

Date Received : December 2025
Date Revised : January 2026
Date Accepted : January 2026
Date Published : February 2026

THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR AND ORGANIZATIONAL CULTURE ON THE ACHIEVEMENT OF THE VISION AND MISSION AT SDN PELANDAKAN 2

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Kata Kunci:

Kepemimpinan Pendidikan, Budaya Organisasi, Visi Dan Misi, Transformasional,

ABSTRACT

Penelitian ini bertujuan untuk mengkaji hubungan antara perilaku kepemimpinan dan budaya organisasi terhadap pencapaian visi dan misi di SDN Pelandakan 2, Kota Cirebon. Menggunakan pendekatan kualitatif deskriptif, data diperoleh melalui observasi langsung, wawancara dengan kepala sekolah dan guru, serta telaah dokumen sekolah. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan gaya kepemimpinan transformasional dan servant leadership yang efektif dalam membentuk budaya organisasi yang positif, kolaboratif, dan kekeluargaan (clan culture). Budaya ini menciptakan lingkungan kerja yang harmonis, meningkatkan motivasi guru, dan memperkuat komitmen terhadap tujuan bersama sekolah. Hubungan antara kepemimpinan dan budaya organisasi berkontribusi signifikan dalam mendukung tercapainya visi dan misi sekolah. Penelitian ini merekomendasikan pengembangan budaya inovatif agar sekolah lebih adaptif terhadap dinamika kurikulum dan teknologi.

Keywords:

Educational Leadership, Organizational Culture, Vision And Mission, Transformational Leadership,

ABSTRACTS

This study aims to examine the relationship between leadership behavior and organizational culture in achieving the vision and mission of SDN Pelandakan 2, Cirebon City. Using a descriptive qualitative approach, data were collected through direct observation, interviews with the school principal and teachers, and analysis of school documents. The results show that the principal applies transformational and servant leadership styles effectively, forming a positive, collaborative, and family-oriented organizational culture (clan culture). This culture creates a harmonious work environment, enhances teacher motivation, and strengthens commitment to the school's shared goals. The relationship between leadership and organizational culture significantly supports the achievement of the school's vision and mission. The study recommends developing an innovative culture to make the school more adaptable to the dynamics of the curriculum and technology.

A. INTRODUCTION

The success of educational institutions in achieving their primary goals is strongly influenced by the quality of leadership and the organizational culture that develops within them. In the context of elementary schools, the principal does not merely function as an administrator but also serves as an instructional leader, innovator, and motivator who plays a crucial role in directing all available resources toward the realization of the school's vision and mission. Effective leadership can create a conducive working environment, enhance teachers' morale, and motivate students to achieve their maximum potential.

According to Siagian (2002), leadership is the ability and skill to influence others to behave in ways that are expected in order to achieve organizational goals. Meanwhile, Riaz and Ul Haque (2012) found that transformational leadership has a significant influence on decision-making processes and the achievement of organizational objectives, as it is capable of building trust, a shared vision, and collective commitment. In the field of education, transformational leadership has proven effective in initiating change and encouraging innovation within the school environment.

In addition to leadership, organizational culture is a vital dimension in shaping the identity and character of an organization. Organizational culture in educational settings reflects the values, norms, habits, and collective behaviors embraced by all members of the school community. Fahmi (2017) states that organizational culture is the result of the integration of individual values and behaviors into collective norms and philosophies that shape a shared work life. A positive organizational culture strengthens teamwork, enhances a sense of belonging, and encourages active participation in every school program.

At SDN Pelandakan 2 in Cirebon City, which has achieved an A accreditation and holds a clear vision "To realize students who excel in achievements in faith and piety (imtaq) and science and technology (iptek), arts, sports, and a healthy environment by 2025," there are still challenges in optimizing the achievement of this vision. Preliminary observations indicate that some obstacles stem from the lack of optimal synergy between the principal's leadership style and the existing organizational culture.

Research Gap. Although many studies have examined leadership and organizational culture separately, few have explored their interactive relationship in supporting the achievement of school vision and mission at the elementary school level using a qualitative approach. This study addresses this gap.

This study was conducted to analyze in depth how the relationship between the principal's leadership behavior and the organizational culture at SDN Pelandakan 2 influences the achievement of the institution's vision and mission. Using a descriptive qualitative approach, this research is expected to contribute to the development of educational management at the elementary school level and to serve as a reference for strengthening leadership practices and organizational culture management in other primary educational institutions.

B. METHOD

This study uses a descriptive qualitative approach with the aim of providing a comprehensive and in-depth understanding of the relationship between leadership behavior and organizational culture in achieving the school's vision and mission. A

qualitative approach was chosen because it allows the researcher to explore social phenomena holistically, capturing not only observable behaviors but also the underlying meanings, values, and perceptions held by members of the school community.

