

SCHOOL CULTURE AND TEACHER PERFORMANCE: A COMPREHENSIVE REVIEW THROUGH A MODELING APPROACH (SYSTEMATIC LITERATURE REVIEW)

Rosida¹, Bambang Budi Wiyono², Aan Fardani Ubaidillah³

^{1, 2, 3} Universitas Negeri Malang, Jalan Semarang No. 5, Malang, Jawa Timur, Indonesia

¹ rosida.2401328@student.um.ac.id, ² bambang.budi.fip@um.ac.id,

³ aan.fardani.fip@um.ac.id

Abstract

This study aims to analyze the role of school culture in improving teacher performance through a Systematic Literature Review (SLR) approach to twenty relevant scientific articles from the past ten years. The results of the analysis indicate that a positive school culture, characterized by the values of religiosity, integrity, mutual cooperation, and strong transformational leadership, can create a conducive work environment and increase teacher motivation, commitment, and professionalism. Other factors such as effective communication and professional development through regular training have also been shown to contribute to improved teacher performance. However, the results also reveal a significant gap, namely the lack of comprehensive integration between school culture and institutional policies systematically to support sustainable teacher performance improvement. Furthermore, there is little research exploring the challenges of implementing school culture in the context of inclusive schools or areas with limited resources. Therefore, further empirical and contextual studies are needed to formulate operational strategies to strengthen school culture oriented towards improving teacher performance and the overall quality of education.

Keywords: School Culture, Teacher Performance, Literature Review

Abstrak

Penelitian ini bertujuan untuk menganalisis peran budaya sekolah dalam meningkatkan kinerja guru melalui pendekatan Systematic Literature Review (SLR) terhadap dua puluh artikel ilmiah yang relevan dalam sepuluh tahun terakhir. Hasil analisis menunjukkan bahwa budaya sekolah yang positif, ditandai dengan nilai-nilai religiusitas, integritas, gotong royong, serta kepemimpinan transformasional yang kuat, mampu menciptakan lingkungan kerja yang kondusif dan meningkatkan motivasi, komitmen, serta profesionalisme guru. Faktor lain seperti komunikasi efektif dan pengembangan profesional melalui pelatihan rutin juga terbukti berkontribusi pada peningkatan kinerja guru. Namun, hasil kajian juga mengungkapkan adanya kesenjangan (gap) yang signifikan, yaitu belum adanya integrasi menyeluruh antara budaya sekolah dan kebijakan kelembagaan secara sistematis untuk mendukung peningkatan kinerja guru secara berkelanjutan. Selain itu, belum banyak penelitian yang mengeksplorasi tantangan implementasi budaya sekolah dalam konteks sekolah inklusif atau daerah dengan keterbatasan sumber daya. Oleh karena itu, diperlukan studi lanjut yang bersifat empiris dan kontekstual guna merumuskan strategi operasional dalam memperkuat budaya sekolah yang berorientasi pada peningkatan kinerja guru dan mutu pendidikan secara menyeluruh.

Kata Kunci: Budaya Sekolah, Kinerja Guru, Literatur Review



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INTRODUCTION

Teacher performance is a key factor in educational success. To achieve optimal educational quality, efforts are needed to continuously improve teacher performance. One of the factors that significantly influence teacher performance is transformational leadership and a positive school culture. Transformational leadership, with its focus on vision, inspiration, and empowerment, can create a conducive work environment for teachers to develop their potential. Meanwhile, a positive school culture can foster a spirit of collaboration, innovation, and continuous learning among teachers. Previous studies have shown a strong correlation between transformational leadership and school culture and improved teacher performance.^{1,2}

Transformational leadership has been recognized as one of the most effective leadership styles in various contexts, including education. In the school context, transformational leadership demonstrated by a principal or other school leader can be a catalyst for improving teacher performance. Through an inspiring vision, strong support, and teacher empowerment, transformational leaders are able to create a positive work environment and motivate teachers to provide the best for students. Previous studies have shown that transformational leadership can significantly increase teacher motivation, commitment, and performance.³

School culture is a system of shared values, norms, and beliefs shared by all members of the school community. A positive school culture can create a learning environment that is enjoyable, inclusive, and supportive of learning. A positive school culture can also increase teachers' sense of belonging and engagement in the learning process. Previous research has shown that a positive school culture can improve teacher performance, job satisfaction, and teacher retention.⁴

School culture is a set of shared values, norms, and beliefs shared by all members of the school community. A positive school culture can create an environment conducive to teacher learning and professional growth. A positive school culture encourages collaboration and cooperation among teachers, which can improve the effectiveness of learning and problem-solving. A quality-oriented school culture encourages teachers to always provide the best for students. A supportive school culture provides recognition and appreciation for teacher achievements. This can increase teacher job satisfaction and motivation.

