

THE RELATIONSHIP BETWEEN PRINCIPAL COMPETENCY AND SCHOOL CULTURE TOWARDS TEACHER PERFORMANCE IN STATE JUNIOR HIGH SCHOOL

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Abstract

This study aims to analyze 1) the relationship between principal competence and teacher performance at Public Junior High School Technical Implementation Units (UPTs) in Doloksanggul District; 2) the relationship between school culture and teacher performance at Public Junior High School Technical Implementation Units (UPTs) in Doloksanggul District; and 3) the relationship between principal competence and school culture and teacher performance at Public Junior High School Technical Implementation Units (UPTs) in Doloksanggul District. This study used a quantitative method with an ex post facto or survey approach. The population was all 182 teachers at Public Junior High School Technical Implementation Units (UPTs) in Doloksanggul District. Using the Slovin formula with a 10% margin of error, a sample of 65 teachers was taken. Data were collected with a closed questionnaire consisting of 22 statement items for variable X1 (Principal Competence) and 40 statement items for variable X2 (School Culture) and 28 statement items to measure variable Y (Teacher Performance), so that the total was 90 statement items. Before being used on real respondents, the instrument was first tested on 30 teachers of UPT SMP Negeri 001 Pasar Doloksanggul outside the sample. The results of the instrument trial, all questionnaire items were valid and reliable. Data analysis techniques were carried out using descriptive analysis, variable categorization and parametric statistical analysis with the Pearson correlation test and the coefficient of determination test. The results of the data analysis showed that: 1) There is a positive and significant relationship between Principal Competence and Teacher Performance at UPT SMP Negeri throughout Doloksanggul District in 2026 with a correlation value of R or $r_{hitung} = 0.661$ and a relationship contribution of 43.7% with a Sig value of $0.000 < 0.05$ and $t_{hitung} = 7.000 > t_{table} (n-2 = 63) = 2.000$. 2) There is a positive and significant relationship between School Culture and Teacher Performance in UPT SMP Negeri throughout Doloksanggul District in 2026 with a correlation value of R or $r_{count} = 0.502$, a relationship contribution of 25.2% and a Significance value of $0.000 < 0.05$ with $t_{count} = 4.613 > t_{table} (n-2 = 113) = 2.000$ and 3) There is a positive and significant relationship between Principal Competence and School Culture together with Teacher Performance in UPT SMP Negeri throughout Doloksanggul District in 2026 with a correlation value of $R = 0.711$ and a relationship contribution of 50.5% with a Significance value of $0.000 < 0.05$ and $F_{count} = 31.634 > F_{table} (k-1, nk; 2.63) = 3.15$. Thus it is concluded that the research hypothesis is accepted. .

Keywords: : Principal Competence; School Culture; Teacher Performance

INTRODUCTION

Improving the quality of education is a top priority in developing a nation's human resources. In Indonesia, efforts to improve the quality of education are ongoing, with teacher performance being a crucial component determining educational success. Teachers play a central role in the learning process; therefore, optimal performance from educators is crucial to achieving national education goals. However, teacher performance does not exist in a vacuum. Various internal and external factors influence this level of performance within the school (Giantoro, Haryadi, & Purnomo, 2019).

Teacher performance is a crucial element in education and also a key determinant of educational quality. Teacher performance is demonstrated by teachers in carrying out their duties as educators. The quality of teacher performance significantly impacts the quality of educational outcomes, as teachers are the individuals who interact most directly with students during the learning process (Indajang, Jufrizen, & Juliandi, 2020).

Teachers are a crucial component in education, and therefore, greater attention is needed to develop high-quality teachers, thereby enhancing their performance. Teachers also play a crucial role in education, particularly in formal settings within schools. They significantly influence student success, particularly in the teaching and learning process typically implemented in schools (H. Handayani, 2020).

A teacher's performance success is influenced by their environment. Therefore, the environment, particularly the school, such as the principal, is capable of motivating and empowering teachers to achieve good performance and act as professionals, while also empowering the teachers themselves to improve the quality of their work.

Based on the 2025 education quality report, data shows that the quality of learning at the UPT SMP Negeri (State Junior High School Unit) in Doloksanggul District in 2025 averaged moderate, with a score of 60. (Data source: Quality Report), indicating that improvements are still needed. This quality of learning is an indicator of teacher performance that is still not optimal (Nurrochman, Darsinah, & Wafroaturrohman, 2023).

The current state of learning institutions in State Junior High Schools (UPT Negeri) throughout Doloksanggul District still has shortcomings regarding teacher work ability or teacher performance. Many teaching staff whose performance is less than optimal, among others: 1) there are teaching staff who have not optimally implemented conceptual and structured learning, 2) the ability of staff is still low in compiling plans and developing teaching and learning processes, 3) many teaching staff have not developed learning models and development of learning media that are environment-based and technology-based, and 4) the majority of teachers still carry out teaching duties conventionally (Karyati, 2020).

