



THE CONTRIBUTION OF TEACHER WELL-BEING AND SCHOOL CULTURE TO THE PERFORMANCE OF TEACHERS AT ISLAMIC BOARDING SCHOOLS IN CANDUANG SUBDISTRICT, AGAM REGENCY, WEST SUMATRA



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Abstract

This study was motivated by the variations in teachers' well-being and school culture at Islamic boarding schools in Canduang Subdistrict, which are related to teacher performance. This study aims to analyze the contribution of teacher well-being and school culture to the performance of teachers at Islamic boarding schools. The novelty of this study lies in the simultaneous examination of these two variables within the context of Islamic boarding school education, which is characterized by distinct religious values and institutional culture. The study employed a quantitative approach using quota sampling on 106 teachers from three Islamic boarding schools. Data were collected via a Likert-scale questionnaire and analyzed using normality and linearity tests, Pearson's correlation, and the F-test with the aid of SPSS 22. The results indicate that teacher well-being was not found to contribute significantly at the 5% level to teacher performance (Sig. = 0.055; $r = 0.187$; $R^2 = 0.035$). Conversely, school culture contributes significantly to teacher performance (Sig. = 0.003; $r = 0.283$; $R^2 = 0.080$), although the strength of the relationship is low. Simultaneously, teacher well-being and school culture have a significant relationship with teacher performance ($F = 5.330$; Sig. = 0.006), with an R^2 of 0.094 or 9.4% based on recalculations.

Abstrak

Penelitian ini dilatarbelakangi oleh adanya variasi kondisi kesejahteraan guru dan budaya sekolah pada pondok pesantren di Kecamatan Canduang yang berkaitan dengan kinerja guru. Penelitian ini bertujuan untuk menganalisis kontribusi kesejahteraan guru dan budaya sekolah terhadap kinerja guru pondok pesantren. Kebaruan penelitian ini terletak pada pengkajian kedua variabel tersebut secara bersamaan dalam konteks pendidikan pesantren yang memiliki karakteristik nilai religius dan budaya kelembagaan yang khas. Penelitian menggunakan pendekatan kuantitatif dengan teknik quota sampling terhadap 106 guru dari tiga pondok pesantren. Data dikumpulkan melalui angket skala Likert dan dianalisis menggunakan uji normalitas, linearitas, korelasi Pearson, dan uji F dengan bantuan SPSS 22. Hasil penelitian menunjukkan bahwa kesejahteraan guru belum terbukti berkontribusi signifikan pada taraf 5% terhadap kinerja guru (Sig. = 0,055; $r = 0,187$; $R^2 = 0,035$). Sebaliknya, budaya sekolah berkontribusi signifikan terhadap kinerja guru (Sig. = 0,003; $r = 0,283$; $R^2 = 0,080$), meskipun kekuatan hubungannya rendah. Secara simultan, kesejahteraan guru dan budaya sekolah memiliki hubungan yang signifikan dengan kinerja guru ($F = 5,330$; Sig. = 0,006), dengan R^2 sebesar 0,094 atau 9,4% berdasarkan perhitungan kembali.

INTRODUCTION

The requirement for Islamic boarding schools to produce graduates who are both academically excellent and possess Islamic character makes teacher performance one of the strategic factors that determine the success of the educational process. The results of the researcher's preliminary study, conducted through interviews with administrators at



several Islamic boarding schools in Canduang Subdistrict, indicate limitations in competency development, the implementation of supervision, the fulfillment of teachers' welfare, and the application of school culture. These conditions suggest that optimizing teacher performance is not only related to professional competence but also to teachers' welfare and a supportive school culture.

The quality of education is a strategic indicator in determining a nation's progress, especially amid the complexities of the ever-evolving challenges of globalization (Mustopa, A. M. Y. S., & Iswantir, 2023). In addition to playing a role in the transmission of knowledge, education also holds an important position in shaping high-caliber human resources through the strengthening of competencies and character development. The success of education is largely determined by the quality of the learning process, which must be effective and sustainable (Purwoko, 2018). Fundamentally, the quality of education is largely determined by the strategic role of teachers as the primary element in the learning process (Srilaksmi & Indrayasa, 2020). Therefore, optimal teacher performance is a crucial factor in achieving the national educational goals of producing an outstanding generation. Teacher performance reflects the quality of teachers' professional duties in planning, implementing, and evaluating learning (Dermawan, 2019).