¹ Zainal, M., Habib, A., & Parawansa, P, "Kepemimpinan Pendidikan Dan Budaya Sekolah: Studi Kasus Di Sekolah Menengah Pertama," *Jurnal Ilmu Pendidikan* 23(1) (2017): 11-18.

² Hendrawan, I., Yaniawati, P., & Pramudia, J. R, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Budaya Sekolah Terhadap Kinerja Guru," *Jurnal Pendidikan Dan Pengajaran* 53(1) (2020): 66-76.

³ Bass, B. M, *Leadership and Performance Beyond Expectations*. New York: Free Press (1985).

⁴ Sergiovanni, T. J., *Building Community in Schools*. San Francisco: Jossey-Bass. (Jossey-Bass., 1994).

The implementation of a good and appropriate school culture has a significant impact on student learning activities and can encourage teachers to carry out learning more efficiently and effectively, which in turn improves their performance. School culture also influences the atmosphere in the classroom, both in providing freedom for students to develop their thoughts and achievements, or conversely, can limit student development and the progress of the school itself. The implementation of a good school culture is inseparable from the quality of education, which is an indicator of the realization of a quality school culture. School culture is determined by improving the quality of education. As stated by Husaini Usman, quality education is the foundation for the development and progress of schools to a higher and quality level.

Matter This is a consideration for researchers to find out to what extent school culture can improve teacher performance. This also aligns with researchers' observations in schools, which show that a positive environment and a positive school culture can improve teacher performance. On the other hand, some schools lack commitment to implementing a school culture, which impacts teacher performance.

In Indonesia, particularly in Probolinggo, the development of a positive school culture has become a focus of attention in efforts to improve the quality of education.

In Probolinggo, there are various public and private junior high schools (SMP), each of which has its own unique school culture characteristics.

School culture plays a vital role in creating an inclusive and supportive learning environment for all students, including those with special needs.

SMP Negeri 3 Probolinggo has implemented various programs and activities to build a school culture that is not only inclusive but also religious. By accepting students with special needs (ABK) and providing inclusive education services, the school strives to create an environment that values diversity and fosters positive character among its students.

SMP Negeri 3 prioritizes an inclusive learning environment by providing special support teachers for students with special needs. "We have three support teachers who help students with special needs, and the program is running well," said one teacher. Activities for students with special needs are conducted continuously and involve a variety of activities every Wednesday, Friday, and Saturday.

Furthermore, school culture, including religious programs such as the Dhuha prayer and Quranic literacy, is also implemented to foster a strong religious culture within the school. "These activities not only strengthen students' faith but also foster mutual respect among them," added another teacher.

Support from teachers, parents, and the community is crucial to the success of these programs. "We feel a positive synergy between the school and the community. Most parents are very supportive of our activities," explained one teacher.

Likewise, Namira Middle School is one of the best private schools in Probolinggo. This can be seen from the enthusiasm of the community who want to register their sons and daughters to register at the school, before registration opens the quota has been filled, this is because there is an indent long before student registration opens. Namira Middle School is located in the center of Probolinggo City, precisely on Jalan Basuki Rahmad number 44A, Mangunharjo Village, Mayangan District, Probolinggo City. We have a vision to realize a generation of mature individuals who become the light of the community, with the character profile of Pancasila students and an environmentally conscious culture, through various Islamic practices, including congregational Duha prayers, morning and evening zikr, congregational dhuhur and ashar prayers, Istighosah every Friday, FFE (Friday Female Education) for girls, and Quran recitation, which is included in the learning schedule.

Based on this, the researcher wanted to find out about the school culture in each institution and how school culture can improve teacher performance.

RESEARCH METHODS

Method The Systematic Literature Review (SLR) research methodology consists of several main stages designed to collect, assess, and analyze relevant literature in a systematic and structured manner. The following are the SLR methodology stages in this study:

1. Formulation of Research Questions

The first stage is to formulate clear and specific research questions related to school culture in improving teacher performance, factors that support school culture, and strategies for improving teacher performance. These research questions will form the basis for determining the inclusion and exclusion criteria in the selection of literature.