Given the various phenomena in the field of education, improving teacher performance is crucial. The quality of education within an educational institution is one of the educational issues currently facing the nation. Various efforts to improve the quality of teacher performance have been undertaken, both by the government, the private sector, and other institutions related to ensuring the quality of teaching and education personnel. Quality education can be achieved if the input, process, output, teachers, facilities and infrastructure, and costs meet certain criteria. To ensure the quality of education, a committed teaching staff is needed with at least good work results. This indicates the importance of establishing programs that can support the realization of teacher performance that meets these standards. Many factors can improve teacher performance, one of which is the competence of the principal (Zhahira, 2022).

The principal is one of the most important components of education that plays a crucial role in improving the quality of education. As an educational leader, the principal is responsible for teaching and influencing all parties involved in educational activities at the school to collaborate in achieving the school's goals. As a leader, the principal must be able to supervise a team consisting of teachers, staff, and students in realizing an effective and efficient teaching

and learning process, thereby achieving learning productivity that ultimately improves the quality of education. However, in reality, the principal is less able to engage teachers at the UPT SMP Negeri in Doloksanggul District to collaborate (Karsiyati, 2021).

The principal plays a vital role as a manager, leader, and supervisor in the school environment. The success of a school in achieving its vision and mission depends heavily on the effectiveness of the principal's leadership. One of the main predictors of this effectiveness is the principal's competence. The principal's competence, which includes managerial, personality, social, and supervisory competencies, directly influences how the principal manages resources, creates a conducive work climate, and provides professional guidance to teachers (Aryzona, Asrin, & Syazali, 2023). A competent principal will be able to develop a continuous professional development program for teachers, conduct constructive academic supervision, and provide adequate facilities and support. Limitations in these competencies, especially in the supervisory and managerial aspects, often become obstacles to motivating and empowering teachers, which ultimately can reduce teacher performance.

Efforts that can be made by the principal to improve the performance of educational staff and student learning achievement are to involve teachers in training, provide opportunities for teachers to improve their knowledge and skills by studying at a higher level of education, motivate the student learning outcome evaluation team to work harder, encourage teachers to start and end learning according to the specified time (Nawaki & Santyo Rusandy, 2022).

Quality education is a key pillar in developing the nation's intellectual development, with junior high school (SMP) being a crucial stage in shaping the foundation of students' character and cognitive development. At the educational unit level, teacher performance is a key determinant of the success of the teaching and learning process. High-performing teachers not only master the material but are also able to plan, implement, and evaluate learning innovatively in accordance with the demands of the Independent Curriculum.

However, the reality on the ground shows that teacher performance at the UPT SMP Negeri (State Junior High School) throughout Doloksanggul District still faces serious challenges. Based on initial observations, teacher performance profiles have not shown optimal results. This is evident in the continued lack of discipline among teachers in independently preparing lesson plan administration, the still conventional (monotonous) teaching and learning process, and the lack of initiative in self-development through innovative work and the use of digital technology. Low student achievement targets in several schools also indicate that teacher performance has not been adequately accelerated.

This suboptimal teacher performance is strongly suspected to be influenced by the principal's suboptimal competence. As instructional leaders, principals at public junior high school (SMP) units (UPT) throughout Doloksanggul District are required to possess strong managerial, supervisory, and entrepreneurial skills. However, academic supervision is often viewed as merely an administrative formality, rather than a sustainable professional development effort. Weak supervision and a lack of motivation and appreciation from leaders leave teachers feeling under-supported in improving their work (Solikhulhadi, 2021).

In addition to leadership, school culture also plays a vital role in shaping teachers' work environments. An ideal school culture is one that supports collaboration, healthy competition,

and innovation. Unfortunately, the reality is that school cultures are less supportive of professional growth. Persistent individualistic attitudes among teachers, a low culture of literacy and continuous learning, and a lack of a tradition of rewarding achievement create a static work climate. A "what-is-it" work culture and resistance to technological change hinder teachers from delivering their best performance (Hanafiah, Sauri, Rahayu, & Arifudin, 2022).

Doloksanggul District, as the administrative center of Humbang Hasundutan Regency, should be a barometer of education in the region. However, if leadership competency is lacking and the organizational culture is unhealthy, teacher performance will remain stagnant, ultimately impacting the low quality of graduates (Darmawan & Diana, 2020). The current situation is that efforts to improve the quality of education in schools tend to use a structural approach, prioritizing technical-administrative aspects, rather than a goal-oriented approach that is more culturally focused (HAQ, 2023). Through school culture, principals, teachers, students, and parents will feel a sense of ownership over education, thus automatically encouraging them to collaborate and synergize in efforts to improve school quality (Guntoro, 2020).