The importance of teachers in education is not merely practical in nature but also has a strong religious foundation. This is reflected in the figure of the Prophet Muhammad (peace be upon him), who served not only as a messenger but also as an educator who imparted knowledge and guided the faithful toward the truth. His exemplary teaching serves as an inspiration for teachers, as emphasized in the Qur'an, which describes his status as a teacher for all of humanity. This foundation underscores that teachers play a vital role in the educational process, including in carrying out their professional duties to the best of their ability.

Teachers at Islamic boarding schools (pondok pesantren) not only carry out teaching duties but also serve as moral guides, role models of good character, and promoters of religious culture in the lives of students (Ahmad et al., 2022). These complex roles require teachers to possess adequate pedagogical, professional, social, and personal competencies to effectively fulfill their educational responsibilities. However, empirical evidence indicates that teachers' performance in Islamic boarding schools still faces various challenges. Iqbal and Arif found that some teachers at Islamic boarding schools in East Agam Regency had not prepared teaching materials optimally, were often late in starting lessons, and had limited access to professional development. These conditions indicate that the complexity of the pesantren teacher's role must be accompanied by adequate support so that teachers can perform their duties optimally (Iqbal & Arif, 2024) .

In Islamic education, professional educators not only transfer knowledge but also serve as moral and spiritual guides, in line with a teacher's duty to educate, guide, and serve as a role model for students (Iswantir, 2012). Meanwhile, from an Islamic perspective, a teacher's duty is an amanah that entails moral and spiritual responsibility. This trust is not merely understood as a confidence that must be safeguarded, but also as a commitment to carry out duties honestly, responsibly, and professionally. Therefore, teachers are required to perform their educational duties with full integrity, as every educational activity is accountable not only to the institution but also to Allah SWT. (Jasmita et al., 2026). The value of amanah can be realized through the earnest, responsible, and integrity-driven performance of professional duties. In the context of teacher performance, this value is reflected in the optimal execution of teaching duties, from planning and implementation to evaluation.

In addition to amanah, Islam also emphasizes the importance of the value of itqan, which means performing work earnestly, meticulously, and with high quality. The value of itqan indicates that professionalism is not only measured by the results of one's work but also by the earnestness with which one carries out one's duties. In the context of education, teachers are required to plan, implement, and evaluate learning optimally as a form of professional responsibility toward students. Teacher professionalism rooted in Islamic values encompasses pedagogical, personal, social, and professional competencies that are integrated with religious values and Islamic work ethics (Raghdah et al., 2025). In the context of Islamic boarding schools (pesantren), the value of itqan can be part of the culture instilled and practiced in the workplace, such as exemplary conduct, discipline, responsibility, and diligence in carrying out duties. Such a culture can shape teachers' work behavior and encourage the more optimal fulfillment of educational duties, thereby establishing a conceptual link between pesantren culture and teacher performance.

Teachers in Islamic education are also viewed as *waratsatul anbiya'*—those responsible for imparting knowledge while guiding students' moral and spiritual development. This role positions teachers as role models who are not only focused on academic achievement but also on shaping students' character and moral conduct (Choliq et al., 2025). In the context of teacher performance, these values are reflected in the execution of professional duties, ranging from the ability to plan lessons effectively and guide students to evaluating the learning process and outcomes. Thus, the teacher's status as a "*waratsatul anbiya*" is not limited to the professional responsibilities that constitute their performance. These values indicate that teacher performance from an Islamic educational perspective is influenced not only by material factors but also by the internalization of religious values, moral commitment, the work environment, and collective culture. These factors can contribute to shaping teachers' work ethic and performance (Raghdah et al., 2025) .

Although teacher performance is influenced by various factors, teacher well-being is often viewed as one of the key determinants in improving the quality of professional practice. In this study, teacher well-being is understood as the fulfillment of rights and support that enable teachers to carry out their professional duties optimally, encompassing aspects of economic well-being, career development, professional protection, competency development, educational facilities and infrastructure, professional freedom, safety and comfort, freedom of association, academic development, as well as teacher training and development. The fulfillment of these aspects can, in theory, support teachers' work motivation, job satisfaction, professional commitment, and performance (Fitriyah, 2025; Kulla, 2017; Yuliyanti et al., 2021; Zetriuslita & Wahyuni, 2012). Various studies indicate that meeting teachers' economic and social needs has the potential to create more conducive working conditions, thereby positively impacting the quality of educational task performance (Fitriyah, 2025; Kulla, 2017; Yuliyanti et al., 2021). In the context of religious-values-based education, the performance of teachers' duties is not only related to the fulfillment of welfare aspects but can also be influenced by the values of dedication, moral commitment, and the organizational culture that develops within the educational environment.

