

Research Article

The Influence of Principal Instructional Leadership, School Culture and Teacher Commitment on Lesson Planning Quality in Senior High School

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ABSTRACT

The quality of lesson planning in public senior high schools in Blora Regency remains low due to suboptimal principal instructional leadership, inadequate school culture, and low teacher commitment in preparing high-quality lesson plans. This study aims to analyze the influence of principal instructional leadership, school culture, and teacher commitment on lesson planning quality. A quantitative approach with an ex post facto method was used. The sample consisted of 200 public senior high school teachers, selected through random sampling. Data were collected using validated and reliable questionnaires. Multiple linear regression was applied for data analysis. The findings indicate that principal instructional leadership has a positive and significant effect on lesson planning quality ($r = 0.810$, contribution 65.7%). School culture significantly influences lesson planning quality ($r = 0.800$, contribution 64%), while teacher commitment also has a significant impact ($r = 0.806$, contribution 65%). Combined, these three variables contribute 72.6% to lesson planning quality. These results highlight the importance of strengthening principal instructional leadership, fostering a positive school culture, and enhancing teacher commitment to improve the quality of lesson planning in school.

Keywords: lesson planning; quality; principal instructional leadership; school culture; teacher commitment

1. INTRODUCTION

The success of the learning process is highly influenced by the quality of instructional management (Afridoni, Syaifuddin, & Tambak, 2022). Learning management consists of three main activities: planning, implementation, and evaluation. Proper planning is a crucial initial step in achieving learning objectives. Therefore, lesson planning plays a vital role in instructional management (Dolong, 2016). Lesson planning is defined as a systematic process of decision-making related to learning objectives by utilizing available resources and potentials (Sanjaya in Nasution, 2017). Fauzan & Lubis in Rokhmawati, Mahmawati, & Yuswandari (2023) state that lesson planning is a series of activities teachers must prepare to ensure effectiveness and efficiency in the learning process. Smith & Ragan in Firgina (2023) argue that lesson planning should integrate learning principles into instructional material design and teaching strategies to achieve optimal outcomes.

Student success in the learning process depends on well-structured lesson planning, as it serves as a reference for educators in conducting the learning process to achieve the desired outcomes (Supangkat, 2022). However, in reality, the quality of lesson planning still requires significant attention, particularly in structured design, diverse teaching methods, and optimal utilization of instructional media (Firgina, 2023).

A survey by the Blora Regency Education Office (2023) revealed that only 42% of public high school teachers consistently create structured and well-documented lesson plans. About 38% of teachers prepare Lesson Implementation Plans (RPP) merely for administrative purposes, while 20% do not effectively use RPPs in the learning process. Furthermore, a school assessment by the Central Java Institute for Education Quality Assurance (LPMP) (2023) found that 65% of public high schools in Blora Regency face challenges in implementing project-based learning and differentiation strategies. A study by Lalupanda (2019) revealed that many teachers prepare lesson plans only as an administrative requirement without utilizing them as instructional guidelines. Preliminary observations at public high schools in Blora indicate a similar condition, where most teachers do not develop lesson plans that are specific, measurable, and aligned with the curriculum. They also pay little attention to student characteristics and rarely utilize relevant teaching methods and media.

In addition to internal teacher factors, principal instructional leadership is a key determinant in improving lesson planning quality. Principals, as instructional leaders, are responsible for supporting teachers in developing high-quality

lesson plans (Wahyudi, Narimo, & Wafroturohmah, 2019). According to Eggen & Kauchak, instructional leadership refers to a principal's actions in creating a productive working environment for teachers, ultimately enhancing student learning outcomes. Bush & Glover in Wahyudi *et al.* (2019) emphasize that instructional leadership encompasses curriculum management, teaching and learning processes, teacher development, and instructional services.