The UPT SMP Negeri area in Doloksanggul District has its own geographic, demographic, and socio-cultural characteristics that shape the dynamics of school operations. Preliminary studies at several schools in this district indicate variations in teacher performance levels. This variation is strongly suspected to be related to differences in the implementation of principal competencies and differences in the formation of school culture in each school unit. Therefore, it is important to empirically test the extent to which these variables, Principal Competence and School Culture, have a significant relationship and simultaneous contribution to Teacher Performance in this specific location (Supriadi, Ramli, & Latif, 2022).

In Humbang Hasundutan Regency, particularly Doloksanggul District, the state of junior high school education presents both potential and challenges. Based on data from the Central Statistics Agency (BPS) of Humbang Hasundutan Regency for 2024/2025, there are several public junior high schools under the Ministry of Education and Culture, with varying numbers of teachers and students. For example, in Doloksanggul District, which has a public junior high school technical unit (UPT), such as SMP Negeri 001 Pasar Doloksanggul (Muslimin, 2020). The local government is actively developing educational infrastructure, such as the inauguration of a new principal in October 2025, which is expected to improve access and quality of education in the region. Furthermore, initiatives such as the designation of SMP Negeri 4 Doloksanggul as a driving school in 2023 emphasize the holistic development of students, although issues related to teacher quality remain (Tanjung, Hanafiah, Arifudin, & Mulyadi, 2021).

Teacher performance issues are also a phenomenon in the researcher's work environment. As a school principal, the researcher sees that many teachers are still not carrying out their duties optimally, such as many teachers who are often late to school and even late to class, some leave class even though the lesson time is not over, do not have complete learning tools, teach using conventional methods, are unable to control the class and even assess students subjectively rather than objectively (Murniyati, 2021).

Although the relationship between these three variables has been studied in a broader context, research focused on educational units in the UPT SMP Negeri Sekecamatan

Doloksanggul is still limited. Given the alleged performance gap and variations in leadership practices, this study is relevant and important (Sukayana, Yudana, & Hendra Divayana, 2019). This study is expected to provide empirical evidence regarding the specific role of Principal Competence and School Culture in improving Teacher Performance in the school environment and practical recommendations for the local Education Office and Principals in Doloksanggul to formulate policies oriented towards developing leadership competencies and strengthening positive school culture as an effective strategy to improve the quality of education (Fajra, Jalinus, Jama, & Dakhi, 2020).

Based on the dynamics of the above phenomenon, the researcher deemed it necessary to conduct an in-depth study on the extent of the relationship between leadership and the work environment on educator productivity (Kurniawati, Tampubolon, & Sihotang, 2019). Therefore, this study is entitled: "The Relationship between Principal Competence and School Culture on Teacher Performance in Public Junior High School Technical Implementation Units (UPT) in Doloksanggul District."

METHOD

This study uses a quantitative survey approach where data is collected in numerical form and analyzed using statistical methods to see the relationship between the variables of principal competence and school culture with teacher performance in UPT SMP Negeri throughout Doloksanggul district. Meanwhile, this research design is a quantitative inferential study, because the variable testing that will be carried out emphasizes theory testing through variable measurements with numbers and data analysis used using statistical procedures with the help of the SPSS application (E. Diana, 2021).

This research will be conducted in November, December 2025 and January 2026 at UPT SMP Negeri 001 Pasar Doloksanggul, UPT SMP Negeri 002 Pasaribu, UPT SMP Negeri 003 Sosor Gonting, UPT SMP Negeri 004 Silagalagala, UPT SMP Negeri 005 Saitnihuta, Humbang Hasundutan Regency, North Sumatra Province (ARDANA, NATAJAYA, & SUNU, 2015). The author chose this research location because he saw a problem that needed to be studied how to improve teacher performance in UPT SMP Negeri throughout Humbang Hasundutan District which has been considered less than optimal. The population is the entire subject or unit of analysis that has the same characteristics and is the target of generalization of research results, while the sample is a part of the population that is selected representatively to represent the population. Creswell & Creswell (2023). The population in this study was all teachers in UPT SMP Negeri throughout Dolok Sanggul District as many as 182 people

A sample is a small portion of a population intentionally selected using specific procedures to represent the population as a whole and to generalize the research results within a controlled sampling error. Conclusions learned from the sample can be applied to the population. Therefore, samples taken from the population must be truly representative (Erlangga, 2015).

The sample size in this study was determined according to the Slovin formula with a margin of error or percentage of tolerance for inaccuracy allowed at 10% (Nurdin, 2019). The research instrument used was a questionnaire containing statement items to be answered by respondents. The Principal Competence variable (X1) consists of 30 statements, the School

Culture variable (X₂) 20 statements, and the Teacher Performance variable (Y) 20 statements. The questionnaire used a Likert scale, which is a scale to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Arikunto (2010:136). The number of questionnaire items was attempted to represent each variable indicator, but not too many, so that respondents could work calmly without rushing and causing boredom (Budiyono, 2021).