School culture—as a system of values, norms, and practices that develops within an educational environment—plays a significant role in shaping teachers' behavior and professionalism . In the context of Islamic boarding schools (pesantren), school culture is reflected through the instillation of values such as honesty, cooperation, discipline, mutual respect and correction, religiosity, and nationalism, which are applied in daily educational

life. A positive culture that is consistently applied can create a conducive work environment, shape the behavior patterns of the school community, and support teachers' professional responsibility in carrying out their educational duties (Eko Supria & Wedra Aprison, 2023; Wahdati, 2018). Thus, school culture not only serves as a guide for behavior but also becomes a social environment that supports the fulfillment of teachers' duties and their performance.

On the other hand, a number of studies indicate that school culture also makes a significant contribution to improving teacher performance. A positive school culture can create a conducive work environment, strengthen organizational commitment, and foster the growth of teachers' professionalism in carrying out their educational duties. In " , it is explained that school culture functions as a value system that shapes the behavior of the school community. This finding is reinforced by " , which found that school culture influences teacher performance by increasing job satisfaction. Furthermore, (Eko Supria & Wedra Aprison, 2023) emphasizes that the internalization of school values can shape work behaviors that effectively support the achievement of educational goals. However, these studies still primarily discuss school culture in general and have not specifically examined the characteristics of the culture that develops within a pesantren environment or its relationship to teacher performance.

Although various studies have examined factors related to teacher performance, research that specifically examines teacher well – being and school culture together in the context of Islamic boarding schools remains limited. Previous studies have mostly examined these two factors separately or in the context of different educational institutions(Fitriyah, 2025; Kulla, 2017; Wahdati, 2018; Yuliyanti et al., 2021) . These conditions indicate a research opportunity to examine the relationship between teacher well – being and school culture and teacher performance in the context of Islamic boarding schools, which have distinctive institutional characteristics and educational values.

In addition to school well – being and culture, leadership is also a factor frequently associated with improved teacher performance. Effective leadership can create a supportive work environment, boost work motivation, and foster a positive organizational culture. In the context of educational institutions, school principals or Islamic boarding school leaders play a crucial role in providing guidance, mentoring, supervision, and support for teachers in carrying out their duties. Various studies indicate that leadership has a positive effect on teacher performance (Wahyuni et al., 2024). However, in these studies, leadership was treated as an external factor outside the research model and was not a tested variable. This study specifically focuses on examining the contributions of teacher well – being and school culture to teacher performance.

A number of previous studies have examined the relationship between teacher well – being and teacher performance, while studies on school culture in the context of Islamic boarding schools (pondok pesantren) have not been extensively examined specifically in relation to teacher performance. In fact, the boarding school environment has distinctive institutional characteristics, reflected in the values of religiosity, discipline, dedication, and collective relationships in educational life. These conditions highlight the importance of examining the relationship between school culture and teacher well – being with teacher performance in the context of Islamic boarding schools (), so that the contribution of each variable as well as their simultaneous relationship can be determined. The limited body of research in the context of Islamic boarding schools indicates that there is still room to develop studies on teacher performance. The novelty of this study lies in the simultaneous examination of teacher well – being and school culture within the

context of Islamic boarding schools, which are characterized by distinct religious values and institutional culture. Empirically, this study reveals differing patterns of relationship between the two variables and teacher performance: while teacher well-being is not significantly related to teacher performance, school culture exhibits a positive and significant relationship, albeit with low strength.

Based on a preliminary study conducted through interviews with administrators and teachers at several Islamic boarding schools in Canduang Subdistrict in August–September 2024, differences were found in the fulfillment of teacher well-being, limitations in professional training, and obstacles in the implementation of school culture and supervision. These conditions indicate a gap between the ideal and empirical reality regarding the factors that influence teacher performance. Given these conditions, this study aims to analyze the contribution of teacher well-being and school culture to the performance of teachers at Islamic boarding schools in Canduang Subdistrict, both partially and simultaneously.