2. Determination of Inclusion and Exclusion Criteria

To ensure that the literature reviewed is relevant and in line with the research objectives, inclusion and exclusion criteria are established. For example, the literature to be selected is empirical studies or theoretical studies on school culture in improving teacher performance, published in reputable scientific journals or conferences within a certain time frame, for example, the last 10 years.

3. Literature Search Strategy

Conduct a comprehensive literature search through academic databases such as Google Scholar, Scopus, and Web of Science, using keywords related to the research topic, such as

“school culture,” “teacher performance,” and so on. This search includes journal articles, proceedings, dissertations, and other relevant literature sources.

4. Literature Screening Process

The literature obtained will be screened in stages. The initial stage involves screening based on titles and abstracts to determine their relevance to the research objectives. Literature that passes this stage will then be reviewed in Depth by reading the entire article to ensure its suitability with the inclusion criteria.

5. Literature Quality Evaluation

Each selected piece of literature will be assessed for quality using predetermined evaluation criteria. These criteria may include aspects of methodological validity, clarity of research results, and relevance of findings to the topic of inclusive education. This evaluation is important to ensure that only quality literature is used in the analysis. Literature selected within the last 10 years.

6. Data Collection and Information Extraction

After the literature has been selected, key data and information from each article will be extracted using a structured template or form. The extracted information includes factors supporting school culture and efforts to improve teacher performance.

7. Data Analysis and Synthesis of Findings

The collected data were analyzed thematically to identify emerging patterns, trends, or themes in the literature related to the role of teachers in inclusive education. The findings were synthesized by grouping the literature based on key themes, such as challenges, opportunities, and strategies, and examining how findings from the various literatures supported or contradicted each other.

8. Reporting Results and Developing Recommendations

The analysis results are presented in a report that includes key findings from the reviewed literature, as well as practical recommendations for teachers, schools, and education policymakers. The report also includes limitations of the study and suggestions for further research in the field of inclusive education.

Journal article review table

No	Article identity	Conclusion
1.	Supraptiningrum and Agustini⁵ Building Student Character Through School Culture In Elementary School Journal of Character Education, Year V, Number 2, October 2015 This research is a research qualitative descriptive which describes situations or objects in actual fact systematic	Instilling character in students is done through habituation through various activities, namely: (1) routine activities carried out by students continuously and consistently at all times; (2) spontaneous activities carried out by students spontaneously at that time; (3) role models are the behavior, attitudes of teachers, educational staff, and students in providing examples through good actions so that they are expected to become role models for other students; and (4) conditioning by creating conditions that support the implementation of character education.
2.	Mitha Amelia, Zaka Hadikusuma Ramadan⁶ Implementation of Character Education Through School Culture in Elementary Schools BASICEDU JOURNAL Volume 5 Number 6 Year 2021 Pages 5548 - 5555 <i>Research & Learning in Elementary Education</i> https://jbasic.org/index.php/basicedu This research method uses an approach descriptive qualitative research	The implementation of character education through school culture at SD Negeri 67 Pekanbaru is carried out by applying 5 character values: Religious, Integrity, Independence, Mutual Cooperation, and Nationalism. From before learning begins, during learning, and outside of class hours. In implementing character values through school culture, there are several obstacles, namely from the teachers themselves, from the school, and from the students themselves. students. Therefore, schools continue to improve the quality of their teachers and schools through various

⁵ Supraptiningrum dan Agustini, *Membangun Karakter Siswa Melalui Budaya Sekolah Di Sekolah Dasar*, V (2015).

⁶ Mitha Amelia, Zaka Hadikusuma Ramadan, "Implementasi Pendidikan Karakter Melalui Budaya Sekolah Di Sekolah Dasar," *JURNAL BASICEDU* Volume 5 Nomor 6 (2021): Halaman 5548-5555.

