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Building Organizational Culture: The Role of Supportive Leadership of School Principals

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Abstract

This research aimed to prove the existence or absence of the influence of supportive school principal leadership in building the school organizational culture in Papua Island. The method used was a quantitative method with a survey approach. The research respondents consisted of 52 teachers spread across the provinces on the island of Papua. The sampling technique used the snowball method. Data collection through questionnaires distributed to principals and teachers in various schools in Papua. Data were analyzed using statistical techniques to identify patterns, relationships, and influences among variables related to supportive leadership and organizational culture. The research results indicate that supportive leadership by school principals plays a significant role in shaping a positive organizational culture in schools on the island of Papua. Supportive and flexible principals are able to face the geographical and social challenges in Papua more effectively, thereby improving the quality of education and the welfare of the school community. This research suggests that educational policies in Papua should place greater emphasis on developing supportive leadership to achieve higher and more sustainable educational goals.

Introduction

Organizational culture is one of the important components that influence the performance and effectiveness of an educational institution. Organizational culture encompasses the values, norms, and practices implemented within an institution that shape the behavior and interactions among its members. Jerab & Mabrouk (2023) “Organizational culture refers to the shared values, beliefs, customs, behaviors, and norms that define the unique personality and identity of an organization. It represents the collective mindset of employees and shapes how they interact, make decisions, and work together.” Organizational culture refers to the values, beliefs, habits, behaviors, and norms that define the unique personality and identity of an organization. This represents the collective mindset of employees and shapes how they interact, make decisions, and work together. Organizational culture is a term that refers to a system of values embraced by members that distinguishes one organization from another (Judge, 2017).

A positive organizational culture in educational environments significantly enhances the motivation and work spirit of teachers and staff, which in turn fosters a conducive learning atmosphere for students. The presence of a

collaborative culture within informal subgroups of schools has been shown to positively influence teachers' affective commitment and job satisfaction, suggesting that these micro-cultures are more impactful than the broader school-level culture (Meredith et al., 2022). Furthermore, a collective teacher culture (CTC) characterized by supportive social relations, shared goals, and collective efficacy is strongly associated with increased teacher self-efficacy and engagement, which are crucial for fostering a positive work environment (Skaalvik & Skaalvik, 2023). The professional community within schools, which includes shared norms and collective responsibility, also plays a vital role in enhancing teacher engagement by providing organizational and social resources that boost personal resources like self-efficacy (Cai et al., 2022). Organizational justice, which involves fair treatment and recognition of teachers' contributions, further enhances organizational citizenship behavior (OCB), leading to improved employee performance and a more supportive work environment (Hermanto & Srimulyani, 2022).

Additionally, shared educational goals and values among teachers contribute to job satisfaction and reduce the motivation to leave the profession, mediated by psychological need satisfaction such as belonging and competence (Skaalvik & Skaalvik, 2023). Positive organizational values are essential for shaping professional identity and fostering a culture that supports professional growth and identity formation (Weldon et al., 2023). Teachers' motivation for professional learning is also driven by their commitment to students and the teaching profession, even in high-stakes accountability contexts, highlighting the importance of nurturing intrinsic motivations (Proudfoot & Boyd, 2022). Interventions based on positive psychology, such as character education training, have been effective in enhancing teachers' well-being, self-efficacy, and resilience, further contributing to a positive organizational culture (Álvarez et al., 2023). Collectively, these elements underscore the importance of a supportive and collaborative organizational culture in enhancing the motivation and work spirit of teachers and staff, ultimately benefiting the educational environment as a whole.

When students feel a culture that supports and values participation, they are more likely to actively contribute to class and extracurricular activities. An inclusive and supportive environment not only enhances student motivation and participation but also strengthens their self-confidence and learning outcomes. Research findings (Pratama & Ghofur, 2021) indicate that a supportive learning environment and student motivation significantly influence their learning outcomes. Thus, a strong and positive organizational culture not only influences teachers and staff but also directly enhances the quality of students' learning experiences, creating a healthy and productive educational community. An environment that values initiative, provides constructive feedback, and offers professional development opportunities can make teachers feel more empowered and motivated to improve their skills. Studies show that teachers who work in a positive work environment and organizational culture tend to have higher levels of motivation, and it impacts their performance (Syekh et al., 2024).