RESULTS AND DISCUSSION

This research was conducted at the Technical Implementation Units (UPT) of Public Junior High Schools in Doloksanggul District with a sample size of 65 people. This research was conducted seriously and as optimally as possible to obtain correct research data so that it would be able to answer the research hypothesis so that the research objectives could be achieved, therefore in chapter IV the research results are presented with data referring to existing theories and concepts, including a general description of the research location, description of research data, testing of analysis requirements, testing of research hypotheses, and discussion of research results (Sulastri, Fitria, & Martha, 2020). The UPT (Technical Implementation Unit) of Public Junior High Schools in Doloksanggul District is often a barometer of education for the surrounding districts because it is located in the center of the Humbang Hasundutan Regency government. Overall, these schools are managed under the auspices of the Humbang Hasundutan Regency Education Office. As the capital area of the district, Public Junior High Schools in Doloksanggul tend to have better internet access and laboratory facilities than remote areas. Schools in this area often represent the district in events such as OSN (National Science Olympiad) and provincial level art competitions. Currently, all junior high school (SMP) UPTs in Doloksanggul have implemented the Independent Curriculum, with a focus on developing the Pancasila Student Profile.

The research data obtained are presented in the form of a data tabulation table based on alternatives and answer weights which can be seen in appendices 14, 15 for variable X₁ (Principal Competence), appendices 16, 17 for variable X₂ (School Culture) and appendices 18 and 19 for variable Y (Teacher Performance). And a summary of respondent achievement categories can be seen in appendix 20 (Suardana, Yudana, & Gede Agung, 2018).

The research data were grouped using the SPSS (*Statistical Product and Service Solutions*) application. 27.0.2.0 and analyzed descriptively by displaying the highest and lowest scores, the average, mode, and median based on the respondents' achievements and the achievements of each questionnaire item. The data presentation of all variables is summarized in the following table 4-1:

Table 1. Data Exposure of Variables X1 , X2 and Y

		Statistics		
		Principal Competence (X1)	School Culture (X2)	Teacher Performance (Y)
N	Valid	65	65	65
	Missing	0	0	0
	Mean	87.88	153.89	107.25
	Median	88.00	153.00	108.00
	Mode	87 ^a	152 ^a	108
	Minimum	69	125	90
	Maximum	106	186	125
	Sum	5712	10003	6971

a. Multiple modes exist. The smallest value is shown

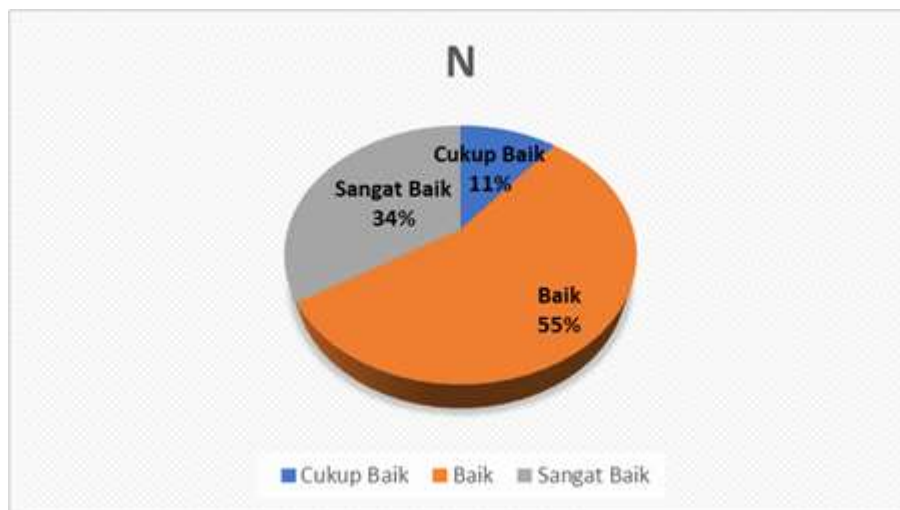


Figure 1. Categorization of Principal Competencies

From the diagram above, it can be seen that out of 65 respondents, no teachers stated that the principal's competence was very poor or poor, but 11% of respondents stated that the principal's competence was quite good, 55% stated that it was good and 34% stated that it was very good (Patilima, 2022).