RESEARCH METHODS

This study employs a quantitative approach using a correlational research design to determine the relationships, contributions, and strengths among variables through numerical data. The quantitative approach was chosen because this study aims to objectively measure the contributions among variables in a statistically testable manner. Data analysis was conducted using Pearson's correlation to determine the relationships between variables and multiple linear regression to analyze the contributions of teacher well-being and school culture to teacher performance, both partially and simultaneously. According to (Sugiyono, 2013), correlational research is research that aims to determine the relationships between variables in order to identify the strength and direction of the relationships among the variables under study.

The study was conducted at Islamic boarding schools throughout the Canduang subdistrict, which consists of five boarding schools with a total population of 242 teachers. The population refers to the entire group of research subjects sharing specific characteristics, while the sample is a portion of the population that represents those characteristics (Sugiyono, 2013). Sampling employed a *non-probability sampling* technique using *quota sampling*, while the selection of research locations was conducted purposively based on the consideration that three Islamic boarding schools—MTI Canduang, MUS Canduang, and Pondok Pesantren Ashhabul Yamin—had a relatively larger number of teachers. From these three locations, 106 teachers were selected as research respondents. The other two Islamic boarding schools were used as pilot test sites for the research instruments. The total of 106 respondents met the requirements for the statistical analysis used in the study.

Research data were collected via a questionnaire using a five-point Likert scale. The research instrument for the teacher well-being variable consisted of 10 indicators with 31 items; for school culture, it consisted of 6 indicators with 27 items; and for teacher performance, it consisted of 13 indicators with 34 items. The instrument was tested for validity and reliability before being used in the research data collection. Data analysis was conducted using SPSS version 22 through prerequisite tests, including normality and linearity tests. Subsequently, hypothesis testing was performed using Pearson's correlation to determine the relationship between teacher well-being and teacher performance, as well as between school culture and teacher performance, while the F-test was used to determine the simultaneous contribution of teacher well-being and school culture to teacher performance.

RESULTS AND DISCUSSION

RESULTS

Prerequisite Tests for Analysis

Before hypothesis testing was conducted, the data were first tested to ensure that the analysis requirements were met. The requirement tests in this study included normality and linearity tests. The results of the analysis requirement tests are presented in the following table:

Table 1: Normality Test

	Kolmogorov – Smirnov ^a			Shapiro – Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Performance	.050	106	.200*	.992	106	.770
Well – being	.074	106	.195	.991	106	.681
Culture	.054	106	.200*	.990	106	.605

Source: Data processed using SPSS version 22

Based on Table 1, all variables have significance values greater than 0.05, indicating that the data on Teacher Well – being, School Culture, and Teacher Performance are normally distributed. Next, a linearity test was conducted to determine the linear relationship between each independent variable and Teacher Performance. The test results are presented in the following table:

Table 2: Linearity Table

Variable Relationship	Sig. Deviation from Linearity	Description
Teacher Well – being – Teacher Performance	0.630	Linear
School Culture – Teacher Performance	0.260	Linear

Source: Data processed using SPSS version 22

Based on Table 2, the *Sig. Deviation from Linearity* value for the relationship between Teacher Well – being and Teacher Performance is 0.630, and for the relationship between School Culture and Teacher Performance, it is 0.260. Both values are greater than 0.05; therefore, the relationships between these independent variables and Teacher Performance are considered linear.

The Impact of Teachers' Well-Being on the Performance of Teachers at Islamic Boarding Schools in Canduang Subdistrict

Based on the results of the normality test, the Teacher Well – being variable had a significance value of $0.195 > 0.05$, so the data were deemed to be normally distributed. Furthermore, the results of the linearity test showed a significance value *for deviation from linearity* of $0.630 > 0.05$, which means that the relationship between Teacher Well – being and Teacher Performance is linear. The results of the Pearson correlation test showed a significance value of $0.055 > 0.05$. Thus, at a 5% significance level, the relationship between the Teacher Well – being and Teacher Performance variables did not yield significant results. The Pearson correlation coefficient value of 0.187 indicates that the relationship between the two variables falls into the very low category with a positive direction. These results are supported by the coefficient of determination (R^2) test in *the Model Summary*, which shows a value of 0.035. This means that the Teacher Well – being

variable accounts for only 3.5% of the variation in Teacher Performance, while the remaining 96.5% is attributed to other factors not analyzed in this study.