Besides principal leadership, school culture significantly influences lesson planning quality. Fitriani in Jannah & Kardoyo (2020) explains that school culture reflects the characteristics, values, and habits that develop within a school, directly impacting learning effectiveness. Deal & Peterson in Widyasneti & Supriyanto (2023) assert that schools with a strong culture tend to have higher-quality learning outcomes, as they foster collaboration, innovation, and professionalism among teachers. Teacher commitment is also a key factor in determining the success of lesson planning. Crosswell in Sukmawati & Herawan (2016) defines commitment as a high level of engagement with a specific organization or activity. Teachers with strong commitment to their schools and students strive to create a quality learning environment and implement effective teaching strategies (Syafri, Basem, & Wahyudi:2023). However, preliminary observations at public high schools in Blora indicate that many teachers still lack commitment to lesson planning. Most teachers prepare lesson plans solely to meet administrative requirements, without considering student differentiation or using evaluation results for continuous improvement.

The quality of lesson planning is a fundamental aspect of ensuring the effectiveness of the learning process in schools. Warisno (2022) explains that in the educational context, quality refers to the level of excellence in services or educational outcomes that meet established standards. Fatimah (2020) adds that quality represents the totality of characteristics in a product or service that support its ability to meet predetermined needs. Crosby in Nabila (2022) highlights that quality means "conformance to requirements," while Sallis in Nasution (2022) argues that quality encompasses service standards and customer satisfaction related to the effectiveness of the educational system.

Lesson planning is the initial phase of the educational process aimed at ensuring that teaching and learning activities run effectively and efficiently. According to Putrianingsih, Muchasan, and Syarif (2021), lesson planning is a systematic process for determining learning objectives, strategies, and resources to achieve optimal learning outcomes. Widyanto and Wahyuni (2020) state that lesson planning involves setting objectives, selecting teaching methods and strategies, and preparing learning materials suited to student characteristics. Mubarok (2022) adds that effective lesson planning must align with institutional goals, have clear targets, and be systematically and collaboratively designed by educators. Sanjaya in Murdiyono (2024) emphasizes that lesson planning is a rational decision-making process that includes learning objectives, teaching methods, and assessment tools. The Ministry of Education, Culture, Research, and Technology (2022) stipulates that lesson planning should be flexible, simple, easy to understand, and tailored to student characteristics and clear learning objectives.

Principal instructional leadership plays a strategic role in improving education quality. According to Johansson and Day in Sunardi, Nugroho, and Setiawan (2019), effective principal leadership is characterized by active involvement in curriculum development, student progress monitoring, and optimizing the learning environment. Bafadal, Roesminingsih, and Sumbawati (2022) define instructional leadership as a leadership model focused on enhancing teacher competence to achieve better learning outcomes. Wahyudi, Narimo, and Wafroturohmah (2019) emphasize that instructional leadership aims to create an academically conducive atmosphere, boost student motivation, and encourage innovation in teaching methods. Additionally, Gorton and Schneider in Sulastrri, Syahril, and Adi (2021) state that instructional leadership involves supervision, teacher professional development, and resource management to support educational sustainability. Beyond principal leadership, school culture also significantly impacts lesson planning quality. Mayer and Rowen in Zubaidah (2015) explain that school culture is a key element that shapes the value system and norms supporting learning effectiveness. Ilyas (2020) emphasizes that school culture develops through interactions between teachers, students, and the community in various academic and non-academic aspects. Darmawan (2019) identifies several dimensions of school culture, including norms and beliefs held by school members, academic and social traditions, a supportive social climate, and the role of leadership in fostering a strong academic culture.

Teacher commitment to their profession is a major factor in determining the success of lesson planning. Wibowo (2016) states that teacher commitment reflects loyalty and emotional attachment to the school, as well as the drive to improve education quality. Hastuti (2017) adds that teacher commitment includes not only responsibility in teaching duties but also responsiveness to the development of knowledge and technology. Nainggolan (2020) classifies teacher commitment into three main aspects: affective commitment (emotional attachment to the school), continuance commitment (perceived benefits of staying at the school), and normative commitment (moral obligation and responsibility to maintain educational quality).

Based on this literature review, it can be concluded that principal instructional leadership, school culture, and teacher commitment play a crucial role in determining lesson planning quality. By understanding the interrelationship between these variables, this study is expected to provide new insights into improving the effectiveness of lesson planning in schools.

