538 < 1.97; P-Value = 0.124 > 0.05), so the fourth hypothesis (H4) is rejected. This means that even though compensation is provided in the form of salary, allowances, and self-development opportunities, organizational culture has not been proven to strengthen the relationship between compensation and teacher performance. Thus, the research objective in this aspect has not been fully achieved.

Theoretically, these results do not fully align with the views of Schein (2004) and Denison (1996), which emphasize the role of organizational culture in influencing work behavior. This difference in findings can be explained by teachers' tendency to focus more on the direct benefits of compensation than on the values and norms of organizational culture. These results also differ from research by Stirman & Beidas (2020) and Allegrante et al. (2012), which found that organizational culture serves as a moderator in the relationship between compensation and performance. However, these findings align with research by Fitria et al. (2024), which asserts that the effectiveness of organizational culture as a moderator is highly dependent on the institutional context.



The suggested policy implication is the need for the leadership of the Aresha Indonesia Center Foundation to align its compensation system with supportive organizational cultural values, although the role of culture has not yet been proven significant. Strategic efforts can be implemented through open communication regarding compensation policies, strengthening the value of fairness, and consistency in rewarding teacher performance. Thus, a strong and aligned organizational culture is expected to further strengthen the impact of compensation on teacher performance.

CONCLUSION

Based on the research results, it can be concluded that leadership style and compensation have been proven to have a positive and significant effect on teacher performance at the Aresha Indonesia Center Foundation, while organizational culture plays a moderating role in the influence of leadership style but has not been proven to moderate the effect of compensation on teacher performance. The policy implications of these findings are the importance of developing leadership that is oriented towards vision, motivation, and support through training programs, accompanied by optimization of compensation policies that are fair, transparent, and relevant to teacher needs to maintain motivation and productivity. In addition, the foundation needs to strengthen a conducive organizational culture through internalizing the values of collaboration, professionalism, and fairness so that the leadership style applied can be more effective. Although organizational culture has not been proven to strengthen the influence of compensation, synchronization between compensation policies and cultural values is still necessary through open communication and consistent implementation so that in the future a strong organizational culture can support the reward system and have an optimal impact on improving teacher performance.

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