Table 3. Results of the Analysis of the Contribution of Teacher Well – Being to Teacher Performance

Analysis	Results	Interpretation
Normality	Sig. = 0.195 > 0.05	The data are normally distributed
Linearity (<i>Deviation from Linearity</i>)	0.630 > 0.05	Linear Relationship
Pearson correlation	r = 0.187; Sig. = 0.055 > 0.05	A positive relationship with very low strength; not yet significant
Coefficient of Determination	R ² = 0.035	Teacher well – being explains 3.5% of the variation in teacher performance

Source: Research data, analyzed using SPSS version 22

The Contribution of School Culture to the Performance of Teachers at Islamic Boarding Schools in Canduang Subdistrict

Based on the results of the normality test, the School Culture variable is normally distributed with a significance value of 0.200 (> 0.05). The linearity test also showed a linear relationship between School Culture (X2) and Teacher Performance (Y) with a *deviation from linearity* value of 0.260 (> 0.05). The results of the Pearson correlation test indicate a positive and significant relationship between School Culture and Teacher Performance, with a significance value of 0.003 (< 0.05) and a correlation coefficient of 0.283, indicating a positive relationship with a low strength of association. Thus, statistically, there is a significant relationship between school culture and teacher performance, but the strength of the relationship is relatively low. The coefficient of determination (R²) value of 0.080 indicates that school culture explains 8% of the variation in teacher performance, while the remaining 92% of the variation is related to other factors not analyzed in this study.

Table 4. Results of the Analysis of the Contribution of School Culture to Teacher Performance

Analysis	Results	Interpretation
Normality	Sig. = 0.200 > 0.05	Data are normally distributed
Linearity (<i>Deviation from Linearity</i>)	0.260 > 0.05	Linear Relationship
Pearson correlation	r = 0.283; Sig. = 0.003 < 0.05	A positive and significant relationship with low strength
Coefficient of Determination	R ² = 0.080	School culture explains 8% of the variation in teacher performance

Source: Research data, analyzed using SPSS version 22

The Contribution of School Well-Being and School Culture to the Performance of Teachers at Islamic Boarding Schools in Canduang Subdistrict

Based on the results of the F – test (simultaneous), a significance value of 0.006 < 0.05 was obtained. Furthermore, the calculated F – value of 5.330 is greater than the critical F – value of 3.09. These results indicate that Teacher Well – being and School Culture simultaneously have a significant relationship with the Performance of Islamic Boarding School Teachers in Canduang Subdistrict. Thus, the alternative hypothesis (Ha)

is accepted, and the null hypothesis (H_0) is rejected. Based on a recalculation of the simultaneous coefficient of determination using the calculated F – value, the sample size, and the number of independent variables, the R^2 value was found to be 0.094, representing 9.4% of the variation in Teacher Performance, while the remaining 90.6% is attributed to other al factors outside the analyzed variables. The adjusted R^2 value obtained through recalculation was 0.076, or 7.6%.

Table 5. Results of the Simultaneous Test of the Relationship Between Teacher Well – Being and School Culture on Teacher Performance

Analysis	Results	Interpretation
F – Test	Calculated $F = 5.330$; $F - \text{table} = 3.09$	Calculated $F > \text{Table } F$
Significance	Sig. = $0.006 < 0.05$	Significant
Simultaneous Coefficient of Determination	$R^2 = 0.094$ (9.4%)	Simultaneous contribution of 9.4%
Adjusted R^2	0.076 (7.6%)	After adjusting for the number of variables and the sample size
Hypothesis Decision	H_a is accepted, $H_{(0)}$ is rejected	There is a significant simultaneous relationship

Source: Research data, analyzed using SPSS version 22 and recalculated

DISCUSSION

The Contribution of Teacher Well-Being to Teacher Performance

Theoretically, teacher well – being refers to a state in which various needs that support optimal job performance are met. According to Herzberg's two – factor theory, well – being falls under *hygiene factors*—that is, factors that can prevent job dissatisfaction but do not necessarily serve as the primary drivers of increased motivation and performance. Robbins and Judge (2015) also explain that job well – being influences commitment, loyalty, and individual work behavior within an organization. (However, the results of this study indicate that teachers' well – being does not make a significant contribution to their performance. This finding suggests that the fulfillment of the well – being aspects measured in this study is not yet strong enough to explain variations in teacher performance. In the context of Islamic boarding schools, this situation may be related to the presence of other factors that also shape teacher performance, such as commitment to duties, the organizational environment, school culture, and other internal and contextual factors. Thus, the results of this study show that teacher well – being remains an aspect that needs attention, but it is not the only factor related to teacher performance in the context of this study.