2. RESEARCH METHOD

This study employs a quantitative approach as the data collected is numerical, obtained through field data conversion in the form of questionnaires. The data collected is then analyzed using statistical techniques. According to Sugiyono (2022), the quantitative method is based on the philosophy of positivism and is used to study a specific population or sample with data collection techniques conducted randomly. Data analysis in this method is statistical, aiming to test predetermined hypotheses. The type of research used is *ex post facto* (non-experimental) research, which examines causal relationships without manipulating variables. Sugiyono (2022) states that *ex post facto* research investigates past events and traces back to identify the causal factors.

This research was conducted in eight public senior high schools (SMA Negeri) in Blora Regency from October 2024 to April 2025. It is an associative study aimed at identifying and explaining the relationship between independent and dependent variables. The independent variables in this study are principal instructional leadership (X1), school culture (X2), and teacher commitment (X3), while the dependent variable is lesson planning quality (Y). The relationships among these variables are described as follows: (1) Principal instructional leadership affects lesson planning quality, (2) School culture affects lesson planning quality, (3) Teacher commitment affects lesson planning quality, and (4) Principal instructional leadership, school culture, and teacher commitment simultaneously affect lesson planning quality. Sugiyono (2022:) defines research variables as attributes or characteristics of an object being studied for further analysis. In this study, lesson planning quality (Y) refers to the level of excellence in designing strategies and learning steps that align with educational standards (Putrianingsih et al., 2021). Principal instructional leadership (X1) is a leadership model that emphasizes learning quality development through supervision, curriculum management, and teacher professionalism enhancement (Bafadal et al., 2022). School culture (X2) reflects the values, norms, beliefs, and traditions that shape school members' behavior and influence learning effectiveness (Mayer & Rowen, 2015). Teacher commitment (X3) describes teachers' personal dedication to fully engaging in their duties and making maximum contributions to the school (Hastuti, 2017).

The population in this study includes all teachers in the eight public senior high schools in Blora Regency, totaling 400 teachers. The sample was determined using Slovin's formula with a 5% margin of error, resulting in 200 teachers as the study sample. The sampling technique used was probability sampling with the proportional random sampling method, ensuring that every teacher had an equal chance of being selected as a respondent (Sugiyono, 2022). The main research instrument was a questionnaire based on a Likert scale with five response options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) (Priadana & Sunarsih, 2021). A closed-ended questionnaire was used, where answers were structured into predefined options (Sugiyono, 2022). Data was collected using a questionnaire distributed directly to respondents. Sugiyono (2022) states that questionnaires are an efficient data collection technique when the number of respondents is large and geographically dispersed.

Before use, the research instrument was tested for validity and reliability to ensure measurement accuracy. Validity testing was conducted using the Pearson Product-Moment correlation method. An item is deemed valid if its correlation value exceeds the *r*-table value at a 0.05 significance level (Wahjusaputri & Purwanto, 2022). Meanwhile, reliability was tested using Cronbach's Alpha. According to Wahjusaputri (2022), an instrument is considered reliable if its Cronbach's Alpha value exceeds 0.70. Before data analysis, several prerequisite tests were conducted, including the normality test using Kolmogorov-Smirnov to ensure the data distribution was normal (Nuryadi, 2017), the linearity test through regression analysis to determine whether variable relationships were linear (Misbahuddin & Hasan, 2022), the homogeneity test using Levene's Test to confirm that variables had equal variance (Nuryadi, 2017), and the multicollinearity test using Variance Inflation Factor (VIF) to ensure that independent variables were not highly correlated (Widana & Muliani, 2020).

The statistical analysis techniques used in this study include the Pearson Product-Moment Correlation Test to examine the relationship between independent and dependent variables (Kurniawan, 2016), Simple Regression Analysis to determine the effect of each independent variable on lesson planning quality (Sugiyono, 2022), and Multiple Regression Analysis to assess the simultaneous effect of principal instructional leadership, school culture, and teacher commitment on lesson planning quality (Sugiyono, 2022). Additionally, the F-Test (ANOVA) was used to determine whether independent variables collectively influence the dependent variable (Djafar, 2024), and the Coefficient of Determination (R^2) was applied to measure the extent to which independent variables influence the dependent variable (Ghozali, 2018).

