

## The Influence of E-Leadership, School Culture, Teacher Cooperation, and Teacher Self-Efficacy on Teacher Performance: The Context of Indonesia

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### ABSTRACT

This study investigates the influence of leadership, school culture, teacher cooperation, and teacher self-efficacy on teacher performance in Indonesian primary schools. Using a quantitative survey. Data were collected from 500 elementary school teachers in Jambi Province, drawn from a population of 16,910 teachers. The sample size was determined using a sample size calculator with 95% confidence and a 4% margin of error. A 46-item questionnaire, adapted from established scales, was administered using a five-point Likert scale. Content validity was confirmed through expert review and the Content Validity Index (CVI), with all items exceeding 0.80. Data was analysed using Partial Least Squares Structural Equation Modeling (PLSSEM) with SmartPLS 4. The structural model shows that e-leadership has a positive and significant effect on school culture ( $\beta = 0.190$ ;  $p < 0.001$ ), teacher cooperation ( $\beta = 0.299$ ;  $p < 0.001$ ), and teacher performance ( $\beta = 0.288$ ;  $p < 0.001$ ). School culture ( $\beta = 0.266$ ;  $p < 0.001$ ) and teacher cooperation ( $\beta = 0.253$ ;  $p = 0.002$ ) also significantly enhance teacher performance. Teacher self-efficacy significantly predicts school culture ( $\beta = 0.683$ ;  $p < 0.001$ ) and teacher cooperation ( $\beta = 0.578$ ;  $p < 0.001$ ), but its direct effect on teacher performance is not significant ( $\beta = 0.109$ ;  $p = 0.080$ ). These results highlight the central role of e-leadership, school culture, and collaboration as key drivers of teacher performance, while self-efficacy operates mainly through indirect, contextual mechanisms.



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### INTRODUCTION

Education is one of the main pillars of developing quality human resources. In the context of education, teacher quality is a crucial factor that determines the success of the learning process. Therefore, teacher performance (TP) must continually be monitored and improved. Several factors can influence teacher

performance, including e-leadership (EL), school culture (SC), teacher cooperation (TC), and teacher self-efficacy (TSE). These factors are interconnected and play an essential role in supporting the development of effective teaching quality.

Improving teachers' performance is essential to enhancing the quality of education in Indonesia. Various factors, such as leadership, work motivation, competence, organizational culture, and self-efficacy, can influence teacher performance. In this context, several studies have examined the relationships between managerial and motivational elements and teacher performance across different educational sectors. One major factor that influences teacher performance is leadership, including both school leadership and the leadership style applied within the school environment. Research by (Wilson Heenan et al., 2024) Shows that effective school leadership positively influences teacher performance, with work motivation and work stress as key determinants.

Additionally, organizational culture is a significant factor in influencing work satisfaction and performance. For example, a study (Alkodri, 2024) At PT. PLN (Persero) shows that organizational commitment and compensation, influenced by organizational culture, significantly affect employee job satisfaction. This reflects that a supportive culture can create a conducive work environment, which, in turn, improves individual performance. Other research by (Natarimbawa et al., 2025) Also shows that good human resource management practices can encourage Organizational Citizenship Behavior (OCB) through job satisfaction, contributing to organizational performance.

Despite numerous studies on these factors, there has been limited research examining the combined effects of e-leadership, school culture, teacher cooperation, and self-efficacy on teacher performance in Indonesia, particularly in Jambi Province. This study aims to fill this gap by examining how e-leadership, school culture, teacher collaboration, and self-efficacy influence teacher performance in Jambi Province. It is hoped that the findings of this research will contribute to the development of educational policies and strategies to improve teaching quality in the region.

Besides leadership and culture, work motivation is also an important factor influencing teacher performance. Research by (Wijayanto & Riani, 2021) Found that work motivation and job satisfaction are closely related to teacher performance at elementary schools. This aligns with research by (Natsir et al., 2020) which emphasizes the importance of teachers' self-efficacy in improving their performance. When teachers are confident in their abilities, they tend to be more motivated and produce better performance.

Another important factor is teacher competence. (Siri et al., 2020) Shows that high competence and a positive work culture contribute to improved teacher performance. With sufficient competence, teachers can be more effective in carrying out their duties, both in classroom management and in applying innovative teaching methods.

Given the many interacting factors influencing teacher performance, this study aims to analyze further the influence of leadership, work motivation, organizational culture, and self-efficacy on teacher performance. With a focus on the education sector in Indonesia, particularly in Jambi Province, this research is expected to contribute significantly to the development of educational policies that improve teacher performance by strengthening leadership, motivation, competence, and work culture.

Specifically, this research aims to:

1. Assess the impact of e-leadership on teacher performance,
  2. Conclude the impact of school culture on teacher performance,
  3. Identify the contribution of teacher cooperation to improving teacher performance, and
  4. Analyze the role of teacher self-efficacy in influencing teacher performance.
- Through this research, valuable insights are expected to be identified to guide policy-maker aimed at improving teaching quality in Jambi Province.