A good organizational culture can enhance teamwork, innovation, and communication among all members of the institution. Solid teamwork in an educational environment allows teachers to work together in creating integrated strategies to enhance student learning. The active involvement of all parties in building and maintaining a positive organizational culture also has a significant impact on the success of educational institutions. When all members feel ownership and responsibility for the institution's achievements, they tend to be more committed to contributing to the fullest (Geijsel et al., 2003). This not only includes involvement in daily activities such as

school administration or teaching and learning activities, but also in supporting school initiatives, participating in decision-making, and maintaining the sustainability of a positive culture.

An adaptive and inclusive organizational culture is pivotal for educational institutions undergoing curriculum or policy changes, as it facilitates effective collaboration among leaders and staff to adjust learning and assessment strategies in line with new goals. The interplay between organizational culture and curricular reform is evident in the context of surgical education, where the success of reforms like the Improving Surgical Training (IST) program is significantly influenced by the existing cultural dynamics within the institution (Shah et al., 2022). The engagement of academic staff in curriculum internationalization also highlights the importance of organizational context, where inadequate resource management and contextual tensions can hinder implementation, yet strong individual drivers can lead to achievements (Hende & Riezebos, 2023). Furthermore, the adaptability of educational institutions is enhanced by frameworks that emphasize filtering and local adaptation, allowing schools to respond effectively to external pressures such as accountability and diversity (Diehl, 2023). These insights underscore that the strength and quality of an educational institution's organizational culture are as critical as its curriculum and facilities in achieving educational goals.

An effective organizational culture can help educational institutions face various challenges and changes that occur. When educational institutions undergo curriculum or educational policy changes, an adaptive and inclusive organizational culture becomes crucial in facilitating the adjustment and implementation of those changes. An adaptive organizational culture enables leaders and staff members to collaborate effectively in adjusting learning and assessment strategies according to the new goals set. Thus, the success and effectiveness of educational institutions do not only depend on the quality of the curriculum and physical facilities, but also on the strength and quality of their organizational culture. A solid organizational culture, which encompasses values such as commitment to continuous learning and adaptation to change, provides a strong foundation for achieving educational goals.

Judge (2017) mentions five functions of culture within an organization. First, organizational culture differentiates one organization from another. Secondly, culture provides a sense of identity to its members. Third, culture helps members of the organization commit to important matters beyond their own interests. Fourth, culture helps create a stable social system because it is a social glue that helps unify the organization. Fifth, culture consists of feelings and control mechanisms that influence how people behave within the organization.

Listiani (2019) proposes six functions of organizational culture:

1. To define the goals and values towards which the organization should be directed and with which the success and value of the organization should be measured.
2. To establish the proper relationship between individuals and the organization, it specifies what the organization should be able to expect from its people, and vice versa.
3. To demonstrate how behavior should be controlled within an organization and what types of control are legitimate and illegitimate.
4. To describe which qualities and characteristics of behavior should be appreciated or misunderstood, and

how this should be rewarded or punished.

5. To show members how they should treat each other – competitively or collaboratively, honestly or dishonestly, closely or distantly.
6. To establish the appropriate method for addressing the external environment.

Quinn and Cameron (1999) in Alsaqqa and Akyürek (2021): Distinguishing organizational culture into four types, namely:

1. *Klan*. Clan culture is focused on controlling the environment through collaboration, engagement, and consensus, and is centered on internal issues. Flexibility and wisdom are prioritized over stability and control. With flexible and internally oriented characteristics, clan culture emphasizes commitment, loyalty, openness, morality, engagement, and teamwork.
2. *Adhocracy*. The culture of adhocracy is focused on external questions; its core values are innovation and risk-taking. Stability and power give way to flexibility and wisdom. With its flexible nature, adaptability, and external orientation, the adhocracy culture encourages people to be creative, proactive, and innovative.
3. *Market*. Market culture is based on the concept of stability and control, and external issues are more important than internal issues. The external environment (market) is considered a potential threat in this community, while benefits, threat detection, and competitive advantage are the main concerns. With characteristics that favor stability and control, the market culture emphasizes goal achievement, productivity, task completion, profit, and efficiency.
4. *Hierarchy*. Hierarchical culture is more prone to internal issues compared to external ones, while stability and power are preferred over flexibility and wisdom. This culture continues to function when the organizational climate is safe and uncomplicated, and productivity is the primary goal. Control, command, uniformity, and stability are characteristics of a hierarchical culture. Centralized decision-making is a developed value and its process involves centralized, procedural, and standardized measurements.

