

Influence of Leadership Style, Academic Culture, Teacher Perceptions, School Status, and Teacher Gender on High School Learning Success

Fajar Nur Syafitri^{1*}, Maman Suryaman²
Universitas Negeri Yogyakarta

Corresponding Author: Fajar Nur Syafitri fajar193fbs.2022@student.uny.ac.id

ARTICLE INFO

Keywords: Leadership Style, Academic Culture, Teacher Perceptions, Path Analysis

Received : 14, July

Revised : 27, July

Accepted: 28, August

©2024 Syafitri, Suryaman : This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The study aims to test the direct influence of teacher leadership styles, teacher academic culture, teacher perception, on learning success and indirect influence through school status, and gender on learning Success in Samarinda City High School. Path analysis is used to test direct influences of free variables (leadership style, academy culture, and teacher's perception) through intervening variables. Direct influence has a greater contribution than the indirect influence of intervening school status and gender on learning success, as leadership styles, academic culture, and teacher perception have a direct and daily impact on the learning-teaching process as well as interaction with pupils.

INTRODUCTION

Education in school involves many things, including pupils and teachers. Teachers are responsible for the education of a pupil in school. Teachers not only teach academic sciences in schools, but also educate which in other sense is an effort to bring to the maturity of mind and behavior. A teacher who is seen as a social builder in a society must refresh his behavior towards good skills and character in order to his own and society's goals (Ridwan et al., 2019; Shrivastava & Dhamija, 2023). As a second parent in the school, the teacher will feel successful in teaching when the student achieves the goal and success in learning.

Academic success is influenced by a variety of factors. One of the factors that influence it is teachers, which are also analyzed in this study is the influence of leadership style, academic culture, teacher perception, school status and gender of teachers on learning success. This study will analyze whether independent variables such as leadership styles, academia culture, and teacher perceptions, and intervening variables of school status, and genders, have an influence on teachers' success.

Teachers may differ from each other in terms of the information, skills, and talents they teach, as well as the behavior and expectations they have towards their pupils (Shrivastava & Dhamija, 2023), so that in teaching teachers have their own style or characteristics of teaching.

Academic success is the ability of learners to acquire learning experiences and behavioral changes related to cognitive, emotional, and cognitional fields (Schunk, 2014). The success of learning is of course desired by every teacher on all the learning that has taken place. Learning success is influenced by various internal and external factors such as age, gender, prior knowledge, family income, joint study, internet use and so on (Akessa dan Dhufera dalam Ismail et al., 2019). The many factors that influence the learning success of a student participant, teachers are included in the important factors of learning success.

In the classroom, the teacher's teaching style plays an important role in attracting students' learning interests. When the student's attention is fully owned by the teacher, learning success will be achieved. In addition to the internal and external factors that affect the student, internal and exterior factors are also present in the individual teacher. Factors such as leadership style, academic culture, teacher perception, and school status were later associated with learning success. These factors were studied in this study as independent variables such as the leadership styles, academy culture, and teacher perceptions, and the school status factor as the intervening variable, then the bound variable is learning success.

THEORETICAL REVIEW

Leadership Style

Leadership is the nature of an individual to decode a group to a specific goal. Influence others to work hard with enthusiasm to a certain goal known as leadership, in this leadership has someone called a leader and those who follow him (followers) (Rivai, 2012). Leadership is often considered practical and closely

related to aspects of human life. Usually related to managerial roles in an organization, leadership actually transcends the boundaries of the business world. Anyone can be a leader, from teachers who guide their students, politicians who drive social change, to parents who raise their children (Sułkowski et al., 2024).

Peter .G. North (2016) classifies leadership styles into two types of behavior: directive and supportive. Directive behavior is the way a leader helps group members goals by giving directions, setting goals and evaluation methods, setting deadlines, setting roles, and showing how goals can be achieved. Communicating what to do and who is responsible for doing it, a leader utilizes this directive behavior to encourage directional communication.

Helping group members to feel comfortable with situations, co-workers, and themselves is a second behavior, known as supportive behaviour. Unlike directives that use directional communication, this behavior uses two-way communication and response that indicates the presence of social and emotional support to others from a leader. Examples of this behavior include listening, sharing information about yourself, solving problems, giving compliments, and asking for input.

Teacher leadership within the school is related to teaching and learning functions and is more relevant to the duties and responsibilities that teachers have to carry out towards their pupils, this is done every day to support pupils towards excellence in education. Leadership in schools is based on the keyword managing simultaneously and being interactive which means joint and interactive management in the leadership process. Based on the keyword, schools will provide an opportunity for leaders to work together to create a safe, supportive, and collaborative environment (Çoban & Atasoy, 2020; DeMatthews, 2014).

As an educator it is important to see leadership as a social practice and contextual process, and to see how leaders use their practical knowledge in dealing with the complexity of leadership. Tengbald (in Strehmel et al., 2019) sees leadership as a social practice and a craft that requires experience, skill and art. Students' and teachers' relationships can influence academic outcomes, evidence of the relationship between student ownership and student learning results can be found in research findings in many countries and contexts as well as associated with student motivation, absence, and academic results.

