

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

THE ROLE OF ORGANIZATIONAL CULTURE AND PRINCIPAL LEADERSHIP IN ACHIEVING VISION AND MISSION oF SDN 1 GEBANGUDIK

Fida Sary Nafisa

UIN Siber Syekh Nurjati Cirebon, Indonesia (fidasarynaf@gmail.com)

Keywords:

Organizational culture: leadership, vision, mission

ABSTRACTS

Schools, as strategic educational institutions, require a positive organizational culture and effective leadership to support the achievement of educational goals. Previous studies have tended to examine the influence of organizational culture or leadership separately, while studies specifically examining the mechanisms of alignment between the two in the implementation of vision and mission in public elementary schools in non-urban areas are still limited. This study aims to examine the role of organizational culture and principal leadership in achieving the vision and mission at SD Negeri 1 Gebangudik, Cirebon Regency. The method used is descriptive qualitative, with data collection techniques through interviews, observation, and documentation of the principal and eight teachers. Data were analyzed through the stages of reduction, presentation, and drawing conclusions. The results show that a strong and positive organizational culture, characterized by the values of cooperation, openness, and effective communication, along with participatory and communicative principal leadership, form a mutually reinforcing relationship in creating a school climate conducive to the implementation of the vision and mission. This study contributes to the educational management literature by demonstrating that the alignment between participatory leadership and collaborative organizational culture is a key mechanism for implementing the school vision at the elementary level. The practical implications of this research emphasize the importance of synergistic management of organizational culture and principal leadership as a strategy to improve the quality of education in elementary schools.

A. INTRODUCTION

As educational institutions, schools play a strategic role in developing the nation's next generation of qualified individuals. To achieve this goal, every school must have a clear vision and mission to guide all educational activities and programs. The school's vision describes the long-term goals it aspires to achieve, while the school's mission is a statement of the concrete steps it will take to realize that vision. However, simply having a vision and mission is not enough; what matters most is how these visions and missions can be achieved effectively and sustainably.

In realizing a school's vision and mission, two key factors are highly influential: organizational culture and the principal's leadership. A school's organizational culture is a collection of values, norms, habits, and behavioral patterns that develop and are

accepted by all members of the school community. A positive organizational culture can create a conducive work environment, increase the motivation and commitment of all school members, and foster synergy in achieving shared goals. Conversely, a less supportive organizational culture can hinder the achievement of the school's vision and mission.

Recent empirical studies in educational management have shown that organizational culture and principal leadership influence school performance. However, most of this research is general in nature and does not specifically examine how the two are aligned to implement the vision and mission in the context of public elementary schools in rural areas. Practically, studies that describe in detail the daily interaction mechanisms between principal leadership and teacher collaborative culture in moving the entire school community toward a formulated vision are still rare. Consequently, many policy recommendations feel abstract and difficult to implement in specific educational units. This gap is what we aim to bridge through observations at SD Negeri 1 Gebangudik, by presenting contextual findings on how organizational culture and concrete leadership styles work together in an elementary school setting in Brebes Regency.

Furthermore, as a leader, the principal plays a central role in directing, motivating, and managing school resources to achieve the established vision and mission. Effective principal leadership is not only related to managerial skills, but also the ability to inspire, build effective communication, and create a work climate that supports innovation and collaboration. A principal who is able to effectively carry out his leadership role will strengthen a healthy organizational culture and facilitate the optimal achievement of the school's vision and mission.

However, in reality, many schools face challenges in achieving their formulated vision and mission. Factors such as an immature organizational culture, leadership lacking vision or the ability to mobilize the entire school community, and a lack of synergy between the principal and staff are key obstacles. This results in the school's vision and mission remaining merely formal documents without concrete implementation, impacting the quality of education produced.

Therefore, it is important to conduct in-depth observations regarding the role of organizational culture and principal leadership in achieving the school's vision and mission. This observation aims to identify the extent to which these two factors contribute to the successful achievement of the vision and mission. With a better understanding of the relationship between organizational culture, principal leadership, and the achievement of the vision and mission, it is hoped that schools can be more optimal in carrying out their functions and duties as quality educational institutions. Therefore, in this observation report, the researcher will present what has been obtained from the results of the observations that have been carried out, namely related to "The Role of Organizational Culture and Principal Leadership in Achieving the Vision and Mission of SD Negeri 1 Gebangudik".