## **LITERATUR REVIEW**

### *2.1 E-Leadership*

Leadership derives from the word "*pimpin*," which involves two main elements: the leader as the subject and the followers as the object. The term "*pimpin*" can mean directing, nurturing, organizing, guiding, and influencing. Leaders bear both physical and spiritual responsibilities for their followers' work success, making leadership challenging, and not everyone leads in the same way. Over time, leadership has evolved alongside the rise of scientific management, pioneered (Gandolfi & Stone, 2018; Noori et al., 2023). This development introduced a leadership approach that relies not only on talent and experience but also on systematic planning, training, experimentation, research, analysis, supervision, and development to ensure leaders are equipped with superior qualities to perform their duties effectively.

Leaders are those who set goals, motivations, and actions for others. A leader can be formal (official) or informal (unofficial). Formal leaders are appointed through official decisions and usually receive a salary, while informal leaders are not officially appointed and typically do not get paid. Someone may be appointed as a leader because of superior qualities that can originate from within (leadership talent) or from external factors (good relations with authorities or influential backgrounds). (Akram et al., 2018; Natsir et al., 2020) A leader is someone who possesses expertise and superiority, especially in a specific field, enabling them to influence others to work together toward achieving one or more goals. (Huber & Muijs, 2010) States that leaders consistently serve as the focal point of a trend, and, upon closer examination, all social movements tend to exhibit a central focus.

### *2.2 Teacher Self-Efficacy*

Behind student success, the teacher plays a crucial role. Professional competence, culture, and skills in guiding effective students are essential. Teachers'

psychological health also influences educational outcomes. Self-efficacy, defined as a construct in teachers' psychology within the school environment (Azari Noughabi & Amirian, 2021; Huang, 2022), refers to teachers' belief in their ability to organize and perform the tasks necessary to fulfill their teaching duties. Essentially, teachers' perceptions of self-efficacy reflect their relationship with various factors such as strategies, methods, techniques, approaches to organizational environments, classroom management skills, and interactions with students. (Bandura & Locke, 2003). The social cognitive theory states that teacher self-efficacy is the belief in their ability to plan, organize, and carry out activities needed to reach educational goals. (Al-Haraisa, 2022).

### *2.3 School Culture*

Highlights the influence of school organizational culture on teacher performance in public elementary schools. This research underscores the importance of a positive school culture as a key factor in boosting teacher motivation and engagement. (Ali, 2017a). A supportive school environment fosters a conducive work setting, enabling teachers to work more effectively and to develop more innovative teaching strategies. Wurf, (2018) Found that cultural factors like collaboration, social support, and transparency in decision-making significantly contribute to improving teacher performance. Investigated how different aspects of school culture impact teachers' well-being, comparing schools with low and high student populations (Amaluddin et al., 2019). The study revealed that schools with a supportive culture positively affect teachers' mental and physical health. An inclusive and encouraging school culture enhances teachers' well-being, which in turn improves their classroom performance. This research underscores the need for ongoing development of school culture to ensure that teachers feel valued and supported in their roles.

Researched the relationship between school culture and teacher leadership at the elementary school level(Sugeng et al., 2021). The study found that a positive school culture can strengthen the role of teacher leadership, enabling teachers to innovate in teaching methods and classroom management. Effective teacher leadership heavily depends on a school culture that encourages active participation and open communication between teachers and principals. Duan et al. (2018) examined the link between school culture and teacher commitment to curriculum implementation. This research showed that schools with a supportive culture have more committed teachers who implement the curriculum effectively. The study also indicated that a school culture open to innovation and collaboration between teachers and school leaders helps increase teacher commitment to making changes in the curriculum.

Junaid Rafiq & Dr. Fariha Gul, (2023)) found that school culture directly influences student achievement. This study demonstrated that a positive school culture, including one that prioritizes collaboration between teachers and students and strong support from school management, contributes to improved student academic outcomes. Schools with a culture that supports active and collaborative

learning can create a more enjoyable and productive environment, which helps students achieve better results in exams and other assessments.