Varied leadership styles are important in teaching at school in improving orining academic excellence. The study, conducted by Maqbool at a high school in Punjab, Pakistan, ranks the leadership style used by teachers in Pakistan in learning and shows the results in a sequence of strategic ownership style, then instructional leadership, then cultural leadership in teaching the teachers. It was also found that when teachers improve their use of strategic, instructional, and cultural leadership, academic excellence can also be enhanced andined (Maqbool et al., 2023).

Academic Culture

A culture concept is a representation of a paradigm to give a field about the functioning of an organization. Culture can reflect an understanding of the purpose or meaning of an organization. A culture within an organization can be a perceptible identity for its members. This identity is given through a description of something unique or distinctive about the organization or a distinction of what exists in the organization from other organizations (Peterson, M. W, 1990). Academic, however, can be understood as an ability derived from things of a scientific nature. Based on this term, academic culture can be said to be the character of a school. Lunsford et al., through Peterson (1990) revealed that the distinctive and unique nature of an educational institution has long been known and accepted both inside and outside the institution. Some comprehensive studies of institutions conducted by Chaffee and Tiemey et al., through Peterson (1990) state that the culture of an institution is crucial to the success of organizational improvement efforts.

Balcı (dalam Bayar & Karaduman, 2021) stated that the school's past traditions, students' knowledge, and communication between them form the school culture. School culture is shaped by life experiences and people's interactions over time. The attitudes and behavior of school management, teachers, students, and school staff contribute to the formation of school culture. Academic culture cannot be imposed on a school, but it can be developed through social interaction (Clark, 2019). Hoy dan Miskel (2013) say that school culture is the overall values, beliefs, and norms that are typical of school. To understand the culture of a school, the symbols, traditions, ceremonies, rites, legends, and stories that represent the school can be examined. Culture can be observed when informal and unwritten relationships between humans are investigated.

Shen and Tian argued that the academic culture in the school is a manifestation of the common values, spirit, norms of behavior of the civitas school which is holding and developing its studies and research. Rules, matters, and patterns of behavior can help realize a culture like this. mainly from an academic perspective, ethics, passion, and academic environment (Shen & Tian, 2012). Based on this opinion, we can give some examples of a teacher who understands the existence of an academic culture, such as the teacher understands that each individual has a wide autonomy in developing his scientific discipline, the teacher is very high on his scientific achievement, the guru is very enthusiastic and enthusiast in the development of his academic disciplines, the motivation of the teacher in conducting a research, and some other examples that can be developed based on the theory above.

Teachers have a role in conducting and understanding the academic culture that can improve the quality of their teaching. Academic culture has positive elements that improve the individual quality of teachers, through this teachers will improve teaching and learning, as well as providing quality service to students. Because of this academic culture, there is a high correlation between student achievements and motivation for achievement, teacher attitudes and motivations, as well as teacher productivity and job satisfaction.

The academic culture in the school can be consistent when the entire civitas of the school implements the academic cultures in a healthy, strong, positive, and professional way that can improve the school's performance. Understanding academic culture is an attempt to improve academic quality of the school, through which teachers as educators in the school will learn how the school function, school problems, and school experiences can be reflected. Therefore, by understanding the academic cultural characteristics of school, then can be done real action in improving academic qualities of school (Rohman et al., 2019). School administration is largely responsible for the establishment and preservation of a strong school culture. Therefore, the head of the school, the teacher, and the school staff should be aware of all the elements that make up the culture.

The academic culture of the research carried out by MacNeil et al., (2009) was conducted in 29 schools in Texas and involved pupils and teachers as a basis for assessment. The research shows that learning success in pupils will be achieved when the environment or culture in the school is healthy. The learning success of teachers is hoped to be influenced by a high academic culture.

Teacher Perception

When receiving the stimulus from those senses one can identify them but also respond to the environment accurately, in other words, through the perception one has felt patterns, objects, people, and events in the world (Galotti, 2013). In some ways perception is sometimes similar to cognition, Cognition encompasses various mental processes such as attention, memory, reasoning, problem solving, and so on. On the contrary, perception is a process that allows us to use our senses to organize, identify, and interpret information around us. One of the main differences is that perception can be defined as one of the cognitive skills or abilities that enhance the quality of cognitiveness, although cognition encompasses a variety of processes and skills. Pryor melalui Nes et al., (2023) explained that perception and cognition have acquired very different roles. For example, there is a perception considered to justify beliefs without requiring justification, a privilege that is rarely reinforced solely on beliefs.

The most important theory and explanation of perception as the process of obtaining and processing information can be divided into two main groups, based on the direction of the flow of information. The first group consists of theories that assume only the acquisition and process of sensory information, which is the lowest sensory level mentioned. Responsible for a more global and abstract way of thinking is one example of the more complex and complicated processes produced by the second theory (Démuth, 2012).

Elmore explains that the core of educational practice consists of the teacher's perception of the nature of knowledge, the student's role in learning, and how the learning process of teaching is expressed in the classroom (Zohar, 2023). Based on the theories presented above, perception refers to a person's sensory experience of the world. It's a process of using the senses to realize objects, relationships. Through this experience obtained information about the

surroundings. The human ability to regulate what they see and think is known as perception. The ability to distinguish, group, and focus are some of these skills. As a result, individuals may see the same thing in different ways (Sarwono, 2011).