3. RESULTS AND DISCUSSION

This section presents a descriptive analysis of the research data obtained from 200 respondents regarding the variables of principal instructional leadership, school culture, teacher commitment, and lesson planning quality in public senior high

schools (SMA Negeri) in Blera Regency. The analysis results indicate that respondents' perceptions of each variable can be categorized into five levels: very low, low, moderately high, high, and very high. Based on the Likert scale used, the data distribution results show that the mean scores for principal instructional leadership is 89.83, school culture is 90.93, teacher commitment is 91.13, and lesson planning quality is 90.38. These results indicate that, in general, the four research variables were perceived as being in the high category by respondents. Further analysis revealed that the majority of respondents (51.5%) rated lesson planning quality in the very high category, while 27% rated it high, 18.5% rated it moderately high, and the remaining respondents rated it low or very low.

3.1 The Influence of Principal Instructional Leadership on Lesson Planning Quality

Regression analysis results show that principal instructional leadership has a significant effect on lesson planning quality, with a regression coefficient of 0.743 and a t-value of 19.459 ($p < 0.05$). The R Square value of 0.657 indicates that principal instructional leadership contributes 65.7% to lesson planning quality, while the remaining 34.3% is influenced by other factors. This finding aligns with Bafadal et al. (2022), who emphasized that principal instructional leadership plays a crucial role in enhancing lesson planning effectiveness through supervision, curriculum management, and teacher professional development. Instructional leadership is a leadership model that focuses on improving learning quality by developing teachers, implementing curricula, and creating a conducive learning environment. The principal, as an educational leader, holds a significant responsibility in determining educational policies and managing school operations. Educational supervision is one form of instructional leadership aimed at enhancing teachers' professional abilities and assisting them in addressing classroom challenges. The study results indicate that principal instructional leadership has a significant influence on lesson planning quality, with a regression coefficient of 0.743 and a t-value of 19.459 ($p < 0.05$). The correlation value between principal instructional leadership and lesson planning quality is 0.810, indicating a very strong relationship. F-test results show an F-value of 378.652, which is greater than the F-table value (3.07), with a significance of $0.000 < 0.05$, confirming that principal instructional leadership makes a substantial contribution to lesson planning quality.

These findings are supported by several studies. Handayani & Prasetyo (2018) found that effective school leadership enhances teachers' motivation in designing more systematic lesson plans. Suryadi & Hidayat (2021) demonstrated that principals with strong leadership strategies significantly improve lesson planning effectiveness. Putri & Wahyuni (2019) revealed that principals focused on educational innovation enhance teacher involvement in developing high-quality lesson plans. Budiman (2019) stated that transformational leadership contributes to overall school quality improvement. Additionally, Wibisono & Lestari (2019) emphasized that principals who conduct regular academic supervision enhance instructional quality in schools.

3.2 The Influence of School Culture on Lesson Planning Quality

The study also found that school culture significantly influences lesson planning quality, with a regression coefficient of 0.840 and a t-value of 18.743 ($p < 0.05$). The R Square value of 0.640 indicates that school culture contributes 64% to lesson planning quality, while the remaining 36% is influenced by other factors. These findings align with Mayer & Rowen (2015), who stated that a strong school culture—including values, norms, traditions, and a positive social climate—plays a critical role in fostering a learning environment conducive to lesson planning improvement. School culture reflects the values, norms, and traditions upheld by school members in carrying out daily activities. A strong school culture enhances teacher professionalism and supports more effective lesson planning. The findings indicate that school culture has a significant effect on lesson planning quality, with a regression coefficient of 0.840 and a t-value of 18.743 ($p < 0.05$). The R Square value of 0.640 confirms that school culture contributes 64% to lesson planning quality, while other factors account for the remainder.

These findings are consistent with previous studies. Fadillah & Kuswanto (2021) found that a collaborative school culture increases teacher involvement in lesson planning. Ramadhan & Yuliana (2018) revealed that schools with a disciplined work culture tend to have more well-structured lesson plans. Kurniawan & Sari (2019) highlighted that innovative school cultures positively impact lesson planning quality. Santoso & Wijaya (2020) noted that a strong school culture enhances teacher motivation in designing lesson plans. Lestari & Saputra (2021) emphasized that schools with a strong academic culture consistently improve lesson planning quality.