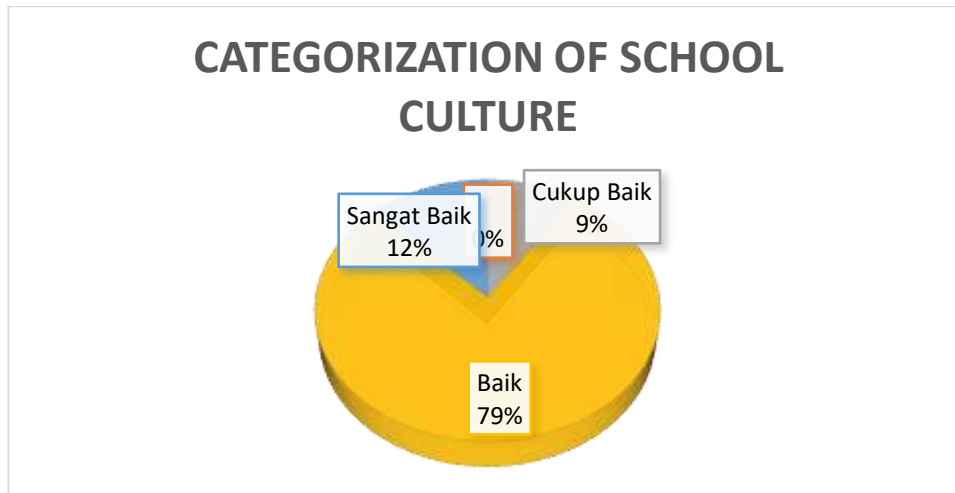


Figure 2. Categorization of School Cultural Competence

From the diagram above, it can be seen that out of 65 respondents, no teachers stated that the school culture was very bad or bad, but 9% of respondents stated that the school culture was quite good, 79% stated that it was good and 12% stated that it was very good (Yayuk & Sugiyono, 2019).

Hypothesis Testing

The hypothesis in this study is:

1. There is a positive and significant relationship between the principal's competence and the performance of teachers at UPT SMP Negeri in Doloksanggul sub-district.
2. There is a positive and significant relationship between school culture and the performance of teachers at UPT SMP Negeri in Doloksanggul sub-district.
3. There is a positive and significant relationship between the principal's competence and school culture together with the performance of teachers at UPT SMP Negeri in Doloksanggul sub-district.

From the results of the Pearson correlation test and the coefficient of determination test, the following was obtained:

1. Testing the relationship between Variable X_1 and Y, the correlation value of R or $r_{count} = 0.661 > r_{table} (\alpha=0.05; n=65)$ of 0.244 with a Sig value of $0.000 < 0.05$, and $t_{count} = 7.000 > t_{table} (n-2 = 63) = 2.000$, meaning the relationship between the two variables is positive and significant with a contribution of 43.7%. Thus, hypothesis 1 is accepted.
2. Test the relationship between Variable X_2 and Y, the correlation value of R or $r_{count} = 0.502 > r_{table} (\alpha=0.05; n=65)$ of 0.244 with a significance value of $0.000 < 0.05$ and $t_{count} = 4.613 > t_{table} (n-2 = 113) = 2.000$ means the relationship between the two variables is positive and significant with a relationship contribution of 25.2%. Thus, hypothesis 2 is accepted.
3. Test the relationship between variable X_1 (Principal Competence) and variable X_2 (School Culture) with variable Y (Teacher Performance) together obtained a value of $R = 0.711$ with a significance value of $0.000 < 0.05$ and $F_{count} = 31.634 > F_{table} (k-1, nk; 2.63) = 3.15$ with a contribution of 50.5% meaning that there is a positive and significant relationship between variable X_1 (Principal Competence) and variable X_2 (School

Culture) towards variable Y (Teacher Performance) together. Thus, hypothesis 3 is accepted.

Discussion of Research Results

Based on the results of the analysis of research data conducted at the UPT of State Middle Schools in Doloksanggul District in 2026, the discussion of the research results is as follows (B. Handayani & Purnami, 2021):

The Relationship between Principal Competence and Teacher Performance at Public Junior High School UPTs in Doloksanggul District is Positive and Significant.

Based on the results of the descriptive analysis of variable X_1 (Principal Competence), it is known that the questionnaire item that has the highest weight value regarding variable X_1 (Principal Competence) is item number 17 with a score of 283 and an average value of 4.34 or a very good category with the statement that the principal involves school residents (teachers, staff, students) in formulating the school's vision and mission or in the sub-indicator of developing the school's vision and mission. While the lowest weight value among the questionnaires above is number 6 with a score of 240 and an average value of 3.69 or a good category, namely in the statement that the Principal shows sincere concern for the difficulties faced by teachers/staff or in the sub-indicator of spiritual maturity in behaving in accordance with the code of ethics (Elvita, Sumarno, & Rusdi, 2019). The highest indicator is indicator no. 3, namely Principal Competence with an average score of 4.25 with a very good category while the lowest indicator is indicator no. 1, namely personality competence with a score of 3.85 with a good category. And overall the average score of variable X_1 (Principal Competence) is 3.99 or a good category. Good. Of the 65 respondents, no teachers stated that the principal's competence was very poor or poor, but 11% of respondents stated that the principal's competence was quite good, 55% stated that it was good, and 34% stated that it was very good.