The differences in perception of each individual can be influenced by a person's previous experiences, interests, and how careful the individual is in processing information, besides that perception is also affected by personality. For example, in a survey it was found that four of the five personality traits of openness, consciousness, extraversion, and neuroticism can affect a person's perception of organizational justice (Aggarwal et al., 2022; Stangor et al., 2014).

Perceptions in this case will be associated with the teacher's perception of learning in school. Based on the explanation of the perception above, then the teacher's perceptions of learning at school is how a teacher recognizes and interprets learning in the school through his sensory circuitry. The teacher's perception also includes how a professor will perceive information in school about the learning he is conducting. Through perceptions, the teacher will take information from his environment and exploit the information in order to give an appropriate response to the student in learning.

Previous research on teacher perception of learning success was researched by Bogale dan Shiber (1996), which investigated teachers and pupils about their belief in learning success. The result was that the majority of teachers and pupils agreed that a serious but enthusiastic and optimistic attitude of the pupils, as well as a well-interpreted and well-explained teacher, was essential to the pupil's success.

Learning Succes

Learning success is the fact that the student can meet the expectations or purposes of the learning that has been pursued by the teacher. Learning success is also measured by student learning outcomes. The learning outcomes achieved by students after completing a particular learning unit are called learning outcome successes. Teachers can find out if a student has already understood a particular concept, is able to do a change based on the lesson that has been under way, and has a certain skill after the learning process is over. Such successes are the result of the learning of the pupils demonstrated after the learning process.

The success of learning can be determined by the results of the teacher's assessment of the pupils. Students' learning outcomes are represented by three domains—cognitive domain, affective domain, and psychomotor domain—in this assessment. Affective domains are attitudes and values, or that include kinesthetic, visual-spatial, and musical intelligence.

In addition to the assessment based on the three domains above, using the basic competence and standards of competence that have been established, the level of achievement of learning performance can be used to assess student learning success. This success assessment is carried out by the teacher by observing and measuring success based on the mastery of the concepts or skills of the student.

Learning success can be achieved when teachers can make learning with a clear, concrete, and achievable goal. So, students will do their utmost to that goal. In order to learning success by the student, in planning and implementing learning, the teacher is expected to use effective teaching methods. Through effective instruction the teacher can increase the chances of the student to understand the goal and succeed in achieving it. In the learning process it is important for the student to understand the goal and how to it (Weiller, 1992).

Learning success can be achieved when teachers teach effectively. Teachers who are effective in their learning will have a purpose and arrange their classrooms to ensure that maximum time is spent on teaching (Thomas & Barbara, 1983).

Moreover, Thomas explains that an effective teacher is also a good manager, teachers will establish learning procedures starting in the classroom, the speed of teaching to maintain the motivation of the pupils, adjust the difficulty of tasks to the level of student achievement. An efficient teacher is an active teacher, the teacher will give instructions before giving self-employment to pupils and actively oversee them. An effective teacher appreciates high performance and develops it through individual praise, encouragement, and attention to the work of students (Thomas & Barbara, 1983).

Thus, learning success indicates that teachers and participants participate actively in the learning process. Teachers will act actively and effectively in teaching students, and students will act active in receiving lessons, following lessons to the end, and achieving learning achievements.

H1: Leadership style, academic culture, and teacher perception simultaneously have a significant and positive influence on learning success.

School Statue

School status refers to the various elements that determine the image, quality, and reputation of an educational institution. The status of a school can be reflected by a number of factors, which include: accreditation, academic achievement, reputation, facilities and resources, curricula and educational programmes, recognition, and involvement of parents and the community.

Accreditation plays an important role in determining the school's status. The important role of school accreditation in assessing the status of the school is due to its formal process involving a team of experts called assessors. According to article 1 para. 22 of Act No. 20 of 2003 on the National Education System, accreditation is a process of comprehensive evaluation of the eligibility of a program or educational unit. The results are published as recognition and rating by an independent and professional agency. According to the Regulations of the Minister of Education and Culture No. 13 of 2018 on the National Accreditation Body of Schools/Madrasah and the National Accreditation Agency for Early Childhood Education and Non-formal Education, section 1, accreditation is the process of evaluating the quality of primary, secondary and nonformal schools on the basis of standards that have been established to guarantee quality of education (Malik et al., 2023).

Pagliarulo (in Marjuki et al., 2018) accreditation has three components, namely: (1) the accreditation process carried out by an external organization or agency, (2) the accredited units can be a study program or an educational unit, and (3) certain standards must be established in advance.

School accreditation is intended to give recognition of the achievement of educational quality standards established by the issuance of certificates of accredited status. More specifically, accreditations are meant to provide information about the appropriateness of an educational institution or a madrasah, provide recognition on the qualification rankings, measure the quality of education with reference to the national standards of education, and give accountability to stakeholders as a form of public accounts. Assessment objects in school accreditation include eight components of the national standard of education.

All the standards available at the school, including content standards, process standards, educational and educational standards, facilities and supplies standards, management standards, funding standards, and assessment standards, are used to determine accreditation. Assessment of each component or accreditation instrument, there will be an option of answering from A-E with a score of 4-0, i.e. A=4 and so on, so the final score will be the determinant of the school's Accreditation. If the final rating is 91-100, it means the accreditations A, the final value is 81-90 means the Accreditations B, the end score is 71-80 accrediting C, the last rating is 61-70 means less and not accredited, and the end rating is 0-60 means very less.