#### *2.4 Teacher Cooperation*

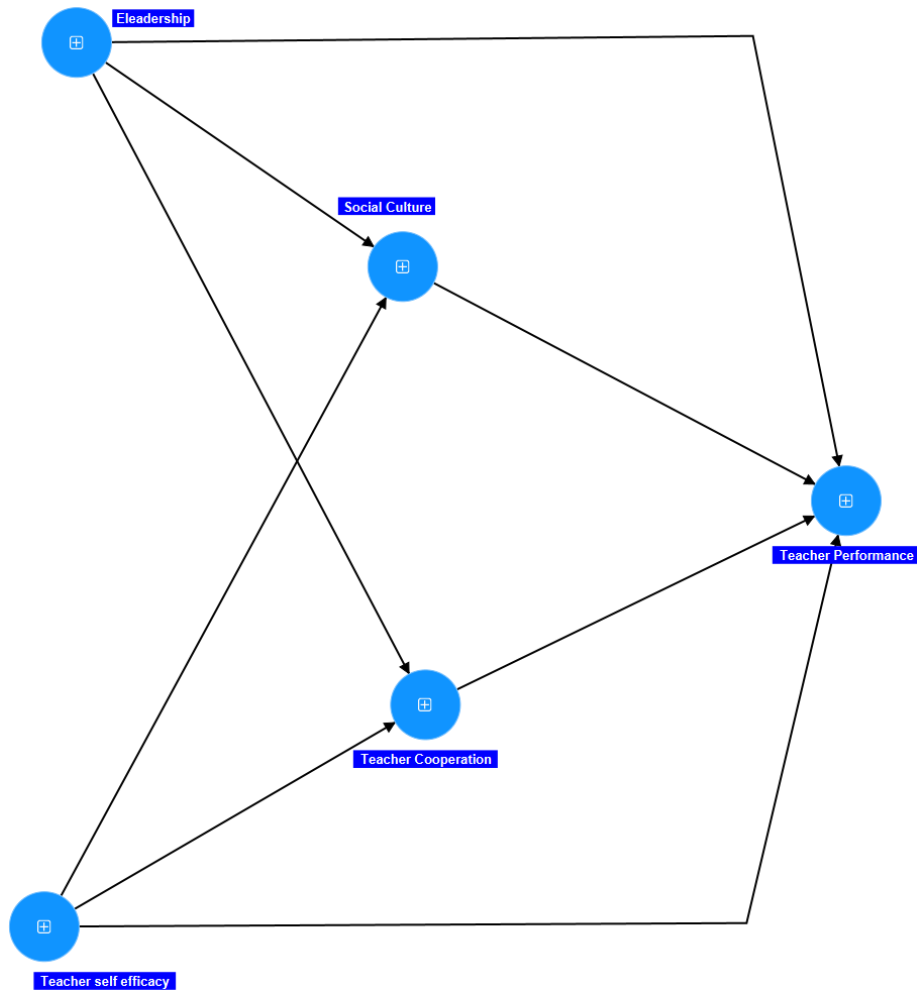
Cooperative teachers collaborate with peers, students, and school management to achieve educational goals effectively. Teachers with a cooperative attitude serve as facilitators who encourage collaboration, discussion, and the exchange of ideas in the learning process. (Boud et al., 2016; Cho & Kim, 2018) This attitude not only fosters a more interactive classroom atmosphere but also increases teachers' professionalism and responsibility for learning outcomes. Within the framework of Vygotsky's social constructivism, teachers' cooperative behavior is key to the formation of a zone of proximal development, in which social interaction affects students' cognitive and social development. Teacher performance is the ability and the results of work achieved by teachers in carrying out their professional duties, including teaching, educating, guiding, and assessing students (Mulyasa, 2017). Teacher performance is usually measured through several indicators, such as learning planning, learning implementation, assessment of learning outcomes, and continuous professional development. In the context of education management, teacher performance is seen as one of the key components of school success, because the quality of educational services is highly dependent on Maheshwari, (2022) In the *Journal of Education and Learning*, it was found that teacher cooperation has a direct influence on teacher performance with a correlation coefficient of 0.67 ( $p < 0.05$ ). Teachers who actively cooperate in planning and implementing learning show significant increases in teaching quality, innovation, and work discipline. This is supported by the results of Tohan et al., (2022) Research in the *Scientific Journal of Education Administration* shows that collaboration among teachers fosters peer accountability, thereby increasing professional motivation and responsibility. In addition, a quantitative study by Tohan et al., (2022) Shows a positive relationship between teachers' cooperative communication and job satisfaction, which, in turn, indirectly affects performance. The path analysis model shows that collaborative communication mediates the influence of organizational culture on teacher performance. This means that the higher the level of cooperation in communication, the greater the improvement in individual and group performance in schools and in educators' effectiveness (Robbins & Judge, 2018).

Theoretically, the relationship between cooperative teachers and teacher performance can be explained by organizational behavior theory, which views collaboration as a form of prosocial behavior that enhances commitment to the organization. Teachers with a cooperative attitude are more likely to share knowledge, help each other develop teaching tools, and work together to solve learning problems. (Colquitt et al., 2001). In practice, this behavior leads to increased work effectiveness, time efficiency, and improved quality of teaching and learning processes. Being cooperative is also closely linked to Herzberg's motivation theory, where good interpersonal relationships among colleagues are among the factors that boost job satisfaction and performance. Teachers who feel accepted

and supported in a collaborative environment tend to demonstrate high professional commitment, an innovative spirit, and a continuous desire to improve their quality (du Toit et al., 2022; Khusnah et al., 2020)

### *2.5 Performance Teacher*

This study highlights the relationship between teacher performance and the quality of education by analyzing teacher performance and the factors influencing its improvement. Using methods such as interviews, observations, and documentation, the study demonstrates that the quality of teacher performance directly affects the quality of education in schools. Factors such as teacher motivation, managerial support, and professional development are key elements in improving the quality of education at the high school level. (Mahaputra & Farhan Saputra, 2021; Van Waeyenberg et al., 2022) In his book, he argues that work motivation and supervision are two main factors influencing teacher performance. This research also identifies the profiles of teachers with low performance and examines the school leadership context and existing reflective practices. The main findings suggest that effective leadership approaches can enhance work motivation and provide constructive supervision, thereby contributing to improved teacher performance and the overall quality of education. (du Toit et al., 2022) This study examines the relationship between professional competence and work motivation on teacher performance. The research results show a significant positive impact of both factors on teaching performance. High professional competence and strong work motivation greatly enhance teaching effectiveness and student learning outcomes.