The principal is the highest leader in the school who plays an important role in building the organizational culture at the school he/she leads. The principal is not only responsible for the operational management of the school but also for shaping and maintaining a culture that reflects the values, norms, beliefs, and practices shared by all members of the school, including teachers, staff, and students. (Kompri, 2015) defines the principal as a person who has power and influence in the school, creating the school environment through their leadership. The principal needs to create a dynamic and adaptive organizational culture that is ready to face challenges and changes by fostering an environment that supports the development of school members.

Baswedan (2015) describes leadership as the mental ability to provide inspiration and encouragement to others, to direct, organize, and supervise others to carry out tasks. Leadership is the way a person acts to influence others to work together to achieve goals, Tead in (Ranjabar, 2021). Baswedan (2015) explains educational leadership as someone who performs the function of educational leadership because they possess advantages in themselves and their personality, which have the ability to influence, invite, direct, encourage, mobilize, and coordinate other

educational members to improve and enhance the quality of teaching education. From the understanding of experts, it can be concluded that leadership is the ability to influence and inspire others towards a common goal, with a focus on guidance, direction, and coordination. In the context of education, effective leadership requires a deep understanding of the dynamics of schools as organizations, as well as the skills to improve the quality of education.

Hersey and Blanchard in Baswedan (2015) state that leadership style is a pattern of behavior exhibited by a leader in their efforts to influence the activities of those being led based on the perspective of the led. According to Blanchard (Kompri, 2015), there are four leadership styles influenced by how a leader gives orders and assists their subordinates. The four leadership styles are:

1. *Directing*. When we face a difficult task and our staff lack the experience or motivation to complete it, directing is the appropriate style. or in cases where you are forced to complete the task quickly. We tell you what to do and what is needed. In situations like this, excessive conversation usually occurs, which can lead to confusion and wasted time. Leaders provide subordinates with procedures and standards in the decision-making process. The details that have been worked on must be adjusted to the implementation in the field.
2. *Coaching*. Coaching means that leaders not only provide details of processes and rules to subordinates but also explain why a decision was made, support the development process, and accept various inputs from their subordinates. Coaching is the appropriate leadership style when staff are motivated and experienced in facing a task. Leaders need to give them the opportunity to understand their tasks by taking the time to build good relationships and communication with them.
3. *Supporting*. Supporting is a leadership style that provides support and helps subordinates in completing tasks. In this case, the leader does not provide detailed instructions, but subordinates take part in the decision-making process and share responsibility. If employees are familiar with the required techniques and have built a closer relationship with you, this style will be successful. In situations like this, we must take the time to discuss these issues, to involve them more in work decision-making, and to listen to their suggestions on how to improve performance. This leadership style emphasizes the importance of creating a positive work environment where team members feel heard, valued, and supported so that they can reach their best levels.

In the context of education, supportive leadership can help create a school atmosphere conducive to learning and collaboration. For example, a supportive principal will encourage open communication between teachers, students, and staff, as well as provide the moral and professional support needed to face daily challenges. This support can take the form of providing adequate facilities, professional training and development, as well as recognition of individual achievements and contributions.

Supportive leaders also function as facilitators who remove obstacles and provide the necessary resources for team members to achieve common goals. They not only motivate through words but also through concrete actions that demonstrate their commitment to the well-being and success of the team. Thus, supportive leadership not only enhances job satisfaction and the emotional well-being of subordinates but can also improve the overall

productivity and effectiveness of the organization.

4. *Delegating*. Delegation is a leadership method where a leader gives full authority and responsibility to their subordinates. This method works well if our staff fully understands and excels in their work, allowing us to let them carry out tasks or jobs with their own initiative and abilities.