The lack of a significant relationship between welfare and teacher performance in this study can be understood in light of the characteristics of the work environment at Islamic boarding schools, which are oriented not only toward material aspects but also toward the values of dedication, responsibility, and commitment to the institution. These conditions allow teachers to continue performing their duties optimally even though their levels of welfare vary. Thus, welfare is not the only factor determining teacher performance, as there are other organizational and internal factors that also influence the performance of teachers' duties in the Islamic boarding school environment.

The findings of this study indicate that teacher well – being plays a greater role as a supporting factor in the performance of professional duties than as a factor directly related to performance improvement. Teacher performance is the result of the interaction

of various factors, both individual and organizational, such as work motivation, professional commitment, work environment, and organizational culture. In the context of Islamic boarding schools, the characteristics of a value –based work environment and institutional orientation can be contextual factors that influence the performance of teachers' duties, even though these factors were not directly measured in this study. Thus, an improvement in welfare does not necessarily lead to improved performance if it is not accompanied by support from other factors related to the environment and the performance of teachers' duties (Dermawan, 2019; Iswantir, 2012; Subair, 2024) .

Furthermore, teachers' well –being cannot be understood solely in terms of their income; it is also influenced by the level of recognition provided by their institutions, a sense of job security, and opportunities for professional development. In this study, the aspects of well –being measured through the instrument serve as the basis for assessing teachers' well –being; therefore, the discussion regarding the perception of well –being— as a subjective condition—should be understood as a matter of interpretation rather than as a finding that has been specifically tested. Differences in individual needs and expectations can mean that perceived levels of well –being do not always correlate directly with performance. Therefore, an improvement in well –being does not necessarily lead to improved performance if it is not accompanied by support from other psychological and organizational factors.

In the context of Islamic boarding schools (pondok pesantren), teachers' well –being is not only defined by material aspects such as salary and work facilities but also encompasses non –material aspects such as divine blessings, a sense of service, social recognition, and inner satisfaction in fulfilling their educational mandate. These characteristics indicate that the work motivation of boarding school teachers tends to be influenced by religious values and a strong orientation toward service. Teachers do not work solely to earn economic rewards but also as a form of fulfilling moral and spiritual responsibilities (Iswantir, 2012; Nizary & Hamami, 2020) . This is evident in preliminary studies conducted by researchers; for instance, at MTI Canduang, the value of service is reflected in the madrasah's motto: "scholarly, virtuous, and dedicated." These conditions indicate that teachers carry out their professional duties in an environment that is not only oriented toward material well –being but also possesses distinctive institutional values and culture. However, the findings of this preliminary study cannot be used to conclude that the value of service or religiosity directly influences teacher performance, as these aspects were not measured in this quantitative study.

The characteristics of pesantren teachers, who prioritize the values of sincerity and dedication, may also explain why welfare does not significantly contribute to performance. In the pesantren tradition, teaching is often viewed as a form of worship and service to the community. These values shape a work ethic that is not entirely based on economic considerations but rather on moral and spiritual motivations. As a result, teachers continue to strive to perform their duties optimally even though their level of welfare is not yet entirely ideal (Nasution, 2019). This is consistent with the findings of a preliminary study indicating an emphasis on the values of devotion and religious culture in several of the pesantren studied. However, because sincerity and dedication were not directly measured in this study, these aspects were positioned as an interpretive context rather than as factors proven to influence teacher performance.