**Figure 1.** The proposed model.

## METHODS

This study uses a quantitative survey Design to examine “The Influence of E-Leadership, School Culture, Teacher Cooperation, and Teacher Self-Efficacy on Teacher Performance: Indonesian Context.” The study focuses on an elementary school teacher in Jambi Province. The research population consisted of 16,910 elementary school teachers, based on the latest Dapodik data. The minimum sample size was determined using a sample size calculator with a 95% confidence level, a 4% margin of error, and a 50% population (Kohn & Senyak, 2021). Proportion and population size of 16,910. The calculation indicates that at least 580 respondents are needed for the study’s results to be sufficiently accurate. Data collection was conducted using a structured questionnaire and convenience sampling, involving teachers who were readily reachable and willing to participate. A total of 500 teachers completed and returned the questionnaire in full. Although this number is slightly below the 580 respondents recommended by the calculator, the sample is still relatively large. It provides a strong picture of the condition of elementary school teachers in Jambi Province.

The survey instrument contains 46 statements that measure E-Leadership, School Culture, Teacher Cooperation, Teacher Self-Efficacy, and Teacher Performance. All items were arranged on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) and adapted from instruments used in previous studies to align with theoretical framework and research objectives. To ensure accurate language, the instrument was first translated into Indonesian by two professional translators. Content and Design validation were conducted through expert review by five experts and discussions with two focus groups of Madrasah Aliyah Indonesia teachers who reflected the characteristics of the study's main population. This process used the Content Validity Index (CVI) approach to ensure that each item aligned with the measured constructs (Habibi et al., 2021). The assessment results showed that all items had a CVI above 0.8, meeting eligibility criteria and indicating good validity and reliability.

Hypothesis testing was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM) in SmartPLS. This method was chosen because it can handle complex, predictive-oriented models and simultaneously test measurement models (relationships between indicators and latent variables) and structural models (relationships between latent constructs). In the first stage, the measurement model was evaluated using reliability tests (Cronbach's alpha and composite reliability) and convergent and discriminant validity. In the second stage, the structural model was analyzed to test the direct and indirect effects of E-Leadership, School Culture, Teacher Cooperation, and Teacher Self-Efficacy on Teacher Performance. Estimation was conducted using path coefficients, significance tests with bootstrapping, and analysis of the determination coefficient ( $R^2$ ) to assess the model's overall explanatory power. Through this rigorous procedure, the study provides a comprehensive picture of how these factors interact and affect elementary school teachers' performance in Jambi Province.

## RESULTS AND DISCUSSION

### *Result*

The reliability and validity of each construct are evaluated using internal reliability, convergent validity, and discriminant validity. Following Ling et al. (2017), a good indicator loading should be above 0.70, indicating that the indicator adequately represents the constructs. The initial data distribution analysis was conducted in SPSS, and the PLS-SEM calculation was performed using SmartPLS 4. The estimated results showed that all indicators retained in the final model had a loading factor greater than 0.70, thus meeting the minimum recommended criteria (Habibi et al., 2025).

The internal reliability assessment refers to the Internal Consistency Reliability (ICR) with a value range of 0–1 (Hair et al., 2019a). In this study, Cronbach's alpha, Rho\_A, and composite reliability (CR) for all constructs were above 0.70, which signifies excellent internal consistency (Hair, Howard, et al., 2020). For example, the Leadership construct has a Cronbach's alpha of 0.913 and CR(rho\_c) of 0.925; Social Culture showed alpha 0.719 with a CR of 0.800; Teacher Cooperation has an alpha of 0.735 with a CR of 0.812; Teacher

Performance has an alpha of 0.709 with a CR of 0.797; and Teacher Self-Efficacy reached alpha 0.706 with a CR of 0.786. These values indicate that the indicators within each construct are highly consistent in measuring the same latent concept.

Convergent validity is assessed using Average Variance Extracted (AVE). In general, an AVE above 0.50 is considered adequate because it indicates that the constructs explain more than half of the variance in their indicators. In this study, the AVE scores for Leadership, Social Culture, Teacher Cooperation, HairTeacher Performance, and Teacher Self-Efficacy ranged from 0.31 to 0.42. Although some AVE values are slightly below the 0.50 threshold, the overall construct is maintained because: (1) CR and Cronbach's alpha are well above the minimum limit of 0.70, indicating extreme internal reliability, and (2) all remaining indicators have high loadings ( $\geq 0.70$ ), indicating a substantial contribution to the latent constructs. Low-loading indicators identified in the early stages of analysis have been eliminated from the model, so only truly representative indicators are used in advanced testing.