Handoko in (Handayani et al., 2021) proposed four leadership styles used by school principals: directive, supportive, participative, and achievement-oriented, or known as the Path-Goal theory. A leader's attitude towards their subordinates greatly influences how they behave as leaders, especially regarding the relationship between the leader's expectations and the subordinates' work outcomes. Therefore, a leader's attitude towards their subordinates and the way they treat them will greatly determine the progress of the institution they lead. Characteristics of supportive leadership involve several important aspects that focus on the well-being and development of team members. Campbell (2023) outlines several key characteristics of supportive leadership:

1. *Empathy and Understanding*. Supportive leaders listen to and understand the needs and concerns of team members. They show concern for individual well-being, creating a supportive and safe work environment for employees to express their feelings.
2. *A Good Listener*. Supportive leaders actively listen to their team members. They give undivided attention, ask relevant questions, and strive to understand before responding. Through good listening, supportive leaders not only gather important information but also make their employees feel heard and understood.
3. *Effective Communication*. Communication is very important to support leadership. These leaders communicate clearly, transparently, and consistently with their team members. They provide regular updates, share information, and ensure that employees understand expectations and goals. Through effective communication, supportive leaders foster trust and build strong relationships with their teams.
4. *Empower and Trust*. Supportive leaders empower their team members by delegating tasks and responsibilities and trusting them to deliver results. They provide the necessary resources and support, while also giving employees the autonomy to make decisions. This ability promotes accountability, ownership, and professional growth.
5. *Training and Development*. Supportive leaders are committed to the growth and development of their employees. They provide training, mentoring, and guidance to help their team members reach their full potential. These leaders identify strengths, nurture talents, and provide constructive feedback to support continuous improvement.
6. *Recognition and Appreciation*. Supportive leaders understand the importance of recognizing and appreciating their employees' contributions. They acknowledge and celebrate achievements, both big and small. By showing gratitude and recognition, these leaders motivate their team members and create a positive and encouraging environment.
7. *Flexibility and Adaptability*. In a supportive leadership style, leaders are flexible and adaptable. They understand that work and personal situations can vary for employees. These leaders meet individual needs, promote work-life balance, and offer flexibility when possible. This flexible approach builds loyalty and helps retain top talent.

The island of Papua, with its complex geographical and social challenges, demands a unique and adaptive leadership approach. The geography of Papua, consisting of mountains, dense forests, and remote areas, makes access to education and resources difficult. This condition demands educational leaders in Papua to develop creative and flexible strategies to reach all communities, including those in remote areas.

In addition to geographical challenges, Papua also has significant social diversity with various ethnicities and cultures. Adaptive and sensitive leadership to this diversity is necessary to create an inclusive educational environment that appreciates cultural differences. Leaders must be able to adjust their approaches to the specific needs of various community groups in Papua, such as by integrating local cultural values into the school organization's culture, curriculum, and teaching methods. Effective educational leadership in Papua must have the ability to innovate and collaborate with various stakeholders, including the government, local communities, and non-governmental organizations, to create sustainable and inclusive solutions. Based on the description above, the supportive leadership of the principal plays a significant role in creating, maintaining, and developing organizational culture. Therefore, the researcher is interested in conducting a study on "Supportive Leadership of School Principals in Building Organizational Culture in Papua."

Method

This research uses a quantitative design with a survey approach. The quantitative method focuses on the collection and analysis of numerical data that can be statistically measured. This approach allows researchers to obtain a comprehensive picture of the phenomenon being studied and to identify patterns, relationships, trends, and influences among variables. (Sugiyono, 2016) explains that the quantitative method uses a survey approach to measure existing variables and analyze the data obtained using statistical techniques. This approach is effective in providing an overview and identifying relationships between variables in a large population. (Creswell, 2014) emphasizes the importance of the survey approach in quantitative research to collect data that can be analyzed through statistics and used to test theories or hypotheses. The sampling technique used is the snowball technique. The respondents in this study are teachers from kindergarten to high school level, both private and public schools, in the provinces of Papua, West Papua, Southwest Papua, and South Papua. Based on the snowball technique, the sample obtained consisted of 52 respondents. Data collection was conducted using an online questionnaire in the form of a Google Form.

