

The Influence of Leadership, Work Culture, and Performance Assessment in Improving the Quality of Education: A Literature Review of SLR

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ABSTRACT

Leadership is an important element in supporting improving the quality of education. This research aims to identify the Influence of Leadership, Work Culture, and Performance Assessment in Improving the Quality of Education. The method used in this study is Systematic Literature Review (SLR) which is taken from articles published in 2020 to 2024 by collecting and analyzing journals related to keywords. The results of this study show that leadership, work culture, and performance assessment have a significant role in improving the quality of education. In education Effective leadership can motivate teachers and staff, a positive work culture encourages a sense of community, which both ensures understanding and involvement of all parties, while performance appraisals help identify strengths and areas for improvement and of course this can affect the quality of education. The leadership of the principal is essentially a principal who understands and masters managerial and effective leadership abilities as acronymized as the principal as a leader (educator, manager, administrator, supervisor, leader, innovator, and motivator). However, it is still a general problem that educational institutions experience several obstacles in improving the quality of education. The purpose of this study is to describe the literature in general, analyze the themes studied in several articles, and classify the limitations of the research and look for future research opportunities The combination of effective leadership, positive work culture, strategic communication, and continuous performance appraisal is the main foundation in improving the quality of education. This research makes a significant contribution to Digital Literature on leadership, work culture, and assessment of educational quality performance.



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INTRODUCTION

The movement of all activities in the school through the conceptual ability that leaders have in developing the school. Through social skills, he moves, nurtures, and gives a sense of security and comfort to those under his leadership as well as people outside the school who are interested. Technical skills, describing how to do work with their partners. Communicate effectively about plans, implementation, and work results. Seeking the formation of group cooperation and leaders must have a commitment, namely a strong intention to carry out the duties and obligations they carry. Leadership will demonstrate a commitment to be able to direct the organization towards a specific goal (Atozanolo Lahagu & Dylmoon Hidayat, 2023). Leadership in educational organizations holds a central role in determining the direction, culture, and performance of institutions (Purwoko et al., 2022). In the context of education that is increasingly dynamic due to social, technological, and economic changes, innovative leadership approaches are the main need. Transformational leadership has proven effective in dealing with this complexity by empowering individuals, creating a shared vision, and building open communication (Silahusada et al., 2022). By understanding and evaluating the influence of transformational leadership, key elements can be identified that support improving the performance of educational organizations, creating a conducive environment for learning, and increasing the motivation and commitment of all members of educational organizations (Akib & Taufik, 2021).

The principal is a leader at the school level who moves all activities in the school environment. The principal is the main figure in improving the quality of education at school with the help of all school residents. Making changes, commitment, strategies, and motivation are a must that a school principal must have to be able to improve the quality of education at school. The leadership of the principal is able to provide an overview of the school. Research proves that the leadership of school principals in improving the quality of education, a leader has a standard of competence that must be possessed. Competency standards are personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. In leadership, school principals play a very important role in realizing the vision of education, especially in the context of policy implementation. This policy aims to create a learning process that is more flexible, innovative, and focused on the individual needs of students (Daga, 2021). However, its implementation faces various challenges, such as a lack of understanding and awareness at the school level, as well as the need to adapt to the new curriculum (Mustaghfiroh, 2020). A leader must have a strong commitment and deep moral character, which can inspire members of the school community to work together to achieve the goals that have been set (Sanders, 2017).

Furthermore, culture is believed to be an enabler in increasing daytime excellence in higher education, assuming that one of the determining factors for the success of higher education can be seen from its culture (Banerjee, 2014). In general, organizational culture has a significant influence on the quality of higher education (Jamali, Bhutto, Khaskhely, & Sethar, 2022). It is empirical evidence that strengthening values in building organizational culture makes it easier for organizations to achieve the set goals. It can be seen that the higher the organizational culture in the organization, the better the quality

of employee performance in business entities. Authoritarian organizational culture further increases the effect of STARA (Smart Technologyonology, Artificial Intelligence Robotics and Algorithms) on awareness of perceived job security (Lingmont & Alexiou, 2020). The internal control system is a process to achieve organizational goals through the stages of planning, coordination, communication, evaluation, decision-making and influencing subordinates (Anthony & Govindrajan, 2002).