Overall, these findings indicate that the instruments used to measure Leadership, Social Culture, Teacher Cooperation, Teacher Performance, and Teacher Self-Efficacy meet the acceptable reliability and validity criteria for PLS-SEM. Thus, the measurement model is considered sufficiently strong to support further structural analysis of the influence of ELeadership, school culture, teacher cooperation, and teacher self-efficacy on teacher performance. Procedures should be described according to the type of research. This section should describe how the research will be conducted and how the data will be obtained. For experimental research, the type of Design (experimental Design) used should be stated in this section.

**Table 1.** Construct reliability, validity, and standardized loadings

Construct	Items	Cronbach's $\alpha$	CR (rho_c)	AVE	Loading
<b>E - Leadership</b>	LDS1	0.913	0.925	0.420	0.72
	LDS2				0.71
	LDS3				0.80
	LDS4				0.75
	LDS5				0.85
	LDS6				0.74
	LDS7				0.72
	LDS8				0.78
	LDS9				0.81
	LDS10				0.76
	LDS11				0.77
	LDS12				0.73
	LDS13				0.72
	LDS14				0.72
	LDS15				0.76
	LDS16				0.79
	LDS17				0.71
	LDS18				0.71
<b>Social Culture</b>	SC1	0.719	0.800	0.308	0.73

	SC2				0.74
	SC3				0.78
	SC4				0.79
	SC5				0.80
	SC6				0.72
	SC7				0.75
	SC8				0.72
	SC9				0.74
	TC1	0.735	0.812	0.351	0.79
	TC2				0.72
	TC3				0.76
	TC4				0.75
	TC5				0.80
	TC6				0.73
	TC7				0.78
	TC8				0.72
<b>Teacher Performance</b>	TP1	0.709	0.797	0.333	0.76
	TP2				0.78
	TP3				0.72
	TP4				0.73
	TP5				0.72
	TP6				0.77
	TP7				0.81
<b>Teacher Performance</b>	TP8				0.75
<b>Teacher Self-Efficacy</b>	TSE1	0.706	0.786	0.317	0.73
	TSE2				0.72
	TSE3				0.78
	TSE4				0.80
	TSE5				0.76
	TSE6				0.77
	TSE7				0.82
	TSE8				0.75

Discriminant validity tests are conducted to ensure that each construct in the model represents a distinct concept and does not overlap with other constructs (Sarstedt et al., 2022). In this study, discriminant validity was assessed using the heterotrait–monotrait ratio of correlations (HTMT). In line with the recommendations of Afthanorhan et al. (2020, 2021), a model is declared to have adequate discriminant validity if the HTMT value is below 0.90. The analysis results showed that all construct pairs—E-Leadership, Social Culture, Teacher Cooperation, Teacher Performance, and Teacher Self-Efficacy—had relatively moderate correlations/HTMT values, and none exceeded the 0.90 threshold. For example, the correlation between Leadership and Social Culture ranged from  $\pm 0.24$  to 0.65, between Social Culture and Teacher Cooperation from 0.56 to 0.70, between Teacher Cooperation and Teacher Performance from 0.59, and between Teacher Self-Efficacy and other constructs from  $\pm 0.47$  to  $\pm 0.70$ . This pattern suggests that the relationships between

constructs are strong enough to support convergent validity but remain below the threshold indicating construct overlap.

Thus, based on the overall HTMT values in the table, it can be concluded that there is no issue with discriminant validity in the measurement model. Each construct in this study—ELeadership, School Culture, Teacher Cooperation, Teacher Self-Efficacy, and Teacher Performance—is empirically distinguishable from the others. This corroborates that the survey instruments used are effective at distinguishing the theoretical concepts being measured, so that the results of the subsequent structural analysis can be interpreted more convincingly.

**Table 2.** HTMT

	Eleadership	Social Culture	Teacher Cooperation	Teacher Performance	Teacher self efficacy
Eleadership	0.648				
Social Culture	0.236	0.555			
Teacher Cooperation	0.338	0.656	0.593		
Teacher Performance	0.444	0.575	0.59	0.577	
Teacher self efficacy	0.068	0.696	0.599	0.465	0.563

### ***Structural Model***

To estimate the structural model, this study uses PLS bootstrapping with 5,000 subsamples. Within the framework of PLS-SEM, bootstrapping is recommended as a random sampling technique with the return (resampling) of the original data to test the statistical significance of path coefficients and other model parameters. (Hair, Astrachan, et al., 2020). Before testing the relationship between latent variables, referring to Hair et al. (2022), model fit indices are first presented. The adequacy of the model was evaluated using the Standardized Root Mean Square Residual (SRMR), with a good value generally below 0.08. In addition, d\_ULS and d\_G values, which reflect the distance between the empirical covariance matrix and the model, were also analyzed, as were the Normed Fit Index (NFI) and the Chi-Square value as additional feasibility indicators. The test results summarized in Table 3 show that the model's SRMR value is below the 0.08 threshold, indicating a good fit. The values of d\_ULS and d\_G are also relatively small and within acceptable limits, indicating that the discrepancy between the empirical data and the model-predicted covariance matrix is relatively low. In addition, NFI is within the range indicating adequate model suitability, while Chi-Square values are still acceptable given the sample size and the complexity of the model used. Overall, the combination of these indicators confirms that the proposed structural model is feasible to test the influence of E-Leadership, School Culture, Teacher Cooperation, and Teacher Self-Efficacy on Teacher Performance.