H2: Leadership styles, academic culture, and teacher perception through school status have a significant and positive influence on learning success.

Gender

As man was created by the Almighty, male and female. These two genders have distinct differences that can be distinguished by sight or physical. Apart from their very different physical aspects, men and women have other differences in terms of mentality and way of thinking.

Ronald Wardhaugh (2006) in his book "An Introduction to Sociolinguistic" explains that the gender of men and women is largely based on their genetics. Women have two X chromosomes, while males have both X and Y. This is a significant genetic difference between males and females. Women have more fat and less muscle than men, besides women tend to be physically weaker. Women grow up faster and live longer, and have different vocal characteristics and verbal range than men. It is known that women live longer because of their roles in society and work. But for the difference of voice is believed because women and men govern how they speak and the differences of verbal occur because of the pattern of care obtained by men and women (Wardhaugh, 2006).

Based on Wardhaugh's theory of gender differences based on genetic approaches, in addition to genetic, the differences between men and women can also be explained through various approaches: psychological, social, and cultural. Although there are clear differences in things such as biology, psychology, society, and culture, it is important to remember that not all

differences among males and females are normal or absolute. There are significant individual variations between individuals of both sexes, and life experiences, environments, and other factors can also influence how these differences appear in everyday life. Gender is a term used to describe men and women in social, cultural, and other non-biological contexts. However, the term "gender type" etimologically means the same, that is, "genus type". Gender studies are more focused on the biological and chemical properties of the body, while gender studies focus more on the characteristics of masculinity and femininity (Marzuki, 2007).

H3: Leadership styles, academic culture, and teacher perception through gender of teachers have a significant and positive influence on learning success.

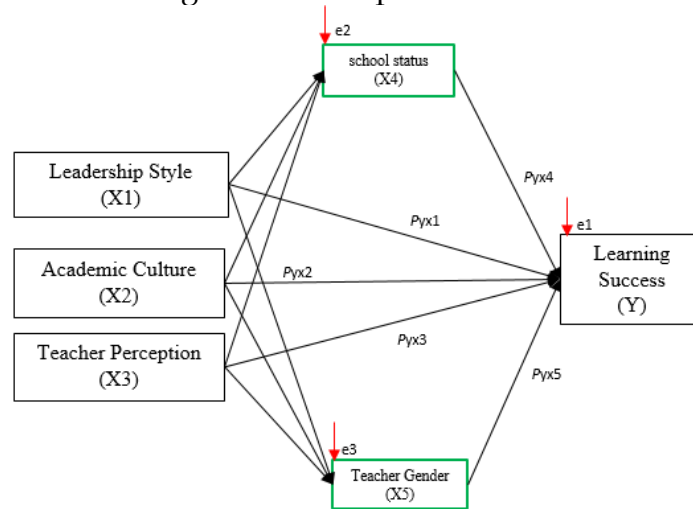


Figure 1. Conceptual Framework

METHODOLOGY

This research is ex-post facto, or "after the fact", that is, after an event. The objective ex post facto is to identify the factors that cause a change in behaviour, symptoms, or phenomena that occur as a result of an event, behavior, or other things that have changed the free variable as a whole (Jack R. Frankel dan Norman E. Wallen, 2011).

Non Probability Sampling is a sampling technique that does not give every member of the population an equal chance or opportunity to be selected as a sample. Meanwhile, Sugiyono (2015) explains that Purposive Samplin is a method of sampling based on certain considerations according to the desired criteria to determine the number of samples to be examined.

The study used a sample of Indonesian language teachers at high school that were incorporated into the MGMP Indonesians in Samarinda City, East Kalimantan Province. A sample of 45 people was selected through purposive sampling.

The research was carried out on high school teachers throughout Samarinda City, East Kalimantan Province, with a closed carrier that was

distributed through Google Forms to teachers. Prior to data testing, the instrument was tested first on 25 high school teachers in Berau City, East Kalimantan Province. As for the reliability test on this instrument, using split half test supported by the SPSS version 23 Windows application.

The data analysis in this study disrupts path analysis methods. Path analysis is an advanced analysis of regression jalur (*path analysis*). Land (in Caraka & Sugiarto, 2017) says that path analysis is used in double regression to see cause and effect relationships if the free variable affects the dependent variable directly and indirectly. In path analysis, independent variables are influenced by dependent variables. These influences can be direct or indirect. In other words, path analysis takes into account direct and indirect influences (Juanim, 2020).

Path Analysis or path analysis tests the direct influence of a free variable, which in this study free variables are leadership styles (X1), academic culture (X2), perception (X3), school status (X4), and gender (X5) on the bound variable i.e. learning success (Y) and tests the indirect influence as well as explains whether there is no indirect impact given by the independent variable (leadership style, academic cultures, perceptions) through the intervening variables (school status and gender) on the bonded variable (learning succes).

The first line is the calculation of the direct influence of the gathering style, academic culture, and teacher's perception on the success of learning Indonesian Language and Literature in high school. The second line is $Y = (P_{yx1} + P_{yx2} + p_{yx3}) (P_{Yx4} + e_1)$, the second is the computation of indirect influence such as the leadership style, the academic cultures, and the perception of teachers through the status of the school on learning success.