Work culture is also said to play a role that is very synonymous with the results of something that serves or products of an organization (McLaughlin, 2018; Sadikin, et al., 2024). The approach, design, and implementation of a realistic work culture by the boss can ensure the quality of the products or services produced by the employees (Balay & Pek, 2010). A positive school culture should be used as an important tool to produce a caring environment, achieve school goals and improve student achievement (Saani, Opore & Yarquah, 2014) and realize high job satisfaction among teachers (Ismail, Ab Hamid & Badlishah, 2021). One of the factors that hinders school achievement is school culture. This fact shows that school culture is an important domain in educational reform to improve the quality of state education. The aspect that distinguishes an educational institution such as a school is the element of school culture which is said to determine the effectiveness of the school. Culture is shaped by its citizens, so culture can change and the influential individuals to shape the school culture are the leadership of the school itself (Saani, Opore & Yarquah, 2014).

In every human being, there are different talents and potentials. Considering that this is very important in assessing teacher performance, the principal assesses teacher performance. In order to be able to find out the potential of teachers and be able to give directions to all staff and teachers so that they can increase their potential. The results of the Teacher Performance Assessment can be used to compile teacher performance profiles as input in the preparation of the Continuous Professional Development (PKB) program. The results of the Teacher Performance Assessment are also the basis for determining the acquisition of teacher credit scores in the context of teacher career development as mandated in the Regulation of the Minister of Agriculture-PAN and RB Number 16 of 2009 concerning Teachers' Functional Positions and Credit Scores. If all of this can be implemented properly and objectively, then the government's goal to produce intelligent, comprehensive and highly competitive human beings will be realized faster. The results of the Teacher Performance Assessment can later be used to determine the credit score assessment and also used to compile teacher performance profiles in compiling the Sustainable Professional Program (PKB). Teacher Performance Assessment is carried out to ensure a quality learning process at all levels of education. The existence of this Teacher Performance Assessment does not mean that it will make it difficult for teachers, but the Teacher Performance Assessment is carried out to create professional teachers who can make a real contribution to improving the quality of education in Indonesia.

The system of assessment that has the purpose of finding out the ability of teachers to carry out their duties by measuring their skills and competencies that have been mastered is the meaning of the teacher performance evaluation system (Munawir et al.,

2023). Performance appraisal (performance assessment) is a form of authentic assessment (Nurhaifa et al., 2020). According to NSTA 2002 in (Muslich 2011, p. 124) performance assessment is defined as a systematic and direct observation of the actual performance/performance/actions of students (including processes/products) and the assessment is based on performance criteria that have been determined in advance.

The quality of education is now a challenge in the world of education, because in order to improve the quality of schools, efforts must be made related to improving the quality of schools (Firdianti, 2018). Several efforts have been made to improve the quality of national education, especially the quality of schools, including through various trainings and improving the quality of teachers, the procurement of books and learning tools, and the improvement of educational facilities and infrastructure at various elementary and tertiary levels (Tanjung, Supriani, Mayasari, & Arifudin, 2022). These efforts, if examined, will all lead to how the learning process can run smoothly and well. Good quality of education is one of the usual ways to advance the learning process. Advancing the learning process means optimizing all kinds of components related to the process (Pane, Puri, Siregar, Sinaga, & Rahman, 2022). Where learning activities involve many components. This component comes from school input, which is then processed through learning activities so that it produces outputs including student achievement (Triwiyanto, 2022). Although the contribution of transformational leadership to improving the performance of educational organizations has been recognized, there is still room for further exploration, especially in relation to local cultural adaptation and the use of digital technology as part of leadership strategies (Haryanto et al., 2021).