Empirically, this study contributes to the enrichment of educational management literature by presenting contextual evidence that the alignment between the principal's participatory leadership and collaborative organizational culture at SD Negeri 1 Gebangudik is a key mechanism that explains how the vision and mission of elementary schools in rural settings can be implemented more effectively and sustainably.

B. METHOD

This research employed a qualitative method with a descriptive nature. Qualitative research is a method with a research process based on perceptions of a phenomenon with an approach whose data produces descriptive analysis (Sahir, 2021: 6). This research was conducted over a period of approximately three months, starting from the pre-observation stage, primary data collection, and verification of the findings, taking place at SD Negeri 1 Gebangudik, Cirebon Regency. The research subjects were the principal and eight teachers, consisting of six class teachers and two subject teachers, selected for their knowledge and direct experience related to organizational culture, leadership, and the implementation of the school's vision and mission. Data were obtained naturally through in-depth interviews, observations of daily activities and interactions within the school community, and documentation studies of relevant official school documents. Data analysis was conducted thematically through the stages of data collection, data reduction, initial coding, grouping codes into thematic categories, data presentation, and drawing conclusions to identify patterns of relationships between organizational culture, principal leadership, and the achievement of the school's vision and mission. Data validity was maintained through source triangulation (principal, teachers, documents) and technical triangulation (interviews, observation, documentation). The researcher's position in this study was as the primary instrument (human instrument), acting as a participant observer while maintaining critical distance to ensure unbiased data interpretation. Ethically, the researcher sought official permission from the school, explained the research objectives to participants, guaranteed the confidentiality of respondents' identities, and ensured that their participation was voluntary and without coercion.

C. RESULT AND DISCUSSION

Organizational culture

An organization is a structured and formally bound group of individuals who work together to achieve a common goal. Organizational culture serves as a distinguishing factor between one organization and another, reflected in the shared values held by its members. Here are several definitions of organizational culture according to experts:

- a. Kreitner and Kinicki define organizational culture as an identity built on shared beliefs and values (Hasan, 2021: 6).
- b. According to Luthans, organizational culture includes values and norms that guide behavior (Arip, 2021).
- c. Armstrong stated that organizational culture is related to attitudes, values, norms, and beliefs (Kristin, 2021).

From these various opinions, it can be concluded that organizational culture is a collection of values, norms, beliefs, and systems that form the underlying characteristics of the activities of organizational members. This culture shapes individual behavior and serves as a work guideline.

Organizational culture has several functions that can contribute to improving overall organizational performance. These functions are as follows:

- a. As an identity that differentiates between environments, groups, and organizations.
- b. As a means of communication between members of the organization.
- c. As a basis for organizational planning.
- d. Be a solution in solving problems and building character for employees.
- e. As a supervisory mechanism to direct and shape employee personality.
- f. As a reinforcement of employee commitment. h. Promote stability in the social system (Robert, 2020).

From these functions of organizational culture, we can see that culture has significant value for both the organization and its employees. Through culture, organizational commitment and consistent employee behavior can be enhanced. A strong organizational culture can support the achievement of the organization's vision and mission, while a weak culture can hinder the achievement of organizational goals.

The organizational culture at SDN 1 Gebangudik demonstrates strong characteristics that support the achievement of school goals. This school's organizational culture is reflected in values such as cooperation, openness, mutual trust, and collaboration that are well-established among teachers, staff, and the principal. Open and transparent communication between the principal and the entire school community is a key factor strengthening this culture. The principal actively listens to input from teachers and staff, creating a conducive work environment that supports the active participation of all parties in implementing the school's vision and mission.