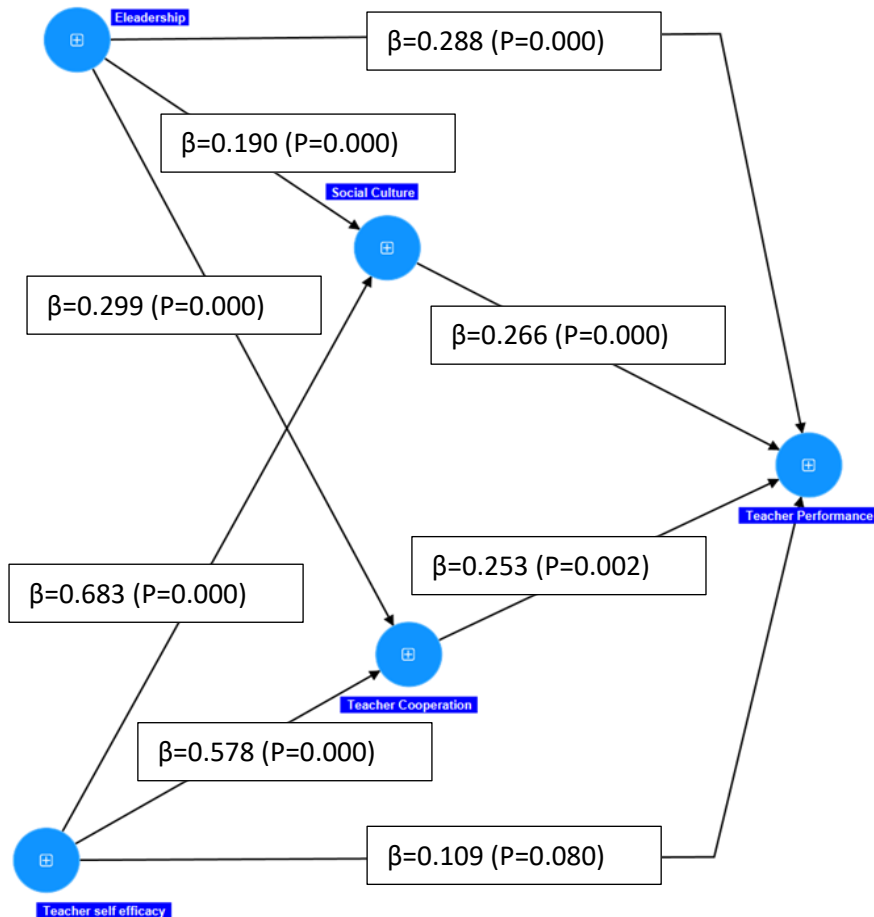
**Table 3.** Model Fit

<b>Criterion</b>	<b>Saturated Model</b>	<b>Estimated Model</b>	<b>Brief Interpretation</b>
<b>SRMR</b>	0,062	0,062	< 0.08 → decent models
<b>d_ULS</b>	0,687	0,687	low → good distance
<b>d_G</b>	0,316	0,316	low → good distance

<b>ChiSquare</b>	5.802,075	5.802,075	According to the complexity of the model	
<b>NFI</b>	0,727	0,727	demonstrate compatibility	adequate

**Table 4.** Structural model: path coefficient ( $\beta$ ), p-value, significance

<b>H</b>	<b>Path</b>	<b><math>\beta</math> (Original sample)</b>	<b>p-value</b>	<b>Sig.</b>
<b>H1</b>	E-Leadership → School Culture	0,190	0,000	Yes
<b>H2</b>	E-Leadership → Teacher Performance	0,288	0,000	Yes
<b>H3</b>	E-Leadership → Teacher Cooperation	0,299	0,000	Yes
<b>H4</b>	School Culture → Teacher Performance	0,266	0,000	Yes
<b>H5</b>	Teacher Cooperation → Teacher Performance	0,253	0,002	Yes
<b>H6</b>	Teacher Self-Efficacy → School Culture	0,683	0,000	Yes
<b>H7</b>	Teacher Self-Efficacy → Teacher Performance	0,109	0,080	Yes
<b>H8</b>	Teacher Self-Efficacy → Teacher Cooperation	0,578	0,000	Yes



**Figure 2.** Structural model hypothesis

The significance of the relationships between variables was tested using the bootstrapping technique in SmartPLS 4. The 5% level of statistical significance ( $\alpha = 0.05$ ) was used, following Hair et al. (2022), with the path coefficient ( $\beta$ ), t-statistic, and p-value reported. The hypothesis tests showed that ELeadership had a positive and significant effect on School Culture (H1,  $\beta = 0.190$ ,  $p < 0.001$ ), Teacher Performance (H2,  $\beta = 0.288$ ,  $p < 0.001$ ), and Teacher Cooperation (H3,  $\beta = 0.299$ ,  $p < 0.001$ ).