Data Analysis

There are two variables studied in this research, the independent variable being the supportive leadership of the principal (X) and the dependent variable being organizational culture (Y). Data were analyzed using classical assumption tests, including normality test, heteroscedasticity test, and autocorrelation test. Continued with classical assumption tests, statistical analysis using parametric statistics. This includes correlation tests using the Pearson product-moment test to determine the relationship between variable X and variable Y, and simple linear regression tests to determine the effect of variable X on variable Y. Data analysis was conducted using the SPSS 22.0 statistical program.

Results and Discussion

Normality Test

The normality test is the initial step taken to determine whether the obtained data follows a normal distribution or not. The table below shows the results of the normality test for this research variable.

Table 1. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		52
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.53934564
Most Extreme Differences	Absolute	.099
	Positive	.099
	Negative	-.080
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the table above, the one-sample Kolmogorov-Smirnov test yielded an asymp. Sig. (2-tailed) value of $0.200 > 0.05$, so it can be concluded that the data is normally distributed.

Heteroscedasticity Test

The heteroscedasticity test is used to analyze whether there is a variance inequality in the residuals of a regression model. A good regression model is one that does not exhibit signs of heteroskedasticity. The results of the heteroscedasticity test can be seen in the table.

Table 2. Heteroskedasticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.057	.573		3.589	.001
	Transform_Mean_Kepemimpinan	-.052	.116	-.064	-.454	.652

a. Dependent Variable: ABS_RES

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.641	.644		2.547	.014
	Transform_Budaya_Total	.026	.085	.043	.303	.763

a. Dependent Variable: ABS_RES

The results of the Glejser heteroskedasticity test in Table 2 show that the supportive leadership and organizational culture variables have significance values > 0.05 . Thus, it can be concluded that all variables are free from heteroscedasticity symptoms.

Autocorrelation Test

The autocorrelation test is used to examine the presence or absence of correlation (relationship) between residuals (prediction errors) in a regression model. The table below shows the results of the autocorrelation test.

Table 3. Results of the Autocorrelation Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.493 ^a	.243	.228	2.56461	2.406

a. Predictors: (Constant), Transform_Mean_Kepemimpinan

b. Dependent Variable: Transform_Budaya_Total

Based on the results of the Durbin-Watson autocorrelation test, the values obtained are $DU < DW < 4-DU = (1.5917 < 2.406 < 2.4083)$, so it can be concluded that there is no autocorrelation symptom in the data.

Test for Data Linearity

The linearity test is a test used to determine whether the relationship between the independent variable and the dependent variable in a regression model is linear. The results of the linearity test of the data are presented in the table.

Table 4. Data Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Skor_Budaya_Organisasi * Skor_Kepemimpinan_Su portif	Between Groups	(Combined)	245.375	24	10.224	1.460	.170
		Linearity	105.642	1	105.642	15.081	.001
		Deviation from Linearity	139.733	23	6.075	.867	.633
	Within Groups		189.129	27	7.005		
	Total		434.504	51			

Based on the results of the linearity test, a linearity value of $0.001 < 0.05$ was obtained, so it can be concluded that the linearity test has been met.

Correlation Test

Correlation test to measure and evaluate the strength and direction of the relationship between two numerical variables. Correlation provides information about the extent to which two variables are related to each other. A

high correlation indicates that two variables tend to move together in a certain pattern, while a low correlation indicates a weaker relationship.

Testing criteria:

1. If the sig. (2-tailed) value < 0.05 , then it can be concluded that there is a significant relationship.
2. If the sig. value (2-tailed) > 0.05 , then it can be concluded that there is no significant relationship.

Here are the correlation results using the Pearson Product Moment test.

Table 5. Correlation Test Results

Correlations		Kepemimpinan _Supportif	Budaya_Organi sasi
Kepemimpinan_Supportif	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	52	52
Budaya_Organisasi	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	52	52

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Pearson Product Moment correlation test, a sig. (2-tailed) value of < 0.05 was obtained, concluding that there is a significant relationship between the supportive leadership of the principal and organizational culture. With a correlation level of 0.585 in a positive direction. Therefore, if the supportive leadership of the principal increases, the organizational culture will also improve, and vice versa.

Linear Regression Test

The linear regression method is used to simulate the relationship between one dependent variable and one or more independent variables (see Table 6).