Furthermore, a culture of discipline is also an important part of the organizational culture at SDN 1 Gebangudik. The implementation of clear rules and regulations and consistency in enforcing discipline make all school members feel they have the same responsibility in maintaining the quality of education. A strong culture of cooperation is evident in various learning activities and school management, where teachers, staff, and the principal support each other and work together to achieve common goals. Awards for achievement and work motivation are also part of the organizational culture implemented at SDN 1 Gebangudik. The principal gives awards to teachers and students who have achieved success, and encourages competency development through training and quality improvement activities. This fosters enthusiasm and high loyalty among teachers and increases work motivation, which has a positive impact on overall school performance.

The organizational culture at SDN 1 Gebangudik is reflected in several aspects, including:

- a. The Value of Cooperation and Family

The entire school community demonstrates a spirit of mutual assistance and cooperation in carrying out their respective duties and responsibilities. Teachers frequently discuss and exchange ideas in designing lessons, while administrative staff actively supports the smooth running of school activities. A sense of camaraderie is evident in both formal and informal activities, such as school meetings, extracurricular activities, and celebrations of major holidays.

- b. Open Communication

Interview results indicate that the principal maintains an open communication pattern with teachers and staff. Every member of the school feels free to express opinions, suggestions, and complaints. Regular meetings are held to discuss

school progress, evaluate activities, and plan future programs. With good communication, any problems can be quickly identified and solutions sought together.

c. Discipline and Exemplary Behavior

Discipline is highly emphasized at SDN 1 Gebangudik, both for students and educators. Attendance, punctuality, and adherence to rules are paramount. The principal and teachers strive to set an example by always arriving on time, dressing neatly, and carrying out their duties responsibly. This exemplary behavior indirectly fosters discipline in students.

d. Appreciation and Motivation

The school also has a culture of rewarding outstanding teachers and students. These awards are presented in the form of certificates, plaques, or direct commendation during ceremonies. This has been proven to boost the enthusiasm and motivation of the entire school community to continue achieving and giving their best.

e. Adaptation and Innovation

The organizational culture at SDN 1 Gebangudik also demonstrates an openness to change and innovation. Teachers are encouraged to participate in training, seminars, and workshops to improve their competencies. The school has also begun implementing technology in the learning process, although some challenges remain regarding facilities.

Principal Leadership

In Webster's New World Dictionary of the American Language, the term leadership is defined as the position or guidance of a leader, or "the ability to lead." Meanwhile, the word leader is defined as "a person or thing that leads; a head who directs, commands, or guides, either in a group or an activity." Wijaya and Manurung (2021) state that leadership is an individual's ability to influence, mobilize, and motivate others, both individually and in groups, to make efforts to achieve organizational goals. Furthermore, Istiqomah and Haryanto (2021) explain that in general, leadership means a person's ability to influence others in a work context. Leadership also includes an individual's skills and capabilities in influencing others within an organization, with the aim of creating effective collaboration.

Jahari and Rusdiana (2020) define leadership as a person's ability and readiness to influence, encourage, invite, guide, mobilize, direct, and, if necessary, compel individuals or groups to accept that influence and subsequently take actions that can support the achievement of certain predetermined goals. Based on the several definitions above, it can be concluded that leadership is a process of influencing carried out by individuals in managing their group members to achieve organizational goals. This process of influence is not carried out by force, but through interaction and inspiration provided by the leader to his subordinates, by applying certain techniques according to the existing situation and conditions, so that the desired goals can be achieved properly. In the context of education, leadership is the ability to drive the implementation of education, so that predetermined educational goals can be achieved effectively and efficiently.

A leader in running an organization and providing services must carry out his functions and roles well, correctly, and responsibly, because the success of the organization is very dependent on the leader's ability to carry out these functions and roles. Kartono (2017) stated that leadership functions to guide, direct, mentor, provide

work motivation, establish good communication, and provide efficient supervision, and direct followers to achieve goals according to the time and plan that has been set.