Furthermore, School Culture was positively and significantly associated with Teacher Performance (H4,  $\beta = 0.266$ ,  $p < 0.001$ ), and Teacher Cooperation was also positively and significantly associated with Teacher Performance (H5,  $\beta = 0.253$ ,  $p = 0.002$ ). These findings confirm that a conducive school culture and cooperation among teachers play an important role in improving teacher performance. On the other hand, Teacher Self-Efficacy had a positive and significant effect on School Culture (H6,  $\beta = 0.683$ ,  $p < 0.001$ ) and Teacher Cooperation (H8,  $\beta = 0.578$ ,  $p < 0.001$ ), but did not have a significant direct effect on Teacher Performance (H7,  $\beta = 0.109$ ,  $p = 0.080$ ) at the 5% significance level. Thus, teachers' self-efficacy tends to affect teacher performance indirectly, through strengthening school culture and cooperation among teachers.

Overall, the analysis at the 5% significance level suggests that ELeadership, school culture, and teacher cooperation have a substantial direct effect on teacher performance. In contrast, teacher self-efficacy primarily serves as a driving factor in strengthening school

culture and collaboration, ultimately improving teacher performance in elementary schools in Jambi Province.

## ***Discussion***

### *1. Effect of Eleadership on teacher performance*

The findings indicate that Eleadership has a positive and significant effect on teacher performance. This result confirms that when school leaders integrate digital tools into their leadership practices—such as communication platforms, learning management systems, and data-driven decision tools—teachers receive clearer direction, more timely feedback, and better instructional support. These conditions reduce role and task ambiguity, allowing teachers to focus their energy on improving classroom practice rather than on administrative uncertainty. This aligns with previous evidence that instructional, technology-oriented leadership is a critical antecedent of teacher effectiveness and performance. (er, 2021; Mahaputra & Farhan Saputra, 2021; Santoso et al., 2023)

Beyond task clarification, E-leadership's significant impact also shows that digital support from school leaders is closely tied to teachers' professional growth in the digital era. Leaders who actively promote the use of educational technology, provide access to digital resources, and model technology-enhanced practices help teachers continuously develop their digital competence. Teachers who feel supported in using technology are more confident in designing interactive, student-centered learning and in experimenting with innovative pedagogical models. This aligns with studies showing that leadership that strengthens professional competence and motivation ultimately contributes to higher performance. In the context of Indonesian primary schools in Jambi, Leadership thus emerges as a strategic lever to bridge traditional teaching practices with the demands of a technology-rich learning environment.

### *2. The role of school culture*

The results also show that school culture positively and significantly affects teacher performance and mediates the broader influence of leadership and teacher beliefs. Schools characterized by shared values, trust, and collaboration provide an enabling environment in which teachers feel respected, involved, and psychologically safe. Such cultures are associated with stronger teacher well-being and commitment and, in this study, translate into better teaching performance. Our findings are consistent with earlier research that emphasizes that supportive, achievement-oriented school cultures are strongly linked to teacher motivation and job performance. (Rahayu et al., 2020; Sinta, 2022)

In addition, the positive path from Leadership to School Culture suggests that digitally savvy leaders can shape norms of openness, transparency, and collaboration. Leaders who use technology to communicate shared goals, celebrate achievements, and coordinate joint activities help build a culture in which teachers willingly share ideas and resources. Previous studies have highlighted that school culture is a key predictor of teacher leadership and collaboration (Ali, 2017b; Torres, 2022), and our findings extend this line of work by showing that such culture is also a crucial transmission channel through which

Eleadership improves teacher performance. This implies that leadership interventions in Indonesian schools should not only focus on individual leaders' skills, but also on cultivating organisational norms that sustain collaborative and innovative teaching.

### *3. Teacher cooperation as a proximal predictor of performance*

The structural model further shows that teacher cooperation has a significant, positive direct effect on teacher performance. Teachers who regularly collaborate—by co-planning lessons, observing each other's classes, or discussing student difficulties—develop a broader repertoire of instructional strategies and are better able to meet diverse classroom needs. This finding aligns with earlier evidence that collaboration strengthens professional learning communities and contributes to more effective teaching and improved student outcomes (diana et al., 2021; Kaso et al., 2019).

Notably, the study demonstrates that both Eleadership and teacher self-efficacy significantly predict teacher cooperation. Leaders who communicate frequently through digital platforms and facilitate virtual or face-to-face collaborative spaces encourage teachers to work together beyond isolated classroom walls. At the same time, teachers with strong self-efficacy are more willing to share their practices, take instructional risks, and seek feedback from their peers. In our model, cooperation serves as a key proximal mechanism. While E-leadership and self-efficacy may not always have strong direct paths to performance, their influence becomes evident when teachers translate these resources into concrete collaborative practices. This underscores the importance of designing school-based professional development that is explicitly collaborative rather than purely individual.