One of the most serious problems in education in our country today is the low quality of education in various types and levels of education in various fields. According to the Ministry of National Education, the main problems of education quality in Indonesia include academic and non-academic fields. Organizational culture is considered very influential in efforts to improve the quality of education, considering that the level of education quality is highly determined by the behavior of the employees themselves (Saputra et al., 2020). Therefore, this study aims to explore the relationship between leadership, work culture, communication, and performance assessment in improving the quality of education holistically, providing relevant new insights in educational literature and practice. The purpose of the study is clearly stated, the gap in the literature is well-established, and research questions are generated accordingly. The context of the study is elaborated to provide in-depth understanding about the setting.

Literature Review

1. 1 Leadership

Leadership is the ability that a person has to influence others to work to achieve goals and objectives. His leadership pattern will be very influential and even very decisive on the progress of the school. Therefore, in modern education, the leadership of school principals needs to receive serious attention. Leadership is an effort to influence a person or group towards the achievement of a goal in a certain situation (Said, 2018; Sofyan, et al., 2025). In this case, leadership is able to influence and move others to achieve common goals (Ekosiswoyo, 2007). Then, Munroe (2005) writes that leadership here is

not just fulfilling the list of goals achieved but finding interesting life goals so that they can achieve these goals. True leadership can be found in people who are willing to sacrifice so that it has an impact on the obedience of the person led (Sanders, 2017). According to Utaminingsih (2014), a leader must be able to coordinate the people who are led to jointly achieve the goals that have been made.

Leaders will also help others to realize their role as stewards and live in God's love (Burke, 2014). This shows that leadership has a role in serving subordinates in improving their abilities. Servant leadership is also described by Sanders (2017), namely serving, disciplining, and taking responsibility. Thus, commitment, responsibility, and consistency are important in responding to the trust that God has given in exercising servant leadership. Leadership means using influence to motivate employees to achieve organizational goals. Leadership means creating shared values and culture, communicating goals to employees throughout the organization, in injecting the spirit to show the highest performance to employees (Daft, 2010). In line with research (Khanal et al., 2016) school principals are key players for organizational change and have a more indirect and less direct influence on student and teacher achievement.

1. 2 Work Culture

Culture is the fundamental determinant of a person's desires and behaviors (Kotler, 2012). Organizational culture and organizational effectiveness have a very close relationship. So that the two cannot be separated from the life of the organization in order to achieve its goals. Each member of the organization may come from various ethnic groups with different customs backgrounds, but all of them have an organizational culture that distinguishes their organization from other organizations (Tjiharjadi, 2007). The culture conveys to employees how a member should behave if he or she knows the organization's goals, the benefits to him, and the organization's way of achieving his or her goals, Robbins (2008). Schein (2010), defines culture as a pattern of common basic assumptions that certain groups learn to overcome problems of external adaptation and internal integration. The five factors that affect work culture are employee responsibility, innovation, results- oriented, knowledge and work system. These factors will directly affect the work culture of employees in a company or organization.

This is in accordance with research conducted ((Ali et al., 2018)) stating that work culture has a significant effect on employee performance. The application of culture in an organization, employees in carrying out work activities can have an influence on improving employee performance, as evidenced when the company conducts briefings and evaluation meetings in order to improve the professionalism and integrity of employees, and triggers the latest innovations and builds a teamwork network to support the achievement of common goals (Haqq, 2018; Pratama, et al., 2021). Some of the variables that have been tested include the influence of organizational culture on work motivation, job satisfaction and the work environment have a significant influence, meaning that if the implementation of organizational culture in a company is good, it will increase work motivation and employee satisfaction and will create a good work environment, based on research conducted by (Pranitasari, 2020).