No	Article identity	Conclusion
		special types of training so that the implementation of character in this school runs according to its objectives.
3.	Ahmat Miftakul Huda, Farid Setiawan, Rohimah & Dalimunthe, Ilham Setiono, Cahya Tri Djaka⁷ School/Madrasah Culture BINTANG: Journal of Education and Science Volume 3, Number 3, December 2021 This research uses the library research method.	By instilling noble morals and enthusiasm in students to continue learning and continue learning, as well as instilling cultural values such as clean living habits and noble morals. Another aspect of school culture is the characteristics of how the school's capabilities and behaviors serve as a reference and are implemented by students, thus serving as an example for anyone involved. The norms believed in within school culture include honesty, fairness, courtesy, and exemplary behavior. School culture is a byproduct of the school's history, the result of interactions and communication of various activities that come into the school.
4.	Muhammad Afifullah Nizary, Tasman Hamami⁸ School Culture AT-TAFKIR Journal of Education, Law and Socio-Religious Studies VOLUME 13 NUMBER 2 YEAR 2020 P-ISSN: 1979-9357 E-ISSN: 2620-5858 <i>This research uses library research methods.</i>	<i>This research discusses school culture, the role of school culture, and its development. Developing a quality school culture requires a sense of togetherness and responsibility for the school from all school members under the leadership of the principal and the guidance of the supervisor. The development of a quality school culture is determined by the quality of education. Good, quality education is the foundation for school development and progress, moving toward a higher, higher level of quality.</i>

⁷ Ahmat Miftakul Huda, Farid Setiawan, Rohimah and Dalimunthe, Ilham Setiono, Cahya Tri Djaka, "Budaya Sekolah/ Madrasah," *BINTANG : Jurnal Pendidikan Dan Sains* Volume 3, Nomor 3 (2021).

⁸ Muhammad Afifullah Nizary, Tasman Hamami, "Budaya Sekolah," *AT-TAFKIR Jurnal Pendidikan, Hukum Dan Sosial Keagamaan* Volume 13 Nomor 2 (2020).

No	Article identity	Conclusion
5.	Rahmawati, Arifuddin Siraj, Andi Achruh⁹ The Relationship Between Teacher Competence and Culture Schools with Teacher Performance IDAARAH JOURNAL, VOL. V, NO. 1, JUNE 2021 5 This research was conducted using a quantitative approach.	Thus, the creation of a conducive school culture will be a factor that can help Improved performance achieved or achieved by teachers. Creating a conducive school culture will eliminate formality and make teachers feel comfortable in their work. This reflects the fact that a conducive school environment will support improved teacher performance.
6.	Nathalia Yohana Johannes, Samuel Patra Ritiauw, Hartini Abidin¹⁰ Implementation of School Culture in Realizing Character Education at Sd Negeri 19 Ambon Journal of Pedagogy and Educational Dynamics P-ISSN 2252-6676 Volume 8, No. 1, April 2020 https://ojs3.unpatti.ac.id/index.php/pedagogika, email: Jurnalpedagogika@yahoo.com This research uses a qualitative research approach.	The results of the study show that the implementation School culture through religious culture, independence, nationalism, social care culture and environmental care culture is able to realize character education. at SD Inpres 19 Ambon.
7.	NL Gita Setya Utami, Gst Agung Oka Negara¹¹	The results of this study concluded that school culture and work motivation significantly

⁹ rahmawati, Arifuddin Siraj, Andi Achruh, "Hubungan Antara Kompetensi Guru Dan Budaya Sekolah Dengan Kinerja Guru," *JURNAL IDAARAH* VOL. V, NO. 1 (2021): 5.

¹⁰ Nathalia Yohana Johannes, Samuel Patra Ritiauw, Hartini Abidin, "Implementasi Budaya Sekolah Dalam Mewujudkan Pendidikan Karakter Di Sd Negeri 19 Ambon," *Jurnal Pedagogika Dan Dinamika Pendidikan* Volume 8, No. 1 (2020).

¹¹ N.L Gita Setya Utami, Gst Agung Oka Negara, "Kontribusi Budaya Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru," *Jurnal Pedagogi Dan Pembelajaran* Vol. 4 No. 1 (2021): 168–78.

No	Article identity	Conclusion
	Contribution of School Culture and Work Motivation On Teacher Performance <i>Journal of Pedagogy and Learning</i> Vol. 4 No. 1, 2021, pp. 168-178 p-ISSN: 2614-3909 e-ISSN: 2614-3895 This research is an ex post facto research.	correlated with teacher performance. The implication of this research is that the school environment plays a crucial role in shaping school culture. positive and increasing teacher work motivation, because to achieve quality and high-quality education, it must be supported by a good school culture.
8.	Siti Zubaidah¹² The Influence of School Culture and Teacher Work Motivation Towards Quality Education at SMK N 1 Pabelan <i>National Seminar on Education UNS & ISPI Central Java 2015</i>¹³ The research was conducted using an approach quantitative descriptive	Educational quality will be optimal if supported by a school culture that fosters academic habits that emphasize the character of educators, students, and an academically nuanced environment. Furthermore, teachers, as educators who transfer knowledge to students, have strong support. Therefore, if teacher performance is low, it will be difficult to achieve optimal educational quality. How to Increase Teacher Work Motivation elementary schools through two methods, namely: direct methods and indirect methods. Where the direct method (direct motivation), this motivation can be realized for example by giving praise, awards, bonuses, and certificates. While the indirect method (indirect motivation), is motivation in the form of facilities. For example, by providing a comfortable work space, creating an atmosphere and by providing a good work space.