Based on the results of the hypothesis test, it is known that variable X_1 (Principal Competence) has a positive and significant relationship with variable Y (Teacher Performance) correlation value R or $r_{\text{count}} = 0.661 > r_{\text{table}} (\alpha=0.05; n=65)$ of 0.244 and obtained a Sig value (2-tailed) of $0.000 < 0.05$, meaning the relationship between the two variables is positive and significant with a contribution of 43.7% and a significance value of $0.000 < 0.05$, and $t_{\text{count}} = 7.000 > t_{\text{table}} (n-2 = 63) = 2.000$.

Results in From the above it can be understood that the principal's competencies, namely a) personality competency, b) social competency and c) professional competency are very much needed to improve teacher performance. In this study, the Principal Competence of State Junior High School UPT teachers in Doloksanggul District as a whole is good, especially in professional competency where the Principal has involved the school community (teachers, staff, students) in formulating the school's vision and mission. However, the principal needs to continue to improve personal competency, namely in spiritual maturity in behaving in accordance with the code of ethics, where the principal needs to show sincere concern for the difficulties faced by teachers/staff (Saifullah, 2020).

Results in The above is also in accordance with the theory that states that a person's performance is influenced by the principal's competence. The better the principal's competence as a leader, the better the teacher's performance will be. This is in accordance with Mulyasa's

theory (2017: 98-121) which states that the duties and functions of a motivator principal are needed to embrace and motivate teachers to always be able to work well. The results above are also in accordance with the Bible verse in Ezekiel 34: 2-4: "Woe to you, shepherds of Israel! You do not strengthen the weak, you do not heal the sick. Therefore, you shepherds, hear the word of the LORD." Where in this verse it is said that the principal is the "shepherd" of the school, then as a shepherd the principal must be able to embrace teachers who are having difficulties and not only think about professionalism (Suhandani & Kartawinata, 2014).

Results in The above is also in line with research by Simbolon, BR, Murniarti, E., & Situmorang, R entitled *The Analysis of Students Learning Satisfaction based on the Environment Management System at Postgraduate Program, Universitas Kristen Indonesia*, conclude that Principal competency shows a positive and significant relationship with teacher performance (Lawotan, 2019).

The Relationship between School Culture and Teacher Performance at Public Junior High School Technical Implementation Units in Doloksanggul District is Positive and Significant

Based on the data in the attachment, it is known that the questionnaire item that has the highest weight value regarding variable X₂ (School Culture) is item number 27 with a score of 273 and an average value of 4.18 or a good category with the statement that the school sets clear academic achievement targets (such as average exams or minimum completeness) at the beginning of each school year in the Target and Achievement sub-indicator where the School has achievement targets and an increase in the percentage of achievement over time. While the lowest weight value among the questionnaires is number 1 with a score of 230 and an average value of 3.51 or a good category, namely with the statement that all school residents are present before the bell rings, in the time compliance sub-indicator. The highest indicator is orientation towards achievement and service with an average score of 4.07 with a good category while the lowest indicator is discipline and exemplary behavior with a score of 3.75 also in the good category. And overall the average score of variable X₂ (School Culture) is 3.85 or a good category. Of the 65 respondents, no teachers stated that the school culture was very bad or bad, but 9% of respondents stated that the school culture was quite good, 79% stated that it was good and 12% stated that it was very good (Ritonga, Ritonga, Tanjung, & Musri, 2020).

Based on the results of the hypothesis test, it is known that Variable X₂ (school culture) has a positive and significant relationship with variable Y (teacher performance) where the correlation value R or $r_{\text{count}} = 0.502 > r_{\text{table}} (\alpha=0.05; n=65)$ of 0.244 and the Sig value (2-tailed) is $0.000 < 0.05$, with a contribution of 25.2% and a significance value of $0.000 < 0.05$ with $t_{\text{count}} = 4.613 > t_{\text{table}} (n-2 = 113) = 2.00$.

The results of this study can be understood that School Culture, namely Discipline and exemplary behavior, cooperation/collaboration, innovation and creativity, orientation towards achievement and service, as well as care and togetherness can influence the performance of teachers at UPT SMP Negeri throughout Doloksanggul District. Although overall the School Culture of teachers at UPT SMP Negeri throughout Doloksanggul District is in the good category, especially in the orientation towards achievement and service where the school sets clear targets for achieving academic scores (such as average exams or minimum completion) at the

beginning of each school year, there is still a need to improve discipline and exemplary behavior so that all school residents are present before the bell rings. A good school culture, especially discipline and exemplary behavior, can improve teacher performance in discipline in making lesson plans. A good school culture will encourage teachers to always try to improve their abilities, cooperate and collaborate better so that it is hoped that teachers can carry out their duties well too.