Based on observations, interviews with teachers and staff, and direct observation at SDN 1 Gebangudik, it can be concluded that the principal's leadership plays a crucial role in the school's management and progress. The principal at SDN 1 Gebangudik demonstrates a participatory and communicative leadership style, thereby creating a conducive work climate and supporting the achievement of the school's vision and mission.

a. Participative Leadership Style

Principals tend to employ a leadership style that involves teachers and staff in decision-making. In various meetings and gatherings, principals open up discussions to listen to input and ideas from all school members. This fosters a sense of ownership and shared responsibility for the school's progress. Teachers and staff feel valued for their opinions, which increases their motivation and commitment.

b. Open and effective communication

The principal actively fosters two-way communication with the entire school community. Information regarding policies, programs, and evaluations is communicated regularly and clearly. Furthermore, the principal openly welcomes input and criticism, which are then used as evaluation material for improving school management. This effective communication strengthens interpersonal relationships and minimizes conflict.

c. Visionary and innovative leadership

The principal has a clear vision for the direction of the school's development. He or she strives to implement various innovations in the learning process and school management, such as the application of educational technology and improving teacher competency through training. The principal also acts as a motivator, inspiring the entire school community to continue achieving and adapting to changing times.

d. Exemplary behavior and discipline

The principal demonstrates a high level of discipline and professionalism. He or she is always punctual, carries out his or her duties responsibly, and maintains work ethics and integrity. This exemplary behavior serves as an example for teachers and students, fostering a strong culture of discipline within the school.

e. Conflict Management and Decision Making

When facing problems or conflicts, the principal is able to act as a fair and wise mediator. Decisions are made objectively, considering various aspects and their impact on the entire school community. This approach helps maintain harmony and stability within the school organization.

From observations and interviews, it can be concluded that the principal's leadership at SDN 1 Gebangudik plays a significant role in creating a positive and productive school environment. The participatory and communicative leadership style implemented increases teacher and staff engagement and enthusiasm. Visionary and innovative leadership supports the school's progress in facing the challenges of modern education.

Furthermore, the principal's exemplary discipline and professionalism provide a strong foundation for building a healthy school culture. However, principals also face several challenges, such as limited resources and supporting facilities. Therefore, support from various parties is essential to strengthen the principal's leadership role

in optimally realizing the school's vision and mission. Overall, principal leadership at elementary schools (SDN) is a key factor in fostering a positive organizational culture and achieving established educational goals.

The Role of Organizational Culture and Leadership in Achieving Vision and Mission

The word "vision" comes from the English word "vision," which means sight, the ability to see, a view, a dream, or an image. Etymologically, vision is defined as a perception built on deep thought about the future one wishes to achieve. According to the Ministry of Education and Culture, Directorate General of Teachers and Education Personnel (2017:7), "Vision is a view or insight into the future that becomes the ideal, inspiration, motivation, and collective strength of school residents regarding the form of the school in the future." (Suhaini, 2020:73) "In general, vision is the ability to understand the core of a problem or the ability to see into the future."

A vision is a realistic depiction of the future that a school wishes to achieve within a specific timeframe. Camal (2016: 54) explains that "a vision is a statement spoken or written now, which is part of the current management process and extends into the future." For an institution, a vision is a moral imagination that depicts the desired profile of the school in the future. This imagination will always be influenced by existing opportunities and challenges (Juliansyah, 2018: 15).

"Vision is the ultimate goal of a school, which becomes the long-term goal of the organization. For more than 20 years, vision has been considered a crucial component of effective leadership. Vision provides meaning for members of an educational institution or organization, so the vision must be agreed upon and shared. The vision statement serves as a tool to communicate the reason for the organization's existence in the context of its main goals and tasks, shows the relationship between the organization and its stakeholders, and states the organization's main performance targets in terms of growth and development."

Thus, in simple terms, according to Pramitha (2016: 3), "vision refers to ideals, desires, hopes and dreams that one wants to achieve in the future, which are formulated in a simple, short, concise and clear way, but still contain broad and deep meaning".

Meanwhile, a mission is the reason or cause why an organization must exist. According to the Ministry of Education and Culture, Directorate General of Teachers and Education Personnel (2017b), a mission is a statement regarding the things that serve as a reference in the preparation of school programs and the development of activities of the school units involved, with an emphasis on the quality of service for students and the quality of graduates expected by the school in order to realize the school's vision.