1. 3 Performance Appraisal

Based on the opinion of Mustafa Iberahim (2016) explained that the results of teacher performance assessments can be managed into a stipulation related to improving the professionalism and competence possessed by teachers as a guide to the implementation process of education so that they are able to create comprehensive, intelligent and highly competitive individuals. Teacher performance assessment is the foundation or basis for knowing the elements that must be present in performance used as a means to further weaknesses or strengths that each individual has with the target of improving the quality of his performance (Andriyuan, 2018). Teacher performance assessment is important to be applied in madrasas or schools, because this activity makes it easier for certain parties to see how far they have reached the goals that have been prepared previously. An employee's performance is a series of abilities, efforts and opportunities that can be measured from the results of his work. Performance is a record of outcomes obtained from employee functions with certain criteria or can be interpreted as an activity carried out within a certain period of time. Employee performance is the level at which employees have achieved the criteria for job requirements (Susilowati et al., 2018) (Son & Faisal, 2017).

Performance is also the effort and effort shown or highlighted by an employee in carrying out an activity, duties and responsibilities so that optimal results are obtained from his efforts (Kurniati et al., 2018; Ismayanti, et al., 2020). Another opinion conveys that good or bad performance is not only measured by the level of quantity, in this case a lot of work is done but also measured by the quality achieved in carrying out their duties (Yusrizal, 2017). Employee performance assessment is an evaluation process carried out by an institution with provisions or criteria that have been set for the duties of an employee (Ruskan, 2017). Performance assessment is carried out in a structured and systematic manner on the display that can be seen from the employee's performance as well as on the level of potential performance of the employee in an effort to always develop himself (Novita & Yulianti, 2020).

1. 4 Quality Of Education

Management in an effort to improve the quality of schools is carried out in the following stages, namely planning, organizing, implementing, and evaluating. In accordance with what was formulated by Hasibuan (in Kompri, 2015), the management function is divided into planning, organizing, directing, and controlling. The quality of education is generally understood as a combination of inputs to the system, educational process and output (Arcaro 2005). In this conception, all aspects are interrelated and influence each other either in each aspect or in all three as a whole (Rusman, 2009). Improving the quality of education is a matter of globalization. Like it or not, education must advance so that it does not fall behind and be run over by the times. Improving the quality of education must also be the main consideration because otherwise, this society or nation will be left behind in any field by other nations. For example, in the field of development, the success of the development of a society, seen from economic indicators, is also determined by the quality of its human resources, not by the wealth of

natural resources. Quality human resources do not just exist, but must go through an educational process, which must also be of high quality (Siahaan et al., 2023; Wasni, et al., 2024).

The quality of education is now a challenge in the world of education, because in order to improve the quality of schools, efforts must be made related to improving the quality of schools (Firdianti, 2018). Good quality of education is one of the usual ways to advance the learning process. Advancing the learning process means optimizing all kinds of components related to the process (Pane, Puri, Siregar, Sinaga, & Rahman, 2022). Where learning activities involve many components. This component comes from school input, which is then processed through learning activities so that it produces outputs including student achievement (Triwiyanto, 2022).

METHODS

This study uses a systematic literature review (SLR) method that discusses leadership, work culture and performance assessment in improving the quality of education: a literature review (SLR). Kitchenham and Charters (2007) in Luluk Latifah and Iskandar Ritonga (2020:66) define Systematic Literature Review (SLR) as the process of identifying, assessing, and interpreting all available research evidence with the aim of providing answers to specific research questions. The data source used in this study is a secondary data source, where the data obtained through Google Scholar, Google and delay which is used to search for relevant journals, the data or information obtained is then compiled based on the purpose of writing so that it can be accounted for. The results of the discussion and conclusion in this article are the results of analysis from various relevant scientific sources to discuss the influence of leadership, work culture and work assessment in improving the quality of education.

Strategy Search

The search was carried out comprehensively on December 4, 2024. The search was limited to studies published in journals between 2020 and 2024. To ensure thorough coverage, the reference list of selected articles is also manually reviewed and subsequently the articles are filtered based on access criteria, year, content type and abstract analysis. This process resulted in a total of 24 articles then filtered based on topic feasibility which was reduced to 14 articles.