The results of this study are in line with the theory of Murakami et al. (2019:48) , where school culture influences teacher performance through commitment (affective, normative, continuance) and daily experiences (interaction, emotion, fulfillment of Maslow's needs). A positive culture increases morale, efficacy, collaboration, satisfaction, retention, and collective responsibility, while a negative culture leads to burnout and attrition. School climate influences teacher commitment and overall effectiveness.

The results of this study are also highly relevant to previous research such as Iqbal, M., et al. (2022) who analyzed the influence of school culture on teacher performance in public and private secondary schools in Pakistan, with a sample of 118 schools using questionnaires from principals and students. The regression results showed a significant correlation ($r=0.64$, $p=0.000$) and a strong influence of school culture on teacher performance (N. D. Diana, Sugoiono, & Lasfeto, 2019).

The results of this study are also in line with God's word in Titus 2:7-8 which states, "And set yourselves as an example of good deeds. Be honest and earnest in your teaching." This verse explains that *school* is not just a place to transfer information, but a place for character transformation through example. School culture must be built on the foundation of educator integrity. Teachers do not only teach with words, but with their lives. A biblically healthy school is one where leaders and teachers become "living curriculum" for their students.

The UPT of State Junior High Schools in Doloksanggul District is jointly positive and significant

Based on the data in the attachment, it is known that the questionnaire item that has the highest weight value regarding variable Y (Teacher Performance) is item number 25 with a score of 269 and an average value of 4.14 or a good category with the statement that students show an increase in value or learning achievement after following the learning process managed by teachers in the sub-indicator of student achievement, namely increasing student competency both academically and character. While the lowest weight value among the questionnaires is number 1 with a score of 237 and an average value of 3.65 or a good category, namely in the statement that teachers complete the preparation of lesson plans before the school year or semester begins, in the sub-indicator of preparing learning plans on time and with measurable objectives. The highest indicator is impact and achievement with an average score of 4.06 with a good category while the lowest indicator is learning planning with a score of 3.76 also in the good category. And overall the average score of variable Y (Teacher Performance) is 3.70 or a good category. Of the 65 respondents, no teachers stated that teacher performance was very bad or bad, but 11% of respondents stated that teacher performance was quite good, 80% stated that it was good and 9% stated that it was very good.

Based on the results of the hypothesis test, it is known that X1 (Principal Competence) and variable X2 (School Culture) have a positive and significant relationship with variable Y. (Teacher Performance) together with a correlation value of $R=0.711$, and a relationship contribution of 50.5%, the rest is influenced by other factors with a significance value of $0.000 < 0.05$ and $F_{\text{count}} = 31.634 > F_{\text{table}} (k-1, nk; 2.63) = 3.15$ (Agustin, 2019).

The results of this study strongly prove that if the Principal's Competence and School Culture are good, teacher performance will also be good. Conversely, if the principal's competence and school culture are good enough, teacher performance will also be good enough. Teachers at the UPT SMP Negeri throughout Doloksanggul District need to improve their performance on planning indicators, especially in preparing timely Learning Plans (RPP) and continue to maintain and even improve performance on impact and achievement. This can be understood that the condition of schools in the UPT SMP Negeri throughout Doloksanggul District already has internet access for the majority so that learning is more innovative and creative, and principals who have high professionalism who involve school residents (teachers, staff, students) in formulating the school's vision and mission can certainly improve teacher performance in implementing learning. However, the low culture of discipline and exemplary behavior and the principal's personality competence in embracing teachers who experience difficulties still need to be improved, making teacher performance in learning planning low (Hutabarat, Elindra, & Harahap, 2022).

The results of this study also align with the theory of Faisal et al. (2024: 5072-5089) who emphasized that improving work discipline, such as adherence to teaching schedules and administrative responsibilities, can be a priority strategy in improving teacher performance in public schools. Similarly, according to Simanjuntak (2011: 11-12), teacher performance is influenced by the principal's competence or management support and organizational support or school culture (Siti Suantari, Natajaya, & Yudana, 2019).

The results of this study are also in line with previous research conducted by Santri, RP (2016) in his research entitled *The Relationship between Principal Leadership and School Culture with the Performance of Elementary School Teachers in Lubuklinggau City*, concluded that there is a positive relationship between principal leadership and school culture with the performance of Elementary School teachers in Lubuklinggau City where the positive relationship between principal leadership and the performance of Elementary School teachers in Lubuklinggau City is 64.2%, the positive relationship between school culture and the performance of Elementary School teachers in Lubuklinggau City is 46.9% and the positive and significant relationship between principal leadership and school culture with teacher performance is 65.4% (Handini & Mustofa, 2020).