A descriptive design is used to systematically portray leadership practices and organizational culture as they naturally occur in the school setting, without manipulating variables. Through this approach, the study seeks to reveal how leadership behavior is enacted by the principal in daily school activities and how organizational culture is formed, maintained, and experienced by teachers, staff, and students. This method is particularly suitable for educational research, as it allows for a deep examination of the complex interactions and contextual factors that influence institutional goal achievement.

Number and Type of Informants: This study involves 15 informants, consisting of 1 school principal, 15 teachers, and 3 other educational staff. The selection of informants was made considering their roles in the implementation of leadership and the formation of organizational culture at the school.

Time Frame of Data Collection: Data collection was carried out over a period of two months, starting from October to November 2025. Data were collected using various techniques to ensure richness and credibility. Direct observations were conducted during the first two months to capture real-time leadership practices, interaction patterns, and the overall organizational climate within the school. Semi-structured interviews were conducted in the second and third months, with each interview lasting approximately 45-60 minutes. In addition, document analysis was conducted concurrently with the data collection process.

Explicit Qualitative Analysis Method: The analysis method used is thematic coding, where data from interviews, observations, and documentation are analyzed to identify key themes related to leadership behavior and organizational culture. The coding process is conducted inductively, where the researcher first reads and reviews all the data to find emerging patterns, and then groups relevant data into larger thematic categories. This analysis allows the researcher to explore the relationship between leadership behavior and organizational culture in depth.

Ethics Statement and Researcher's Role: This study was conducted with adherence to research ethics principles, including obtaining written consent from all informants involved. During data collection, the researcher maintained the confidentiality of informant identities and used the data solely for the purpose of this research. The researcher also strives to remain objective and not influence informant responses during interviews and observations. As a researcher, the author acknowledges that their role in this study is as an observer and facilitator, not influencing the research outcomes but assisting in uncovering and analyzing the phenomena that occur in the field.

C. RESULT AND DISCUSSION

This study was conducted at SDN Pelandakan 2, Cirebon City, using a descriptive qualitative approach through observation, interviews, and documentation. The research focused on examining the relationship between leadership behavior and organizational culture in achieving the school's vision and mission. The findings reveal that leadership practices and organizational culture are closely interconnected and jointly contribute to the effectiveness of school management and goal attainment.

The principal of SDN Pelandakan 2 demonstrates a strong inclination toward transformational and servant leadership styles. These leadership approaches are reflected in the principal's consistent efforts to strengthen the school's vision and mission through regular communication with teachers and educational staff. Decision-making processes are carried out in a participatory manner, with teachers and staff actively involved through deliberative forums and weekly meetings. In addition, the principal places significant emphasis on teacher professional development, particularly by facilitating training related to the implementation of the Merdeka Curriculum. Empathy is also a key characteristic of the principal's leadership, as shown by the willingness to listen to teachers' aspirations, address their challenges, and support students' needs through programs such as the "Morning Smile" (Senyum Pagi). This leadership practice aligns with the view of Riaz and Ul Haque (2012), who argue that transformational leaders are capable of inspiring and motivating organizational members to exceed expectations, ultimately leading to improved performance and the achievement of institutional goals. Teachers perceive the principal as open and supportive, noting that they are invited to contribute ideas and participate in designing school programs rather than merely carrying out instructions.

In terms of organizational culture, SDN Pelandakan 2 is characterized predominantly by a clan culture, which emphasizes a family-like atmosphere, collaboration, and strong interpersonal relationships. This culture is evident in the close cooperation among teachers in preparing instructional materials, the presence of warm and constructive informal communication, and the mutual care shown among staff and students. Values of teamwork, participation, and togetherness are deeply embedded in daily school activities, including collective efforts in maintaining cleanliness and managing the school environment. Such a cultural climate fosters a strong sense of belonging, enhances loyalty, and increases work motivation among school members. These findings support Fahmi's (2017) assertion that a strong organizational culture contributes to social cohesion and enhances organizational effectiveness.

The analysis reveals that the transformational and servant leadership practices implemented by the principal have a direct and positive impact on the development of a supportive clan culture. Leadership practices such as inclusive decision-making, continuous teacher development, and empathy have fostered a strong sense of community, collaboration, and mutual respect among staff and students. This, in turn, contributes significantly to achieving the school's vision and mission by motivating teachers to engage more deeply in their work and encouraging students to achieve academically and socially. The principal's leadership acts as a catalyst that nurtures the school's organizational culture, which in turn supports the institution's overall goals.

However, the study also indicates that an innovative or adhocracy-oriented culture has not yet been optimally developed. The use of technology and innovative teaching methods remains limited. Some teachers exhibit resistance to adopting new teaching technologies due to their reliance on traditional, lecture-based methods. This resistance stems from a lack of familiarity with modern educational tools and insufficient training. Additionally, the school's organizational culture, while strong in collaboration and teamwork, has not yet fully embraced the need for rapid adaptation to digital tools and curriculum reforms. Overcoming this challenge requires targeted interventions, including intensive ICT training, the establishment of teacher learning communities, and the provision of incentives for instructional innovation.