¹² Siti Zubaidah, "Pengaruh Budaya Sekolah Dan Motivasi Kerja Guru Terhadap Mutu Pendidikan Di Smk N 1 Pabelan," *Seminar Nasional Pendidikan Uns & Ispi Jawa Tengah 2015*, 2015.

¹³ Suprptiningrum dan Agustini, *Membangun Karakter Siswa Melalui Budaya Sekolah Di Sekolah Dasar*.

No	Article identity	Conclusion
9.	Sugeng Prayoga & Safrida Yuniati¹⁴ The Influence of School Organizational Culture On Teacher Performance State High Schools in Mataram City Journal of Education: Journal of Research Results and Literature Review in the field Education, Teaching and Learning http://ojs.ikipmataram.ac.id/index.php/jurnalkependidikan/index March 2019. Vol.5, No.1 e-ISSN: 2442-7667 March 2019. Vol.5, No.1 pp. 54-60 This research is a quantitative research with the ex-post facto method.	A conducive school organizational culture, in which innovation is scattered, stability is maintained, respect for fellow school members is well maintained, orientation is towards optimal results, cares about small things, prioritizes teamwork orientation, and is aggressive in competition, will encourage teachers to be enthusiastic in their work, thus enabling their performance to be built optimally. The explanation above demonstrates that a school's organizational culture influences teacher performance. In other words, the better and more conducive the school's organizational culture, the higher the teacher's performance. The key focus is how to maintain and enhance the already positive organizational culture at this public high school in Mataram City. A positive organizational culture leads to good teacher performance, which in turn improves the quality of education. Teachers' success in improving the quality of education will lead to a sense of satisfaction with their work. Therefore, organizational culture is a crucial factor in improving the performance of public high school teachers in Mataram City.
10.	Muhammad Dahlan, Yasir Arafat, Syaiful Eddy¹⁵ The Influence of School Culture and Training on Performance	It was found that some teachers have demonstrated good performance in carrying out their duties and functions. However, there are still some teachers who perform poorly, including: monotonous teaching without any

¹⁴ Sugeng Prayoga & Safrida Yuniati, "Pengaruh Budaya Organisasi Sekolah Terhadap Kinerja Guru SMA Negeri Di Kota Mataram," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* Vol.5, No.1 (2019): pp.54-60.

¹⁵ Muhammad Dahlan, Yasir Arafat, Syaiful Eddy, "Pengaruh Budaya Sekolah Dan Diklat Terhadap Kinerja Guru," *Journal of Education Research* 1(3) (2020): Pages 218-225.

No	Article identity	Conclusion
	Teacher Journal of Educational Research, 1(3), 2020, Pages 218-225 This research method is quantitative research.	learning innovation, some teachers are still late to class and leave class before the scheduled change of class time. In addition, there are also teachers who do not have thorough preparation and lack mastery of the teaching material so that they only simply deliver the material. Therefore, the researcher is of the view that there are factors that cause such things to happen. To be able to improve teacher performance, it is very important to participate in teacher education and training, so that the learning process provided runs well. In addition, it is also necessary to utilize school facilities and infrastructure, so that students can learn well and when delivering learning materials using active, innovative, creative, effective and enjoyable learning techniques.
11.	Aulia Darmawan¹⁶ The Influence of Principal Leadership Style and School Culture On Teacher Performance (Study at Tourism Group Vocational High Schools in Tangerang City) INDEPENDENT JOURNAL: Science, Arts, and Technology, Vol. 3, No. 2, December 2019: 244 – 256 ISSN: 2580-3220, E-ISSN: 2580-4588	The evidence for the influence of organizational culture on teacher performance reinforces the theory that corporate culture influences work performance, one of which is facilitating the emergence of commitment to broader interests. Another function is to provide a sense of identity for organizational members, indicating that organizational culture also has an influence on work performance. Individuals who have a personal psychological factor in the form of a value system will view work as something valuable and must be maintained. This is in line with several studies that reveal that a number of

¹⁶ Aulia Darmawan, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Budaya Sekolah Terhadap Kinerja Guru (Studi Pada SMK Rumpun Pariwisata Di Kota Tangerang)," *JURNAL MANDIRI: Ilmu Pengetahuan, Seni, Dan Teknologi* Vol. 3, No. 2 (2019): 244–56.