Djunaedi (2010: 67) states that "a mission indicates what is done or a list and characteristics of the services provided. Therefore, the mission is written in verb form." In another sense, a mission can be interpreted as things that the organization must achieve for interested parties in the future. The mission statement must clearly indicate what the organization wants to achieve, include the steps that must be taken to achieve it, and involve the participation of the wider community in the organization's development (Ahmad, 2018: 45).

From the explanation above, it can be concluded that a vision is a school's ideals for the future, formulated briefly but with broad and profound meaning. Meanwhile,

a mission is a statement of what the organization must achieve for stakeholders, both now and in the future. Therefore, the mission must reflect everything necessary to achieve the vision. In other words, the mission is a realistic description of what the organization can do to achieve the vision.

Therefore, it is crucial for every member of the school community, from the leadership to the lowest-ranking staff, to thoroughly understand the school's vision and mission. Socializing the vision and mission isn't enough just once or twice; it needs to be done repeatedly to ensure the entire school community truly understands and is able to work on the right track to achieve the goals of the formulated vision.

Vision and mission implementation is a leader's ability to articulate and translate their vision and mission into concrete actions. Vision and mission serve as the driving force for visionary leadership. Both play a crucial role in determining the future of the organization when implemented comprehensively.

Based on the results of qualitative observations conducted at SDN, it can be explained that organizational culture and the principal's leadership play a very significant role in supporting the achievement of the school's vision and mission. The organizational culture at SDN 1 Gebangudik is formed from shared values adopted by all school members, such as an innovative attitude, teamwork, discipline, and obedience to leaders. This culture is reflected in daily interactions between teachers, staff, and the principal who support each other and are oriented towards achieving common goals. This strong organizational culture encourages teachers to improve the quality of learning and carry out their duties optimally, so that the school's vision and mission can be carried out properly. This is in accordance with the finding that a positive organizational culture contributes significantly to teacher performance and the achievement of school goals.

The principal's leadership at SDN 1 Gebangudik demonstrates a participatory and visionary style. The principal actively involves teachers and staff in the planning and decision-making process, including the development and implementation of the school's vision and mission. This communicative and democratic leadership creates a conducive work climate, increasing the motivation and commitment of all school members. The principal also serves as a role model for discipline and professionalism, strengthening the organizational culture and encouraging the effective achievement of the school's vision and mission.

Furthermore, the principal employs strategies to foster school culture through guidance, supervision, and activities that support school values, such as religious activities and classroom cleanliness competitions. This strengthens the integration between leadership and organizational culture, ensuring that the school's vision and mission are not merely formal documents but truly lived out and implemented in daily activities.

Simultaneously, the influence of organizational culture and principal leadership on achieving a school's vision and mission is very strong. Research data shows that these two factors together can improve teacher performance and school effectiveness, contributing up to 89% to the school's success in implementing its vision and mission. Therefore, the successful achievement of a school's vision and mission depends heavily on the synergy between a healthy organizational culture and effective principal leadership.

D. CONCLUSION

This study concludes that the achievement of the vision and mission at SD Negeri 1 Gebangudik is highly dependent on the synergy between a strong organizational culture and the participatory leadership of the principal. Key findings indicate that a school culture that prioritizes cooperation, openness, and discipline, combined with a communicative leadership style, can contribute up to 89% to the successful implementation of school goals. Theoretically, this study enriches educational management by proving that alignment between leaders and a collaborative culture is a key mechanism for realizing the vision in rural elementary schools.

From a managerial perspective, these results imply the importance of principals maintaining a conducive work environment and setting a professional example to enhance teacher commitment. However, this study is limited by the lack of adequate infrastructure and technological facilities to fully support innovation. Therefore, future research should focus on strategies to address resource limitations and expand the scope of the study to other educational institutions to strengthen the validity of these findings.