The findings of this study align with existing research by Al-Ali et al. (2017) and Paschal and Nizam (2016), which highlight the direct influence of leadership on the development of an effective organizational culture to support the achievement of institutional goals. The emphasis on transformational leadership as a driver of change is consistent with the work of Riaz and Ul Haque (2012), who argue that transformational leadership fosters trust and commitment. However, the current study extends these findings by examining how both transformational and servant leadership interact with organizational culture, particularly a clan culture, to achieve the school's goals. Furthermore, the study reveals the challenges faced by the school in developing an innovative culture, an area that has not been adequately addressed in previous studies.

The findings suggest significant implications for leadership practices. School leaders should prioritize fostering a collaborative and inclusive environment, where teachers and staff feel valued and empowered. Transformational leadership practices, including participatory decision-making, empathy, and a focus on professional development, can significantly enhance organizational culture and contribute to achieving institutional goals. However, leaders must also focus on developing an innovative and adaptive culture that can keep up with the demands of digital education and curriculum reforms. The principal should actively promote innovation by encouraging the use of technology in teaching, incentivizing creative instructional methods, and providing ongoing support for teachers to adapt to new educational paradigms.

The relationship between leadership behavior, organizational culture, and vision achievement can be understood through a simple conceptual framework. Transformational and servant leadership practices create a culture of collaboration and mutual support. This supportive culture, in turn, facilitates the achievement of the school's vision by enhancing teachers' motivation, improving the learning environment, and fostering a sense of belonging and responsibility. Therefore, leadership behavior directly influences the organizational culture, which ultimately contributes to achieving the school's vision and mission.

While the study highlights the positive effects of leadership and culture on the school's vision, it also notes the challenges of sustaining this success in the face of rapidly changing educational demands. The school must continue to develop an innovative culture to remain responsive to technological advances and evolving educational standards. This requires a commitment to continuous professional development, the integration of technology in teaching practices, and a proactive approach to curricular changes. The principal must lead this cultural shift by modeling innovation and encouraging a growth mindset among the staff.

One limitation of this study is the relatively small sample size, which may not fully capture the diversity of perspectives within the school community. Additionally, while the study provides valuable insights into the relationship between leadership and organizational culture, it does not explore the long-term impacts of these practices on student outcomes in detail. Future research could expand on these findings by including a larger sample, incorporating longitudinal data, and examining the direct correlation between leadership practices, organizational culture, and academic performance.



D. CONCLUSION

Based on the results of the study conducted through observations, interviews, and document analysis at SDN Pelandakan 2, it can be concluded that there is a strong relationship between the principal's leadership behavior and the organizational culture in achieving the school's vision and mission. The principal applies transformational and servant leadership styles, which are reflected in openness, teacher empowerment, and exemplary conduct. These leadership styles have proven effective in creating a positive working environment, enhancing collaboration, and strengthening the loyalty of school members toward shared goals.

The organizational culture that has developed, particularly the clan culture type, reinforces social bonds and cooperation among school personnel. The family-oriented culture fostered through open communication, mutual respect, and teamwork has become a crucial foundation for maintaining stability and work productivity.

This study contributes to the literature on educational leadership and organizational culture by demonstrating how transformational and servant leadership practices directly influence the development of a supportive and collaborative school culture. Additionally, it extends existing research by showing how a combination of these leadership styles with a clan culture positively impacts the achievement of school goals, particularly in the context of elementary education. The study also contributes to the understanding of how leadership and culture can jointly drive school improvement and goal attainment.

The findings highlight the importance of fostering both effective leadership and a positive organizational culture in schools. School leaders are encouraged to adopt transformational and servant leadership practices to promote empowerment, open communication, and a collaborative work environment. The study also emphasizes the need for cultivating a supportive organizational culture that prioritizes teamwork,

mutual respect, and shared responsibility. For schools to remain adaptable and responsive to changing educational demands, it is essential to further develop an innovative culture, especially in terms of integrating technology into teaching and school governance. Therefore, educational policy-makers and school leaders should focus on enhancing both leadership practices and organizational culture to improve school performance.

One limitation of this study is the relatively small sample size, which consists only of one school in a specific geographic area, limiting the generalizability of the findings. The research focused on leadership and organizational culture but did not investigate the long-term impact of these factors on student academic performance and overall school success. Future studies could expand the sample size, explore additional schools, and examine the direct relationship between leadership, culture, and student outcomes.

Future research could examine the role of leadership and organizational culture in different educational settings, including urban and rural schools, to assess whether similar dynamics exist. Additionally, research could explore the long-term effects of transformational and servant leadership practices on student achievement and school performance over time. Future studies could also investigate how the integration of digital technologies and innovative teaching methods impacts both leadership and organizational culture in schools, contributing to the ongoing evolution of educational practices.

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