The third line with the structural equation $Y = (P_{yx1} + P_{yx2} + P_{YX3}) (P_{Yx5} + P_{ye2})$, this third line calculates the indirect influence of leadership styles, academic culture, and teacher perceptions through gender on learning success. In the process of calculating the values of direct and indirect influence of the above path will be done using the program windows SPSS version 23.

RESULTS

Leadership Style, Academic Culture, and Teacher Perceptions

Table 1. SPSS Hypothesis 1 Test Results

| Variable | Significance | Coefficients Beta | R Square |
|----------|--------------|-------------------|----------|
| | 0,000 | | |
| X1 → Y | 0,011 | 0,480 | 0,430 |
| X2 → Y | 0,000 | 0,708 | |
| X3 → Y | 0,049 | 0,321 | |

Based on Table 1, a simultaneous significance value of 0,000 is obtained so that significance values are less than the level of 5% ($0,000 < 0,050$). It is then stated that the result of Hypothesis 1 is accepted, this means that the leadership style, academic culture, and teacher perception simultaneously or jointly influence on learning success, with this. In Table 1, there are also individual

signification values of leadership styles, academia culture and perception of learning success in sequence have values (0,011 <0,050) (0,000 <050), and (0,049) < 0,050.

Leadership Style, Academic Culture, and Teacher Perception Through School Status

Table 2. Hypothesis Impact Value 2

| Variable | Direct Influence | Indirect Influence | Total Influence |
|-------------|------------------|--------------------|-----------------|
| X1 → X4 → Y | 0,480 | 0,077 | 0,557 |
| X2 → X4 → Y | 0,708 | 0,117 | 0,825 |
| X3 → X4 → Y | 0,321 | 0,055 | 0,376 |

The value of the indirect influence given by the school status on learning success is calculated using the values of the Beta coefficients. The formula for the indirect influence is $(P_{x_k x_k} \times P_{y x_k})$, in this case what is meant to be calculated is the indirect influence of the variable of school status (X4) on the leadership style variable (X1) and learning success variables (Y), so the formula is $(P_{x_1 x_4} \times P_{y x_4})$. It is known that the direct coefficients given to X1 against Y are 0.480, whereas the indirect influence of X1 through X4 against Y is obtained from the equation between the Beta coefficients X1 towards X4 and the Beta Coefficient X4 towards Y is $0.450 \times 0.172 = 0.077$ so that the indirect influence X1 via X4 over Y is 0.077. Then the total influence given to Y is the direct influence plus the indirect influence, i.e. $0.480 + 0.077 = 0.557$. Based on these calculations, it is known that the direct influence of leadership style on learning success by 0.480 is greater than the indirect influence value of 0.077 ($0.480 > 0.077$).

The next indirect influence value calculated is the academic cultural variable (X2) of school status (X4) on learning success. (Y). The formula used is $(P_{x_2 x_4} \times P_{y x_4})$. It is known that the direct coefficients given by X2 to Y are 0.708, whereas the indirect influence of X2 through X4 to Y is obtained from the equation between the Beta coefficients X2 against X4 and the Beta Coefficient X4 against Y is $0.684 \times 0.172 = 0.117$ so that the indirect influence X1 through x4 on Y is 0.0117. Then the total influence given by x1 on Y was direct influence plus indirect effect, that is $0.708+0.117 = 0.825$.

The value of the indirect influence to be calculated further from the teacher's perception (X3) of school status (X4) on learning success (Y). The formula used is $(P_{x_3 x_4} \times P_{y x_3})$. It is known that the direct coefficients given by X3 to Y are 0.321, whereas the indirect influence of X3 through X4 to Y is obtained from the equation between the Beta coefficients X3 against X4 and the Beta Coefficient X4 against Y is $0.321 \times 0.172 = 0.055$ so that the indirect influence X3 by X4 on Y is 0.055. Then the total influence given by x3 against y is the direct influence plus the indirect influence, i.e. $0,321+ 0.055 = 0.376$. Based on the results of these calculations it is known that the direct influence of teacher perception on learning success by 0.321 is greater than the indirect influence value of 0.055 ($0.321 > 0.055$).

Based on the results of the above calculations and the results shown in Table 2 that Hypothesis 2 is rejected, as the direct influence value has a greater contribution than the indirect influence of the school status as an intervening variable.

Leadership Style, Academic Culture, and Teacher Perception Through Teacher Gender Type

Table 3. Hypothesis Impact Value 3

| Variable | Direct Influence | Indirect Influence | Total Influence |
|-------------|------------------|--------------------|-----------------|
| X1 → X5 → Y | 0,480 | 0,056 | 0,535 |
| X2 → X5 → Y | 0,708 | 0,034 | 0,742 |
| X3 → X5 → Y | 0,321 | 0,040 | 0,361 |

The value of the indirect influence given by gender on learning success is calculated using the values of the Beta coefficients. The indirect formula of influence is $(Px_kx_k \times Pyx_k)$, in this case what is meant to be calculated is the indirect influence of the gender variable chessluroughly (X5) on the leadership style variable (X1) and learning success variables (Y), so the formula is $(Px1x_5 \times Pyx_5)$. It is known that the direct coefficients given by X1 to Y are 0.480, whereas the indirect influence of X1 through X5 to Y is obtained from the equation between the Beta Coefficient X1 towards X5 and the Beta coefficients of X5 towards Y is $0.329 \times 0.173 = 0.056$ so that the indirect influence given by x1 through x5 to y is 0.056. Then the total influence that X1 gives to Y was direct influence plus indirect, that is $0.480 + 0.056 = 0.536$. So the total impact given by the X1 on Y is direct influences plus indirects, which is $0.080 + 0.056 = 0.0536$. Based on these calculations, it is found that direct influencing of a leadership style on learning success is 0.0480 greater than the implicit influence value of 0.056 ($0,480 > 0.056$)