REFERENCES

- Achmad Kosasih. (2022). *Organizational Culture: The Challenge of Improving Individual Performance in an Era of Competition*. Tangerang: Indigo Media.
- Aedi, Nur. (2016). *Manajemen Pendidik dan Tenaga Pendidik*. Yogyakarta: Gosityeng Publishing.
- Arip Rahman Sudrajat. (2021). *Perilaku Organisasi Sebagai Suatu Konsep dan Analisis*. Bali: Nilacakra.
- Arip Rahman Sudrajat. (2021). *Organizational Behavior as a Concept and Analysis*. Bali: Nilacakra.
- Fathurrochman, I. (2021). *Organizational Behavior and Culture*. Adab Publisher.
- Fathurrochman, I. (2021). *Perilaku dan Budaya Organisasi*. Penerbit Adab.
- Hasan Basri. (2021). *Budaya Organisasi dan Kepemimpinan Kepala Sekolah Modern*. Sukabumi: CV Jejak.
- Hasan Basri. (2021). *Organizational Culture and Leadership of Modern School Principals*. Sukabumi: CV Jejak.
- Hidayah, N., & Utari, W. (2020). Pengaruh Budaya Organisasi, Kepemimpinan Situasional, dan Pola Komunikasi Terhadap Disiplin Kerja dan Kinerja Pegawai Negeri Sipil Dinas Perumahan, Kawasan Permukiman Dan Cipta Karya Kabupaten Bojonegoro. *Jurnal Mitra Manajemen*, 4(4), 664-678.
- Hidayat, R., Chandra, T., & Panjaitan, H. P. (2018). Pengaruh budaya organisasi, motivasi kerja, dan gaya kepemimpinan terhadap kepuasan kerja dan kinerja karyawan pada SPBU di kabupaten Rokan Hilir. *Kurs: Jurnal Akuntansi, Kewirausahaan Dan Bisnis*, 3(2), 142-155.

- Ismail Nawawi. (2015). *Budaya Organisasi Kepemimpinan dan Kinerja*. Jakarta: Prenadamedia Group.
- Kristin Juwita. (2021). *Perilaku Organisasi*. Malang: Literasi Nusantara. Robert Tua Siregar dkk. (2020). *Manajemen Bisnis*. Yayasan Kita Menulis.
- Kristin Juwita. (2021). *Organizational Behavior*. Malang: Nusantara Literacy.
- Kurniawan, A. (2018). *Metodologi Penelitian Pendidikan*. Bandung: RemajaRosdakarya.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukarman P, dkk. (2020). *Kepemimpinan Pendidikan Islam*. Bandung: Yayasan Darul Hikam. Suryadi, I., & Efendi, S. (2019). Pengaruh Motivasi Intrinsik, Kepuasan Kerja Dan Budaya Organisasi Terhadap Kinerja Pegawai Biro Kepegawaian Di Badan Kepegawaian Negara (Bkn) Jakarta. *Oikonomia: Jurnal Manajemen*, 14(2).
- Suryani, N. K., Se, M. M., & Ir John EHJ FoEh, I. P. U. (2019). *Manajemen Sumber Daya Manusia: Tinjauan Praktis Aplikatif*. Nilacakra.
- Sutoro, M., Mawardi, S., & Sugiarti, E. (2020). Pengaruh Kepemimpinan, Kompensasi, Budaya Organisasi, dan Kepuasan Kerja terhadap Kinerja Pegawai Negeri Sipil. *Scientific Journal Of Reflection: Economic, Accounting, Management and Business*, 3(4), 411-420.
- Sutrisno, H. E. (2019). *Budaya organisasi*. Jakarta: Prenada Media.
- Syafaruddin. (2019) *Kepemimpinan Pendidikan: Akuntabilitas Pimpinan Pendidikan pada Era Otonomi Daerah*. Depok: Rajawali Pers.
- Syahir, Syafrida Hafni. (2021). *Metodologi Penelitian*. Yogyakarta: Penerbit KBM.
- Syukur, A., Supriyono, E., & Suparwati, Y. K. (2019). Pengaruh kepemimpinan, komunikasi organisasi dan budaya organisasi terhadap kinerja pegawai Sekretariat DPRD Kabupaten Tegal. *Magisma: Jurnal Ilmiah Ekonomi dan Bisnis*, 7(2), 28-37.
- Wahyudi. (2021). *Budaya Organisasi: Sudut Pandang Teoritis dalam Membangun Nilai-Nilai Kerja*. Bekasi: PT Dewangga Energi Internasional.