### *4. Teacher self-efficacy: direct and indirect effects*

The results show that teacher self-efficacy does not exert a statistically significant direct effect on teacher performance. However, it has strong positive effects on both school culture and teacher cooperation. This pattern suggests that self-efficacy functions primarily as a context-shaping and relationship-building resource, rather than as a direct, standalone predictor of performance. Teachers who believe in their ability to manage classrooms, use instructional strategies, and support student learning are more likely to participate actively in school initiatives, contribute to a favorable climate, and engage in collaborative work with colleagues (Khusnah et al., 2020; Mokhtar et al., 2023; Wu et al., 2019). In turn, these cultural and collaborative conditions ultimately foster improved performance. Our findings complement prior research that has documented positive associations between self-efficacy and various teacher outcomes—including job satisfaction, commitment, and reduced burnout ("Job Satisfaction among Secondary School Teachers: Emotional Intelligence, Occupational Stress and Self-Efficacy as Predictors," 2014; Xiyun et al., 2022) consistently. In the present study, however, once the effects of school culture and cooperation are taken into account, the direct path from self-efficacy to performance becomes nonsignificant. This indicates that in the context of Indonesian primary schools, self-efficacy is necessary but not sufficient: confident teachers require supportive organizational environments and collaborative structures to translate their beliefs into consistent, high-quality performance. The implication is that professional development initiatives aimed at enhancing self-

efficacy—such as mentoring, feedback, and skills training—should be integrated with broader efforts to strengthen school culture and collegial cooperation.

### *5. Implications for theory and practice*

Overall, the study contributes to the literature on teacher performance by integrating leadership, school culture, teacher cooperation, and self-efficacy into a single structural model in the Indonesian context. The results reinforce earlier arguments that teacher performance is a multidimensional outcome shaped by individual, relational, and organizational factors. In particular, the strong effects of leadership, school culture, and cooperation suggest that interventions should move beyond a narrow focus on individual teacher competence and motivation and instead emphasize systemic leadership and collaborative school conditions. In practice, school authorities in Jambi and similar regions should prioritize leadership development programs that build digital leadership competencies, foster collective vision-building, and institutionalize collaborative routines among teachers. At the same time, teacher training and in-service programs should systematically foster self-efficacy through mastery experiences, modeling, and constructive feedback, and ensure that these efforts are embedded in supportive school cultures. Future research might extend this model by incorporating additional variables such as professional competence, work motivation, and student outcomes, or by comparing different educational levels and regions to test the robustness of the relationships identified in this study.

## **CONCLUSION**

This study provides empirical evidence on the factors influencing teacher performance among elementary school teachers in Jambi Province, Indonesia. The PLS-SEM analysis of data from 500 respondents confirms that e-leadership, school culture, and teacher cooperation are significant direct predictors of teacher performance. E-leadership emerges as a compelling driver, exerting positive and significant effects not only on performance ( $\beta = 0.288$ ,  $p < 0.001$ ) but also indirectly by strengthening school culture ( $\beta = 0.190$ ,  $p < 0.001$ ) and teacher cooperation ( $\beta = 0.299$ ,  $p < 0.001$ ). Both school culture ( $\beta = 0.266$ ,  $p < 0.001$ ) and teacher cooperation ( $\beta = 0.253$ ,  $p = 0.002$ ) independently contribute to enhanced performance, underscoring the importance of a supportive organizational environment and collaborative professional practices. In contrast, teacher self-efficacy, while demonstrating strong positive effects on school culture ( $\beta = 0.683$ ,  $p < 0.001$ ) and teacher cooperation ( $\beta = 0.578$ ,  $p < 0.001$ ), does not directly influence teacher performance significantly ( $\beta = 0.109$ ,  $p = 0.080$ ). This suggests that self-efficacy primarily operates indirectly, by shaping the cultural and relational contexts that enable high-quality teaching.

These findings highlight that teacher performance in the Indonesian primary education context is a multidimensional outcome shaped by interconnected individual, relational, and organizational factors. E-leadership stands out as a strategic lever for improvement, particularly in bridging traditional practices with the demands of digital-era education. The results reinforce the need for systemic interventions that go beyond individual teacher development to include leadership capacity-building, cultivating collaborative school cultures, and structured opportunities for teacher collaboration.

Practically, the study offers clear guidance for educational stakeholders in Jambi Province and similar regions. School principals and administrators should prioritize training programs that enhance digital leadership competencies, promote transparent and inclusive

communication through technology, and institutionalize collaborative routines such as co-planning and peer observation. Efforts to build teacher self-efficacy—through mentoring, constructive feedback, and mastery experiences—should be integrated within supportive cultural frameworks to maximize their impact. Policymakers can use these insights to design targeted professional development initiatives that address both leadership and organizational dimensions.

Theoretically, this research contributes to the growing body of knowledge on teacher performance by integrating e-leadership with established constructs of school culture, cooperation, and self-efficacy in a single mediated model within an Indonesian context. Future studies could extend this framework by examining additional mediators or moderators (e.g., work motivation, professional competence), incorporating student achievement outcomes, or conducting comparative analyses across educational levels or provinces to validate further and refine the identified relationships.

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