No	Article identity	Conclusion
	The research used a descriptive qualitative method, and analysis was conducted using multiple regression analysis.	values and leadership attitudes are also related to the concept of work engagement.
12.	Christina Oktaviani¹⁷ The Role of School Culture In Improving Teacher Performance <i>Education Manager, Volume 9, Number 4, July 2015, pp. 613-617</i> This study uses a qualitative descriptive method which aims to provide an overview of the role of school culture in improving teacher performance.	The results of this study indicate that school culture through behavioral regularity, adopted norms, dominant values, philosophy, regulations and school climate has an important role in improving teacher performance. This performance improvement is evident in teacher behavior that demonstrates attitudes as teachers where teachers manage learning and use media and learning resources optimally, and also as educators who transfer values to students through exemplary attitudes, a good work culture demonstrated by an attitude of work discipline and maximum student mentoring, a way of communicating that expresses friendliness, an appearance that reflects the quality of service, a willingness to develop self-competence, loyalty to the institution, and upholding work ethics.
13.	Sukadari¹⁸ The Role of School Culture in Improving Quality of Education Exponential Journal (Education for Exceptional Children) – Journal of Special Education –	Many things can be done to improve the quality of education by building a positive school culture that can create a positive moral atmosphere and a conducive atmosphere, which will impact the quality of education in the school itself. Building a school culture must be relevant to the existing situation and conditions. Cultural elements can be positive, negative, or

¹⁷ Christina Oktaviani, "Peran Budaya Sekolah Dalam Peningkatan Kinerja Guru," *Manajer Pendidikan* Volume 9, Nomor 4 (2015): 613–17.

¹⁸ Sukadari, "Peranan Budaya Sekolah dalam Meningkatkan Mutu Pendidikan," *JURNAL EXPONENTIAL (Education for Exceptional Children) – Jurnal Pendidikan Luar Biasa* –, n.d.

No	Article identity	Conclusion
		even neutral. Therefore, the cultural aspects implemented must be appropriate so that they can realize the school's vision and mission through a positive school culture. School culture is behavior together with the school community and positive and negative consensus carried out by the school community which is a basic belief held by all school residents in attitudes and behavior. 2. With a school culture, it is possible to create a conducive school environment so that it can realize good quality education in line with the school's vision and mission and can optimize the performance of teachers, principals, employees and students so that the results are optimal in accordance with expectations.
14.	Ni Luh Ayu Manik Pratiwi, I Gusti Agung Oka Negara, Made Putra¹⁹ The Contribution of Principal Leadership and School Culture to Teacher Performance in Elementary Schools Journal of Educational Research and Development Volume 5, Number 1, Year 2021, pp. 84-90 P-ISSN: 1979-7109 E-ISSN: 2615-4498 Open Access:https://ejournal.undiksha.ac.id/index.php/JJL/index	School culture has the function of forming the identity of all school members, facilitating the emergence of commitment to something broader than personal interests, strengthening the social system, which means it is a social glue that helps unite members within the school by providing appropriate standards for what must be done in the school environment, and functions as a mechanism for creating meaning and control which is then able to shape the attitudes and behavior of school members, so that the existence of school culture is very important.

¹⁹ Ni Luh Ayu Manik Pratiwi, I Gusti Agung Oka Negara, Made Putra, "Kontribusi Kepemimpinan Kepala Sekolah Dan Budaya Sekolah Terhadap Kinerja Guru Di SD," *Jurnal Penelitian Dan Pengembangan Pendidikan* Volume 5, Number 1 (2021): 84–90.