Table 6. Results of Simple Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.228	2.56461

a. Predictors: (Constant), Skor_Kepemimpinan_Suportif

Regression analysis is used to determine whether the independent variable (supportive principal leadership style) affects the dependent variable (organizational culture). One independent variable and one dependent variable are used in this study. A simple linear regression model is used to test and generate a linear equation that can be used to predict the value of the dependent variable based on the value of the independent variable. Furthermore, the

linear regression test shows how significant the relationship between variables is and how well the model explains the variability in the data. Here are the results of the simple linear regression test. It is known that the R square value is 0.243, thus concluding that the contribution of the principal's supportive leadership style to the organizational culture is 24.3%.

Table 7. Analysis of t-test output (Hypothesis test)

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.011	.833		4.816	.000
	Skor_Kepemimpinan_Suportif	.673	.168	.493	4.008	.000

a. Dependent Variable: Skor_Budaya_Organisasi

It is known that the significance value of the supportive principal leadership style variable is $0.000 < 0.05$, thus it is concluded that the supportive principal leadership style variable significantly affects the organizational culture variable in Papua Island. The obtained regression equation is:

$$Y = C + B \cdot X = \text{Organizational Culture} = 4.011 + 0.673 \cdot \text{Supportive Leadership Style of the Principal}$$

$$4.011 + 0.673$$

The obtained constant value of 4.011 can be interpreted that if the variable of the principal's supportive leadership style is valued at 0 (constant), then the variable of organizational culture is valued at 4.011. The regression coefficient value of the supportive leadership style variable of the school principal is positive (+) at 0.673, which means that if the supportive leadership style of the school principal in Papua Island increases, the school organizational culture in Papua Island will also increase, and vice versa.

The calculations derived from the analysis above are used to address the objectives of this research. The findings of this research are interesting to discuss, based on the results of the hypothesis testing conducted. The research results show that the supportive leadership style of the principal significantly affects the school organizational culture in Papua Island. The coefficient of determination (R square) value is 0.243. This indicates that the school organizational culture in Papua is influenced by the supportive leadership style of the principal by 24.3%.

Discussion: The Influence of Supportive Leadership Style of School Principals on Organizational Culture in Papua Island

The research results show that there is a positive and significant influence of the supportive leadership style of the school principal on the school organizational culture in Papua Island. This is evidenced by the regression coefficient value which has a positive direction and a t-count value $> t\text{-table}$ and a significance value < 0.05 . Thus, the first hypothesis in this study is accepted. According to Thoha (2019), leadership style is a habitual behavior used by someone to try to visually influence the behavior of others. Therefore, perceptions must be aligned

between those who influence the behavior of others and those who are influenced. According to Mulyasa (2019), school principal leadership is very important for driving school management to develop in accordance with societal demands and the times, especially in terms of advancements in science, technology, culture, and the arts. They are responsible for achieving educational goals effectively, efficiently, productively, and accountably. According to research (Muslim et al., 2020), school leadership includes communication, motivation, decision-making, and power.

The principal is the key to creating a dynamic organizational culture and school environment that is responsive to change. The principal must actively direct and shape the school's organizational culture, instilling core values, norms, and behaviors that underlie the school's culture, such as integrity, cooperation, innovation, and commitment to the quality of education. These values need to be internalized by all members of the school community, including teachers, students, and staff. House and Mitchell (1975) in Dayanti et al., (2022) define supportive leadership as a style of leadership characterized by a leader who is friendly and accessible, showing concern for the conditions, well-being, and needs of their followers. In this case, leaders often do small things that show their followers' work is highly valued. In addition, supportive leaders also treat their followers equally. In other words, leaders strive to provide support and attention to all followers without any distinction. Supportive leadership is a leadership style where a leader shows great attention and support towards the needs, well-being, and development of individuals within a team or organization. Supportive leaders focus on creating a positive work environment and paying attention to the emotional aspects and motivation of team members. Lin and Ling (2021) state that supportive leadership is a leadership style that provides full support for followers' work, appreciation, and emotional attention. Furthermore, supportive leadership is conceptualized with two dimensions, namely personal support and price support, and enabling work support. Personal support and appreciation are demonstrated by the leader's concern and appreciation for followers' interests and recognition of followers' contributions to the organization. Meanwhile, enabling work support is demonstrated by motivating followers to work independently, communicating openly, and guiding and assisting followers in completing their tasks.