Table 1. Article Filtering

Phase	Number of Articles	Information
Open results	208	From goggle scolar
Articles of the last six months	35	Filtered by publication time
Reference filtering	24	Articles selected based on relevance
Abstract Reference	4	References to abstracts
References taken and reviewed	14	Thoroughly reviewed articles

FINDINGS AND DISCUSSION

Findings

The results that have been selected answer the formulation of problems about the influence of leadership, work culture and performance assessment in improving the quality of education; a review of the SLR literature as follows:

Table 2. The influence of leadership, work culture and performance assessment in improving the quality of education; a review of the SLR literature

Author's Name	Journal Name	Article Name	Year	Method	Key Findings
Lamirin, Santoso, J., & Selwen	Kanderan g Tingang Scientific Journal	Transformational Leadership Strategies Towards Improving the Performance of Educational Organizations	2023	Descriptive and Qualitative	Transformational leadership has a significant role in improving Performance of Educational Organizations
Khuliyati, K	Ecobuss Scientific Journal	Leadership Strategy of Madrasah Heads in Improving Teacher Performance	2022	Approach Qualitative Case Studies	The presence of a principal's strategy that can condition, supervise, assess, and evaluate the program when used can effectively improve teacher performance.
Sobian, P	Scientific Publications	Leadership strategies in improving performance.	2023	Qualitative Descriptive	Assigning tasks and responsibilities to subordinates through a participatory and delegative approach is a leader's strategy to improve employee performance.
Palupi, E., Lian, B., & Sari, A. P.	Light of Education	Principal's Leadership Strategy in Improving Teacher Quality	2021	Qualitative Case Studies	A strong principal leadership strategy is needed to improve the quality of teachers.
Saude, Hairuddin Cikka, & Zaifullah	Al-Mutsla	Principal's Leadership Strategy in Optimizing Teacher Performance	2020	Qualitative	Principal Leadership The Optimal, Improving the Quality of Teachers
Munawir, M., Yasmin, A., & Wadud, A. J.	Scientific Journal of the Education Profession	Understanding Teacher Performance Assessments	2023	Qualitative Descriptive	Use teacher performance appraisals as a source of information to create new plans for professional development and to improve and expand teachers' expertise.
Nurhaifa, I., Hamdu, G., & Suryana, Y.	Indonesia n Journal Of Primary Education	Performance Assessment Rubric on 4C Skill-Based STEM Learning	2020	Qualitative Approach	Teachers can conduct objective assessments based on criteria and indicators by using the 4C Skills Rubric in STEM-based learning.
Rahayu, S., & Sindar, A.	Journal of Computer Science and	Decision Support System for Teacher	2022	Simple Additive Weighting	The SAW method is a component of the Decision Support System

Author's Name	Journal Name	Article Name	Year	Method	Key Findings
	Informatic s	Performance Assessment Using the Basic Additive Weighting Method		(SAW)	(SPK) that helps in decision- making based on criteria and alternative data.
Sukatin, Sukatin, And Muhammad Rizkal Fajri	Journal of Education and Education	The Role of Organizational Culture in Fostering Competition for Sustainable Higher Education	2021	Qualitative	Manifestation of Organizational Culture in Creating a competitive advantage for universities.
Wahyudi, Imam, Et Al	Journal Of Social Communit y	Management Control System and Culture of Higher Education Organizations	2021	Library Research,	Application of Organizational Culture in Higher Education Higher education is used to show the identity of higher education and bring influence to higher education through the values instilled both verbally and in accordance with applicable rules.
Saifullah	Journal of Education al Managem ent and Social Sciences	Teacher Performance and Motivation Assessment Related to Principal Leadership and Teacher Professional Competence	2020	Qualitative and Literature Studies Or library research.	Teachers' Motivation in Carrying Out Tasks Becoming a Bridge to Measure Teacher Performance
Ruyani, Indra, Hapzi Ali, And Kasful Anwar Us	Journal of Education al Managem ent and Social Sciences	Literature Review of the Quality of Islamic Education	2022	qualitative and literature studies or Literature Research	This literature review thinks that the system affects the quality of Islamic education, the concept of the Qur'an affects the quality of Islamic education; And the concept of hadith affects the quality of Islamic education
Ali, Hapzi, Istianingsih Sastrodiharjo , And Farhan Saputra	Journal of Multidisci plinary Sciences	Assessment in Organizational Behavior: Motivation, Workload, and Work Culture	2022	Qualitative and Literature Studies	The behavior of school residents is influenced by the load, the work culture affects the behavior of school residents and motivation affects the behavior.
Maharani, Okvi, And Ida Rindaningsih	Journal of Managem ent	Performance Evaluation as One of the	2023	Literature Study	Objective Assessment of the Performance of Education Personnel