The next indirect influence value calculated is the academic cultural variable (X2) through gender (X5) on learning success. (Y). The formula used is $(Px2x_5 \times Pyx_5)$ It is known that the direct coefficients given by X2 to Y are 0.708, whereas the indirect influence of X2 through X5 to Y is obtained from the equation between the Beta coefficients X2 against X5 and the Beta Coefficient X4 against Y is $0.198 \times 0.173 = 0.034$ so that the indirekt influence X1 through X4 on Y is 0.034. Then the total influence given by x1 to Y was the direct influence plus the indirecte influence, that is $0.708 + 0.034 = 0.742$. Based on the results of these calculations it is known that the direct influence of academic culture on learning success of 0.480 is greater than the indirect influence value of 0.034 ($0.480 > 0.034$).

The indirect influence to be further calculated of teacher perception (X3) through gender (X5) on learning success (Y). The formula used is $(Px3x_5 \times Pyx_5)$.). It is known that the direct coefficients given by X3 to Y are 0.321, whereas the indirect influence of X3 through X5 to Y is obtained from the equation between the Beta coefficients X3 against X5 and the Beta Coefficient X5 against Y is $0.235 \times 0.173 = 0.040$ so that the indirekt influence X3 by X4 on Y is

0.040. Then the total influence given by x_3 to y is the direct influence plus the indirect influence, that is $0.321 + 0.040 = 0.361$. Based on the results of these calculations, it is found that the immediate impact of the teacher's perception on learning success by 0.3221 is greater than the implicit influence value of 0.040 ($0.321 > 0.040$).

Based on the calculations and results shown in Table 3, it can be stated that hypothesis 3 was rejected, due to the value of the direct influence of leadership style, academic culture, and perception on learning success compared to the indirect influence contribution of the intervening gender variable of the teacher.

DISCUSSION

Learning success is the achievement of the goal of the teacher through learning done with the pupils, it is achieved because of the supporting factors that are going well. One factor of learning success is a leadership style that is the motivation and organization of teachers towards learning and pupils.

For example, teachers who show enthusiasm and dedication in teaching can inspire students to learn with passion, then in learning organization teachers with effective leadership can help teachers organize classes well, make structured learning plans, and give clear instructions to students. This can improve learning efficiency. In line with Rivai theory (2012) explains that in leadership have a leader and the people who follow him or called followers. In the learning process the teacher will be considered as a leader who controls the class so that the course of learning and the student is a follower who follows all the instructions of the leader.

Learning success can also be achieved with an academic culture run by teachers in schools. A strong academic culture prioritizes values such as honesty, hard work, and discipline. It creates a conducive learning environment in which students feel supported and motivated to accomplish. Previous research that supported this theory was a study by Zaid et al., who obtained the result that there was a positive impact of university culture on the development of academic performance (Zaid & Atshan, 2023).

Teacher perception is the theoretical acquisition or processing of teacher information towards learning and then implemented to the student. The similarity of perception between teachers has a positive impact on learning, because the better the implementation of the positive perception of teachers then the variable that increases the achievement of learning success will be performed well.

The self-confidence of a teacher is a positive attitude of the teacher's perception. Teachers who have confidence in students' abilities and optimism about the learning process have a positive impact. In addition to self-confidence, teachers acquire a perception of students' needs, interests, and learning styles that enables them to formulate more effective teaching strategies that meet students' individual needs.

Indonesian Language and Literature Learning is learning that requires teacher sensitivity in its teaching, it requires leadership style, academic culture,

and teacher's positive perception of learning. Therefore, by integrating motivating leadership styles, creating conducive academic cultures, and having a proper perception to students, teachers can create a learning environment that supports students' success in achieving the learning goals of Indonesian Language & Literature.

Based on the results shown above and the interpretation then hypothesis 1 is **acceptable**.

The school status variable was also tested as an intervening variable so that the main variable is the leadership style, academic culture, and teacher's perception of learning success. It was found that the direct influence of the leadership style variables, academic culture, and perception was better at influencing learning success without the intervention of the school status variable. This was demonstrated by the direct impact value obtained from the independent leadership styles variable of 0.480 greater than the indirect influence through school status of 0.077, the direct effect of academic cultures of 0.708 greater than that of indirect impact of 0.017, the direct effects of teacher perception of 0.055. Thus, the hypothesis 2 that "leadership style, academic culture, and teacher perception through school status have a significant and positive influence on learning success" was **rejected**.