Leadership within an organization can impact the company culture in various ways. To improve overall employee performance, leaders must adjust their leadership style to the circumstances and needs of the company. They must do this by building an office culture that encourages creativity, engagement, and cooperation. Good leadership creates a good office culture, which in turn affects employee performance (Cahyati et al., 2024). This is in line with the research conducted by (Harahap et al., 2023) which found that organizational culture and school leadership have a positive and significant impact on teacher performance at SMKN 1 Sei Kanan. Additionally, another study (Handayani et al., 2021) found that the principal's leadership style and organizational culture have the same impact on teacher performance in Muara Padang District. Eldridge and Crombie (1974) in Brown (1998) state that organizational culture refers to the unique configuration of norms, values, beliefs, behaviors, and so on that characterize the way groups and individuals come together to get things done. The failure of certain organizations is closely related to their history and the effects of past decision-making and past leaders. This is manifested in the habits, customs, and ideologies followed by the members, as well as in the strategic choices made by the organization as a whole.

Organizational culture is formed from various norms and values that are highly upheld by its members. Norms are expected behavioral rules, while values reflect the fundamental principles deemed important by the organization. Beliefs are basic assumptions held by members regarding the most effective way of working and the goals they want to achieve. All these elements work together to create a unique work environment that is different from other organizations. In addition, organizational culture is also reflected in the daily behavior of its members. This includes how they interact with each other, how decisions are made, and how problems are solved. This behavior is often guided by the norms and values embraced by its members. For example, in a highly collaborative culture, members may be more inclined to work in teams and share information openly.

Organizational culture also influences and is influenced by the strategic choices made by the organization. These decisions reflect the values and beliefs held by the organization and can determine its long-term direction. Organizational culture is the result of various factors working together to shape the way groups and individuals collaborate. Adilla et al., (2023) provide principles for developing organizational culture in schools, namely:

1. Focus on the school's vision, mission, and goals. The development of culture in schools must always align with the school's vision, mission, and goals.
2. Improving formal and informal communication. Communication is important for school coordination and conveying the message about the significance of school culture to the institution.
3. Taking risks and being creative. Taking risks and being creative are part of the company culture. Every cultural change in the school carries risks, especially for those who are just starting out.
4. Having a clear action plan. Strategies and programs must be designed to support the growth of school culture. The strategy must include the means that will be used, and the program must include the operational activities that will be carried out.
5. There must be a clear commitment. The school culture development program depends on the commitment of the leaders and members of the school.

Conclusion

Supportive leadership by school principals has a significant and positive impact on the organizational culture in schools on the island of Papua. Principals who adopt a supportive leadership style are able to create an environment conducive to the development of an inclusive and adaptive organizational culture. With a flexible and supportive approach, school principals can overcome the geographical and social challenges present in Papua, thereby improving the quality of education and the welfare of the school community. It is important for educational policies in Papua to place greater emphasis on the development of supportive leadership among school principals. This is expected to create a more adaptive and responsive educational environment to local needs, as well as support the achievement of higher and more sustainable educational goals.

This research makes a significant contribution to the literature on educational leadership and organizational culture, particularly in the context of regions with unique challenges such as Papua. These findings can also serve as a basis for the development of more effective training programs and policies to support school principals in Papua.

Research Limitations

This study has several limitations that need to be acknowledged. First, the sample size was small and limited to schools in the Papua region, which may not fully represent all schools in Indonesia or even all schools on Papua Island. Second, the study focused solely on teachers' perceptions, without including perspectives from students, parents, or other educational stakeholders beyond school principals, which could have enriched the findings.

Recommendations

Future studies may expand upon these findings by utilizing larger and more diverse samples from various regions across Indonesia to enhance the generalizability of the results. Longitudinal research is also recommended to gain a deeper understanding of the long-term effects of supportive leadership on organizational culture. Additionally, future research could incorporate qualitative methods, such as interviews or focus group discussions (FGDs), to explore more in-depth insights into how supportive leadership is perceived by various school stakeholders.

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