Author's Name	Journal Name	Article Name	Year	Method	Key Findings
		Factors for Performance Achievement and Achievement of Education Personnel			Improving its performance and performance

Discussion

Advances in science and technology have implications for success in an organization and the main factor is leadership (Sahadi et al., 2020). The progress and setbacks of an organization often depend on a leader, because leaders have a very important role, even determining the organization's path in achieving goals (Sugianto, 2018). Leadership, in addition to having an important role in the organization, also has the authority to be responsible for the organization's performance in the process and effort to achieve its goals. On the contrary, the inappropriate leadership style of educational organizations does not have a positive effect on organizational performance, and can even reduce organizational capacity (Aminuddin, 2017). This shows that leadership in an organization has a big role and determines the organization it leads (Sugianto, 2018).

Leadership is also one of the most important factors in an organization. Often the good or bad of an organization depends largely on leadership factors. Therefore, all organizations must need a leader to lead the organization to achieve the goals that have been determined. Included in this case is the organization of educational institutions, whose leaders are commonly referred to as school principals. Leadership is also likened to a bus driver who is responsible for delivering his passengers to the agreed destination safely. In order to reach the destination safely, it is necessary for a leader to have a broad vision, and far ahead (vision). The view possessed by the bus driver serves to read the obstacles, opportunities, strengths, and weaknesses that he will face while on the way to take his passengers to their destination safely as well as a leader. Leadership has a decisive position in the organization. Leaders who carry out their leadership effectively can move people/personnel towards the desired goals, on the other hand, leaders whose existence is only as a figure have no influence, their leadership can result in weak organizational performance, which can ultimately create a downturn.

The leadership of the principal can be seen from the term EMASLIM_FM which is an educator, manager, administrator, supervisor, leader, innovator, motivator, figure and mediator. Therefore, the duties of the principal increased from the times with the development of science. Where the principal must have a role to be able to improve a professional ability to carry out the tasks and activities he does. The principal can carry out all his duties which must be in accordance with the direction and be able to instill a vision and mission in the school.

A leader must and be able to read every change that his school will face in order to improve the quality of education in his school. As leaders, school principals must have a strategy so that these changes can be realized and provide new innovations that aim to improve the quality of learning. Changes in a school are efforts carried out by a leader or principal to increase the effectiveness of the school as seen from the level of achievement

of predetermined goals. In this case, the change aims to improve the quality of education in the school.

Leadership quality occupies a very important position for the running of the existing system in the organization, in addition to other factors that also affect the achievement of a goal such as: accurate organizational structure, adequate funding and professional personnel. Improving the quality of education will not occur without professional leadership and good management in addition to other roles played by a school principal leader as a whole (Asmani, 2012; Amalia, 2019; Apriani, 2020). The changes and improvements in the quality of the school are largely influenced by the strong role of the principal in leading and managing it.

CONCLUSION

Based on the description above, it can be concluded that a person's leadership is related to all the results that will be achieved, both in terms of work culture, work results and subordinate motivation increasing or decreasing which will later affect the quality of education. The better the principal's leadership, the higher the performance shown by teachers and staff employees. In improving the quality of education, it is necessary to have very influential factors, namely supporting factors and inhibiting factors. Supporting factors include: having many relationships, receiving full support from stakeholders, providing facilities for teachers and students, and providing freedom of choice to students and inhibiting factors include: Conflicts with the system set by educational institutions, frequent teacher turnover, low awareness of school children, lack of coordination with school unions, and most importantly, limitations

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