The gender variable is also tested as an intervening variable so that the primary variables are leadership styles, academic culture, and teacher perceptions of learning success. In the tests that have been carried out it has been found that the gender variable as an intervening variable does not have a good influence on learning success. It was found that the direct influence of leadership style variables, academic culture, and perception were better at influencing learning success without the intervention of gender variables. This is demonstrated by the value of direct influence obtained from the independent variable of leadership style 0.480 greater than the indirect influence through gender of 0.056, the direct impact of academic culture 0.708 greater than the indirect influence of 0.034, the direct effect of the teacher's perception 0.321 greater. As a result of this, it can be said that the success of learning will be achieved when obtaining the direct influences of independent variables. Based on the test of the SPSS that has been carried out and the discussion above, the hypothesis 3 that "leadership style, academic culture, and teacher perception through gender of teachers have a significant and positive influence on learning success" has been **rejected**.

CONCLUSIONS AND RECOMMENDATIONS

The leadership style, academic culture, and high school teacher perception in Samarinda City together have a positive and significant impact on Indonesian language learning success. Successful learning can be achieved if teachers have a good leadership style, academic culture, and good perception. Each factor in the leadership styles, academia, and perception of teachers individually has a significant influence. Indonesian language teachers in Samarinda City have a strong leadership Style, an academic Culture, and an excellent perception, thus significantly enhancing learning success. Effective

leadership Styles, supportive academic cultures, and positive perceptions from teachers play an important role in creating an enabling learning environment and promoting student achievement.

The leadership styling, academical culture and teacher perception reviewed from school status have no influence on the success of learning Indonesia in high school. Immediate influence enables rapid implementation and adaptation to the needs and challenges faced by learners. Responsive leadership styles, a dynamic academic culture, and a realistic teacher perception enable faster and more effective adaptations to changes in the learning process. In general, although school status (accreditation) is important, the direct influence of the leadership style, academic culture, and teacher perception tends to be more influential as teachers have a direct and daily impact on the learning-teaching process as well as interaction with pupils.

The leadership styles, the academic cultures, and the teacher's perception reviewed by the gender of teachers do not influence the success of learning Indonesian in high school. This is because the result of the direct impact of professional aspects such as leadership, academy culture and the perception of the teacher have a greater impact on learning success because teachers are directly related to how the learning process is conducted and how pupils interact with their learning environment. Learning success is more influenced by the expertise and competence of teachers in managing classrooms, delivering materials, and motivating students. Thus, the gender differences of teachers characteristically have no contribution to learning success. Male or female teachers when using effective teaching strategies and methods are more likely to better learning outcomes than just considering the gender of teachers.

FURTHER STUDY

This research is still very narrow because it consists only of three independent variables and two intervening variables. There are other factors that can influence learning success rates, given the still high error rates. This research only collects data from the pick-up result sent through the google form; therefore, there may be an unobjective element in the filling of the questionnaire. Data-gathering techniques like interviews and observations are better used.

ACKNOWLEDGMENT

The authors would like to thank the lecturers, colleagues, and all the teachers who have helped and contributed to this research. These contributions enable the authors to gather data and analyze the findings presented in this article.

REFERENCES

Aggarwal, A., Nobi, K., Mittal, A., & Rastogi, S. (2022). Does personality affect the individual's perceptions of organizational justice? The mediating role of organizational politics. *Benchmarking*, 29(3), 997-1026. <https://doi.org/10.1108/BIJ-08-2020-0414>

- Bayar, A., & Karaduman, H. A. (2021). The Effects of School Culture on Students Academic Achievements. *Shanlax International Journal of Education*, 9(3), 99–109. <https://doi.org/10.34293/education.v9i3.3885>
- Bogale, H. R., & Shiber, J. G. (1996). Teachers' Perception of Student Academic Success. *ASEE Annual Conference Proceedings*, 1(1), 405.
- Caraka, R. E., & Sugiarto, S. (2017). Path Analysis of Factors Affecting Student Achievement. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(2).
- Clark, J. T. (2019). The Impact of School Culture Upon an Educational Institution. *Master of Education Applied Research Project*, 9, 1–34. <https://digitalcommons.cedarville.edu/>
- Çoban, Ö., & Atasoy, R. (2020). Relationship between distributed leadership, teacher collaboration and organizational innovativeness. *International Journal of Evaluation and Research in Education*, 9(4), 903–911. <https://doi.org/10.11591/ijere.v9i4.20679>
- Dale H. Schunk, P. R. P. and J. L. M. (2014). *Motivation in education: theory, research, and applications*. Pearson.
- DeMatthews, D. E. (2014). How to Improve Curriculum Leadership: Integrating Leadership Theory and Management Strategies. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(5), 192–196. <https://doi.org/10.1080/00098655.2014.911141>
- Démuth, A. (2012). Perception Theories. In *Applications of Case Study Research* (Nomor 4).
- Galotti, K. M. (2013). Perception: Recognizing Patterns and Objects. In *Cognitive Psychology In and Out of the Laboratory Electronic Version* (hal. 39–64).
- Ismail, M. E., Hashim, S., Hamzah, N., Samad, N. A., Masran, S. H., Daud, K. A. M., Amin, N. F. M., Samsudin, M. A., & Kamarudin, N. Z. S. (2019). Factors that influence students' learning: An observation on vocational college students. *Journal of Technical Education and Training*, 11(1), 93–99. <https://doi.org/10.30880/jtet.2019.11.01.12>
- Jack R. Frankel dan Norman E. Wallen. (2011). *How to Design and Evaluate Research in Education*. (8 ed.). Mc. Graw Hill Publisher Inc.
- Juanim. (2020). *Analisis jalur dalam riset pemasaran : pengolahan data SPSS & LISREL*. Refika Aditama.
- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The Effects of School Culture and Climate on Student Achievement. *International Journal of Leadership in Education*, 12(1), 73–84. <https://doi.org/10.1080/13603120701576241>
- Malik, A., Nyoto, A., Arismunandar, Susetyo, B., Anjaya, C., & Marjuki. (2023). *PEDOMAN AKREDITASI SEKOLAH DAN MADRASAH TAHUN 2023*. Badan AKreditasi Nasiona Sekolah/Madrasah.
- Maqbool, S., Zafeer, H. M. I., Zeng, P., Mohammad, T., Khassawneh, O., & Wu, L. (2023). The role of diverse leadership styles in teaching to sustain academic excellence at secondary level. *Frontiers in Psychology*, 13(January), 1–9. <https://doi.org/10.3389/fpsyg.2022.1096151>
- Marjuki, M., Mardapi, D., & Kartowagiran, B. (2018). Pengembangan model akreditasi sekolah menengah atas /madrasah aliyah (SMA/MA). *Jurnal Penelitian dan Evaluasi Pendidikan*, 22(1).