The results of this study are also in line with the Biblical View, that teacher performance is not only influenced by the principal's competence or school culture (Rugaiyah, 2016). However, the most important thing that influences teacher performance, especially through 1 Corinthians 3:10-15, is a very deep foundation of integrity, quality, and professional responsibility. When teachers have a strong foundation, namely high integrity, quality and professional responsibility, as in verse 11 it says, "For no one can lay a foundation other than that which has been laid, which is Jesus Christ." So if the focus of Christian education or schools

in general is service centered on the values of truth (Christ), not economic achievement or worldly achievements, then teacher performance will also improve (Alwi, 2017).

Research Limitations

The researcher acknowledges that there are several limitations in conducting this research that may affect the generalizability of the research results. These limitations include:

1. **Generalization:** This study only covers the UPT of Public Junior High Schools in Doloksanggul District. Therefore, the results of this study cannot necessarily be generalized widely to schools at different levels (such as elementary or high schools), or to other districts with sociocultural and geographic characteristics different from Doloksanggul.
2. **Use of Research Instruments (Questionnaires)** Self-report questionnaires were used to collect research data. This poses a risk of respondent subjectivity, where respondents (teachers) may provide normative or "want to look good" answers (social bias) rather than the actual situation in the field regarding their performance or their assessment of the principal.
3. **Limited Variable Factors:** This study only examined two independent variables: Principal Competence and School Culture. However, many other factors not examined in this study also influence teacher performance; these include workload, school facilities, teacher education level, compensation or salary, and personal work motivation.
4. **Cross-Sectional Research Nature:** This correlation analysis is cross-sectional, or only examines the situation at a specific point in time. The relationship between school culture and teacher performance can change as educational policies change or leadership changes in schools.
5. **Technical Constraints in the Field:** Because the research location encompassed all public junior high schools in Doloksanggul District, the researchers faced challenges in scheduling questionnaires, as each school had a different schedule. Consequently, data distribution and collection took longer than planned.

Despite several limitations in this study, the researchers have made every effort to ensure the data is unbiased and valid through instrument testing and direct supervision during questionnaire completion. Therefore, the findings of this study can be used as a reference for improving the quality of education in Doloksanggul District.

CONCLUSION

1. The competency of school principals at the State Junior High School Technical Implementation Units (UPT) in Doloksanggul District in 2026 was 11% in the fairly good category, 55% in the good category and 34% stated that it was very good.
2. The school culture in the UPT of Public Junior High Schools in Doloksanggul District in 2026 was 9% in the fairly good category, 79% in the good category and 12% in the very good category.

3. The performance of teachers at the State Junior High School Technical Implementation Units (UPT) in Doloksanggul District in 2026 was 11% in the fairly good category, 80% in the good category and 9% in the very good category.
4. There is a positive and significant relationship between the principal's competence and teacher performance at the UPT of Public Junior High Schools in Doloksanggul District in 2026 with a correlation value of R or $r_{\text{count}} = 0.661$ and a relationship contribution of 43.7% with a Sig value of $0.000 < 0.05$, and $t_{\text{count}} = 7.000 > t_{\text{table}} (n-2 = 63) = 2.000$.
5. There is a positive and significant relationship between school culture and teacher performance at UPT SMP Negeri throughout Doloksanggul District in 2026 with a correlation value of R or $r_{\text{count}} = 0.502$ and a relationship contribution of 25.2% with a significance value of $0.000 < 0.05$ and $t_{\text{count}} = 4.613 > t_{\text{table}} (n-2 = 113) = 2.000$.
6. There is a positive and significant relationship between the principal's competence and school culture together with teacher performance at the State Junior High School Technical Implementation Units in Doloksanggul District in 2026 with a correlation value of $R = 0.711$ and a relationship contribution of 50.5% with a significance value of $0.000 < 0.05$ and $F_{\text{count}} = 31.634 > F_{\text{table}} (k-1, nk; 2.63) = 3.15$

Suggestion

Based on the research results, conclusions and limitations of the research, the following suggestions are put forward:

1. It is recommended that the Humbang Hasundutan Regency Education Office conduct competency training for school principals in the Doloksanggul area, as there is a significant correlation between principal competency and teacher performance. This is crucial to ensure that personal competencies are maintained to support teacher performance in the classroom.
2. The principals of public junior high schools in Doloksanggul District are expected to foster a culture of discipline and exemplary behavior within their schools. Because school culture is closely linked to results, creating an open work environment that respects one another and supports innovative learning is paramount to ensuring teachers feel comfortable and motivated to work.
3. Teachers are expected to be able to continue to improve their performance independently without relying on school leaders, especially in learning planning, because a good plan is the beginning of achieving good goals.
4. For future researchers, it is necessary to expand the scope of the study to include comparisons between private and public schools, as well as district scale, in addition to Doloksanggul sub-district. Add research variables that have not been examined in this study. For example, we will investigate variables on work motivation, compensation, and infrastructure that may have a greater influence on teacher performance. Using mixed methods to obtain more accurate and in-depth information about school culture, it is recommended to use in-depth interviews. a qualitative approach besides the questionnaire

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