No	Article identity	Conclusion
	This research is a type of ex-post facto research with a correlation study type using quantitative research methods.	
15.	Abdul Komar²⁰ Improving Teacher Performance Based on School Culture and Teacher Work Motivation At-Ta'lim : Jurnal Pendidikan Vol.6 No.2 (2020) Pages. 109-117 ISSN (Print): 2460-5360 ISSN (Online): 2548-4419 DOI:https://doi.org/10.36835/attalim.v5i2.362 This type of research is qualitative research which is sourced from existing theories and previous research journals which are relevant to the variables in this research.	School culture must be based on attitudes, values, norms, behaviors, and expectations. When all these elements are established, behaviors and expectations tend to be stable, creating a more conducive atmosphere. This atmosphere ultimately provides teachers with comfort in carrying out their duties.
16.	Ahmad Suriansyah²¹ The Relationship between School Culture, Communication and Work Commitment on the Performance of State Elementary School Teachers <i>Educational Horizon</i>, October 2014, Th. XXXIII, No. 3	The results of the study found that school culture has a relationship with performance, communication has a relationship with performance, school culture has a relationship with commitment, communication has a relationship with commitment, commitment has a relationship with teacher performance, commitment is an intermediary between the relationship between school culture and teacher performance and the relationship

²⁰ Abdul Komar, "Peningkatan Kinerja Guru Berbasis Budaya Sekolah Dan Motivasi Kerja Guru," *At-Ta'lim : Jurnal Pendidikan* Pendidikan Vol.6 No.2 (2020): Hal. 109-117.

²¹ Ahmad Suriansyah, "Hubungan Budaya Sekolah, Komunikasi, Dan Komitmen Kerjaterhadap Kinerja Guru Sekolah Dasar Negeri," *Cakrawala Pendidikan* Th. XXXIII, No. 3 (2014).

No	Article identity	Conclusion
		between communication and teacher performance.
17.	Iis Yeti Suhayati²² Principal Academic Supervision, School Culture and Teacher Teaching Performance Journal of Educational Administration Vol.XVII No.1 October 2013 The research method uses a descriptive analytical method. with a quantitative approach.	The findings of the research are that teacher teaching performance is more influenced by school culture than by the influence of the principal's academic supervision. Teacher teaching performance will be optimal if it is integrated with all components. schools, principals, teachers, staff, and students. Maintaining traditions, values, and habits that strengthen a positive school culture will improve school quality. Teachers' teaching performance will be more professional if it is balanced with academic supervision services. routine and structured principal as a quality school culture.
18.	Icha Nurfasic, Uarif Mahmud Suhad, Faizin²³ The Influence of the Principal's Transformational Leadership, School Culture, and School Environment on Teacher Performance at MI Islamiyah Wareng, Butuh, Purworejo, Central Java IBTIDA Journal of Basic Education Studies Vol. 1 No. 1, Year 2021	School culture is an important part of the education system because it can influence the behavior of school residents in accordance with the basic assumptions, values, norms and beliefs that have been established by the school and build the achievements of the residents. schools, thus shaping the quality of education there. The analysis shows that school culture has a positive correlation with teacher performance. This is evidenced by the r value of 0.709. Positive means in the same direction,

²² Iis Yeti Suhayati, "Supervisi Akademik Kepala Sekolah, Budaya Sekolah Dan Kinerja Mengajar Guru," *Jurnal Adminisistrasi Pendidikan* Vol.XVII No.1 (n.d.).

²³ Icha Nurfasic, uarif Mahmud Suhad, Faizin, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Budaya Sekolah, Dan Lingkungan Sekolah Terhadap Kinerja Guru Di Mi Islamiyah Wareng, Butuh, Purworejo, Jawa Tengah," *IBTIDA Jurnal Kajian Pendidikan Dasar* Vol. 1 No 1 (2021).

No	Article identity	Conclusion
	This research is a correlational quantitative study.	meaning the stronger the school culture, the higher the teacher performance.
19.	Dewi Sri Utami²⁴ Strategy for Improving Educational Quality Through School Culture at SMPN 1 Prambon, Nganjuk Regency Journal of Islamic Education and Studies Volume 8, Number 1, April 2018	School culture refers to a system of values, beliefs and norms that are accepted together and implemented consciously as natural behavior, formed by an environment that creates the same understanding among all elements and school personnel, including the principal, teachers, staff, students and if necessary, forms a public opinion that is the same as the school.
20.	Ni Luh Ayu Manik Pratiwi, I Gusti Agung Oka Negara, Made Putra²⁵ Principal Leadership Contribution and Culture Schools on Teacher Performance in Elementary Schools Journal of Educational Research and Development Volume 5, Number 1, Year 2021, pp. 84-90 P-ISSN: 1979-7109 E-ISSN: 2615-4498 Open Access:https://ejournal.undiksha.ac.id/index.php/JJL/index This research is a type of ex-post facto research with a correlation study type using quantitative research methods.	School culture is believed to shape teachers' behavior in carrying out activities in accordance with their respective functions and can help teachers understand the value and meaning of the work they handle at school. Therefore, school culture has a positive influence on teacher performance because teachers who have a positive school culture will automatically implement that school culture well by all school members. This means that strong principal leadership and a positive school culture will guide teachers to achieve more optimal performance and can improve teacher performance.