3.3 The Influence of Teacher Commitment on Lesson Planning Quality

Teacher commitment also significantly influences lesson planning quality, with a regression coefficient of 0.826 and a t-value of 19.178 ($p < 0.05$). The R Square value of 0.650 indicates that 65% of lesson planning quality is influenced by teacher commitment, while the remaining 35% is determined by other factors. These findings support Hastuti (2017), who stated

that teachers with high commitment contribute to improving instructional quality and lesson planning effectiveness. Teacher commitment is an essential factor in ensuring high-quality lesson planning. Highly committed teachers are more motivated to develop innovative, student-centered lesson plans and utilize more effective teaching methods. The study found that teacher commitment has a significant effect on lesson planning quality, with a regression coefficient of 0.826 and a t-value of 19.178 ($p < 0.05$). The R Square value of 0.650 shows that 65% of lesson planning quality is determined by teacher commitment, while other factors account for the remainder.

These results align with prior research. Gunawan & Wibowo (2020) stated that teachers with high commitment tend to develop more systematic and student-centered lesson plans. Mahardika & Widodo (2020) found that teachers' pedagogical competence correlates with more effective lesson planning. Putri & Wahyuni (2019) emphasized that committed teachers apply diverse and innovative teaching strategies. Handayani & Prasetyo (2018) demonstrated that highly motivated teachers are more serious about designing high-quality lesson plans. Santoso & Wijaya (2020) confirmed that teacher commitment positively correlates with improved classroom learning quality.

3.4 The Combined Influence of Principal Instructional Leadership, School Culture, and Teacher Commitment on Lesson Planning Quality

Multiple regression analysis revealed that principal instructional leadership, school culture, and teacher commitment collectively influence lesson planning quality, with a coefficient of determination (R Square) of 0.726. This means that the three independent variables together contribute 72.6% to lesson planning quality, while the remaining 27.4% is influenced by other unexamined factors. These results support Priadana & Sunarsih (2021), who emphasized that the integration of effective leadership, a strong school culture, and high teacher commitment enhances lesson planning quality and effectiveness. The study concludes that lesson planning quality in public senior high schools in Blora Regency is significantly influenced by principal instructional leadership, school culture, and teacher commitment. Therefore, efforts to improve lesson planning quality should focus on enhancing school leadership competencies, strengthening school culture, and increasing teacher commitment in fulfilling their responsibilities as educators.

4. CONCLUSION

Based on the research findings on the Influence of Principal Instructional Leadership, School Culture, and Teacher Commitment on the Quality of Lesson Planning in Public Senior High Schools in Blora Regency, it can be concluded that principal instructional leadership has a positive and significant effect on the quality of lesson planning, contributing 65.7%. School culture also has a significant influence, contributing 64%, while teacher commitment has an impact of 65%. These three variables simultaneously contribute 72.6% to the quality of lesson planning, indicating that a combination of effective leadership, a positive school culture, and high teacher commitment plays a crucial role in determining the quality of lesson planning. This study supports previous research that emphasizes the importance of school principals, the school environment, and teacher motivation in improving the quality of education. Based on these findings, several recommendations are proposed. Teachers should enhance their professional commitment by participating in training and developing innovative teaching methods. Principals should be more proactive in guiding and supporting teachers while strengthening a school culture conducive to learning. The Department of Education is expected to provide continuous training, improve resource support, and strengthen the evaluation system to ensure sustainable quality improvement. With the right strategies in leadership, school culture, and teacher commitment, the quality of lesson planning in Public Senior High Schools in Blora Regency can continue to improve.

ACKNOWLEDGEMENTS

With deep gratitude, the author would like to express sincere appreciation to all parties who have provided support in completing this research and writing this article. Special thanks are extended to the Blora Regency Education Office for granting permission and support in conducting this study. The author also expresses the highest appreciation to the principals, teachers, and staff of public senior high schools in Blora Regency who participated as respondents and provided valuable data. Additionally, heartfelt gratitude goes to fellow academics and the advisory team for their constructive suggestions and feedback in the preparation of this article. Finally, the author hopes that this article can contribute to the development of educational science and the improvement of learning quality in schools. May this research be beneficial to all stakeholders in the field of education.

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