- <https://doi.org/10.21831/pep.v22i1.9860>
- Marzuki, M. (2007). Kajian tentang teori-teori gender. In *Jurnal Civics: Media Kajian Kewarganegaraan* (Vol. 4, Nomor 2).
<https://doi.org/10.21831/civics.v4i2.6032>
- Nes, A., Sundberg, K., & Watzl, S. (2023). The perception/cognition distinction. *Inquiry (United Kingdom)*, 66(2), 165–195.
<https://doi.org/10.1080/0020174X.2021.1926317>
- Northouse, P. . (2016). *Leadership: Theory and practice* (7th ed.). SAGE Publications. [https://doi.org/10.1016/s0099-1333\(98\)90189-6](https://doi.org/10.1016/s0099-1333(98)90189-6)
- Peterson, M. W, M. G. S. (1990). *Understanding Academic Culture and Climate*. 74(68), 137–158. <https://doi.org/https://doi.org/10.1002/ir.37019906803>
- Ridwan, H., Sutresna, I., & Haryeti, P. (2019). Teaching styles of the teachers and learning styles of the students. *Journal of Physics: Conference Series*, 1318(1). <https://doi.org/10.1088/1742-6596/1318/1/012028>
- Rivai, V. S. M. (2012). *EDUCATION MANAGEMENT ANALISIS TEORI DAN PRAKTIK*. PT Raja Grafindo Persada.
- Rohman, A., Hanum, F., & Siswoyo, D. (2019). Development of the academic culture for students of JETIS 3 Junior High school of Bantul. *International Journal of Mechanical Engineering and Technology*, 10(2), 27–36.
- Sarwono, S. W. (2011). *Teori-teori Psikologi Sosial*. Rajawali Press.
- Shen, X., & Tian, X. (2012). Academic Culture and Campus Culture of Universities. *Higher Education Studies*, 2(2), 61–65.
<https://doi.org/10.5539/hes.v2n2p61>
- Shrivastava, A., & Dhamija, S. (2023). *The Study Related to Teacher's Training and their Impact on the Academic Success of Students*. 13.
<https://files.eric.ed.gov/fulltext/EJ1304720.pdf>
- Stangor, C., Jhangiani, R., & Tarry, H. (2014). *Principles of Social Psychology – 1st International Edition* (3rd ed.). BCcampus.
<https://opentextbc.ca/socialpsychology/chapter/social-categorization-and-stereotyping/>
- Strehmel, P., Heikka, J., Hujala, E., Rodd, J., & Waniganayake, M. (2019). Leadership in Early Education in Times of Change. In *Jurnal Sains dan Seni ITS* (Vol. 6, Nomor 1). Barbara Budrich. <https://doi.org/10.3224/84742199>
- Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*.
- Sułkowski, Ł., Dacko-Pikiewicz, Z., & Szczepańska Woszczyńska, K. (2024). *Philosophy and Leadership : An Evolution of Leadership from Ancient Times to the Digital Age*. Routledge. <https://doi.org/10.4324/9781003490470>
- Thomas, B., & Barbara, J. (1983). *The Quest for Excellence: Making Public Schools More Effective*. Nei' Jersey School Boards Association.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics, Sixth Edition*. Blackwell Publishing. <https://doi.org/10.4324/9780367821852>
- Wayne K. Hoy, & C. G. M. (2013). Educational Administration: Theory, Research, and Practice, 6th. In *Journal of Educational Administration* (Vol. 46, Nomor 1). McGraw-Hil.

- Weiller, K. H. (1992). Successful Learning = Clear Objectives. *Strategies*, 5(5), 5-8. <https://doi.org/10.1080/08924562.1992.10591836>
- Zaid, M. I., & Atshan, N. A. (2023). The Impact of University Culture on Academic Performance: Knowledge Management as a Mediating Variable. *Journal of Asian Multicultural Research for Economy and Management Study*, 4(1), 10-24. <https://doi.org/10.47616/jamrems.v4i1.390>
- Zohar, A. (2023). *Scaling-up Higher Order Thinking*. Springer. <https://doi.org/10.1007/978-3-031-15967-1>