²⁴ Dewi Sri Utami, "Strategi Peningkatan Mutu Pendidikan Melalui Budaya Sekolah Di Smpn 1 Prambon Kabupaten Nganjuk," *Jurnal Pendidikan Dan Studi Keislaman* Volume 8, Nomor 1 (n.d.): 2018.

²⁵ Ni Luh Ayu Manik Pratiwi, I Gusti Agung Oka Negara, Made Putra, "Kontribusi Kepemimpinan Kepala Sekolah Dan Budaya Sekolah Terhadap Kinerja Guru Di SD."

RESULTS AND DISCUSSION

Based on the analysis of the Review Table above, it is stated that character building through school culture is a crucial aspect outlined in an article by Supraptiningrum and Agustini. They emphasize that character development in students can be effectively achieved through the culture implemented in schools. In this context, teachers serve as role models for expected behavior and attitudes. When teachers demonstrate positive values consistently in their actions, this not only shapes students' character but also creates a positive and supportive environment for all school members. This conducive environment, in turn, impacts teacher performance, as they feel more motivated and valued in their efforts to educate and guide students. Thus, a strong school culture can be a crucial foundation for character building and improving overall educational performance.

The implementation of character values in schools was the main focus of Mitha Amelia and Zaka Hadikusuma's discussion. They emphasized the importance of integrating values such as religiosity, integrity, and mutual cooperation into school culture. These values not only serve as moral guidelines but also play a crucial role in creating a supportive work environment for teachers. When teachers feel connected to these values, they tend to be more motivated to contribute optimally to the learning process. Therefore, implementing strong character values in school culture can improve teacher performance and create a better educational environment for students.

Rahmawati and her colleagues explained that a conducive school culture has a significant impact on improving teacher performance. A comfortable and supportive atmosphere in the school environment makes teachers feel valued, which in turn increases their motivation to improve the quality of teaching. When teachers feel accepted and supported, they are more likely to invest in the learning process and innovate in their teaching methods. This suggests that a positive and positive environment not only increases teacher job satisfaction but also contributes to better productivity and performance in education.

Ahmad Suriansyah emphasized that good communication within a school culture is closely linked to teacher performance. Effective communication between teachers, students, and the school creates mutual trust, which is essential for building harmonious relationships. When all parties engage in open and constructive dialogue, collaboration can flourish, supporting improved teacher performance in the learning process. An environment supported by good communication not only enhances understanding but also encourages innovation and creativity in teaching, thus contributing to overall educational success.

Ni Luh Ayu Manik Pratiwi emphasized that effective principal leadership significantly influences the development of a positive school culture, which in turn significantly impacts teacher performance. Good leadership creates a strong social system among all members of the school, including teachers, students, and other staff. Inspirational and supportive leadership increases

teachers' commitment and motivation to contribute optimally. A well-led environment allows teachers to feel valued and recognized, making them more enthusiastic about carrying out their teaching duties and educating students.

Research by Iis Yeti Suhayati shows that a school culture that supports professional development through regular training programs can significantly improve teacher performance. When schools provide opportunities for teachers to learn and develop, they feel more prepared and motivated to carry out their teaching duties. Structured training programs not only enrich teachers' knowledge and skills but also boost their confidence in facing challenges in the classroom. Therefore, support for professional development is a key element in creating a high-quality and productive educational environment.

CONCLUSION

Based on the results of a Systematic Literature Review of 20 research articles, Research shows that a positive and supportive school culture has a significant impact on teacher performance. Character building through values implemented in schools, such as religiosity, integrity, and mutual cooperation, plays a crucial role in creating a conducive work environment. Furthermore, effective communication and inspirational leadership are key factors in building harmonious relationships among school members, increasing commitment, and motivating teachers. Support for professional development through training programs is also a vital element in enhancing teachers' skills and confidence. Therefore, integrating all these aspects into the school culture can create a quality educational environment, contribute to improved teacher performance, and ultimately result in a better education for students.

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