The findings of this study differ from those of research on" , which found that well –being influences improvements in teacher performance. Hasanah and Zainuddin (2024) found that teacher well –being significantly influenced teacher performance at SD Muhammadiyah PK Kottabarat and SD Muhammadiyah Tipes. This difference may be

related to the characteristics of the pesantren work environment, which possesses distinctive values, culture, and patterns of institutional relationships. In such an environment, teachers carry out their duties not only within the framework of ensuring their well-being but also in an environment that emphasizes the values of service, responsibility, and religious culture. These conditions may help explain why the relationship between well-being and performance in this study did not yield significant results. However, since these factors were not measured directly, they cannot be empirically identified as the cause of the differences in results.

Furthermore, a coefficient of determination of 0.035 indicates that teachers' well-being accounts for only 3.5% of the variation in teacher performance. The magnitude of this contribution suggests that the relationship between well-being and performance in this study is relatively weak; thus, most of the variation in teacher performance is associated with other factors beyond the variables under study. These factors may include work motivation, professional commitment, work environment, organizational culture, and other contextual factors. Thus, improving teachers' well-being should be viewed as one component of efforts to enhance performance, which can proceed in tandem with strengthening the organizational environment and promoting teachers' professional development. In practice, improving teachers' well-being must be accompanied by strategies to enhance performance, such as providing non-material rewards for teachers' achievements, offering professional development opportunities through training or subject-specific teacher working groups (MGMP), and conducting regular supervision accompanied by feedback. These strategies can be part of Islamic boarding schools' efforts to create a work environment that supports improved teacher performance.

The Contribution of School Culture to Teacher Performance

Based on the findings of a study conducted at Islamic boarding schools throughout the Canduang subdistrict, school culture was found to have a positive and significant influence on teacher performance. These findings indicate that the values, norms, customs, and patterns of interaction that develop within the boarding school environment are related to the performance of teachers' duties, such as, discipline, professional responsibility, and commitment to educational duties. In the context of Islamic boarding schools, school culture has distinctive characteristics influenced by religious values, boarding school traditions, a spirit of togetherness, and discipline. Thus, school culture can be one of the aspects that support teacher performance, although its contribution in this study is relatively limited.

Theoretically, school culture is a set of values, norms, and beliefs that influence the behavior of the school community. Culture reflects the identity, character, and distinctive traits of a school. (Maryamah, 2016) In this study, school culture is operationalized through six indicators: a culture of honesty, a culture of cooperation, a culture of discipline, a culture of appreciation and mutual correction, religiosity, and nationalism. These six aspects illustrate the values and habits expected to flourish in school life. In the context of Islamic boarding schools, religiosity is an important part of the institution's culture and is reflected in the behavior and habits of the school community (Eko Supria & Wedra Aprison, 2023) Thus, school culture in this study is understood as the values, norms, habits, and patterns of interaction that develop within the Islamic boarding school environment and are reflected through these six aspects.

The results of the study indicate that school culture has a positive and significant relationship with teacher performance ($r = 0.283$; $p = 0.003$), although the strength of the relationship falls into the low category. These findings indicate that the values, norms,

customs, and patterns of interaction that develop within the pesantren environment are related to teachers' performance of their duties (Eko Supria & Wedra Aprison, 2023; Maryamah, 2016). These findings align with Kusumaningrum's research, which demonstrates a correlation between school culture and performance in the context of pesantren education (Kusumaningrum et al., 2023). These results are consistent with Widodo's (2024) study, which found that school organizational culture significantly influences teachers' contextual performance. Although they employ different concepts of performance, both studies indicate that the culture that develops within the school environment is linked to teachers' work behavior. In this study, this relationship is evident in the pesantren context through the values and customs reflected in institutional life (Widodo, 2024). However, the weak strength of the relationship suggests that school culture is not the sole factor associated with teacher performance.

Organizational culture can influence work behavior through values, norms, and customs that serve as guidelines for members in carrying out their duties. An environment that fosters cooperation, discipline, recognition, and responsibility can help create more purposeful patterns of work behavior. In the context of Islamic boarding schools, these values develop within an educational environment that also has religious and collective characteristics (Tewal et al., 2017; Wahdati, 2018). Thus, school culture can be one of the contexts that supports teachers' task performance and overall performance, although the results of this study indicate that the strength of this relationship remains low.

School culture essentially represents the identity of an educational institution, formed through the process of internalizing the organization's values and norms, which are passed on to all members of the institution (Jannah et al., 2025). In the context of Islamic boarding schools (pesantren), school culture develops through the integration of Islamic values, pesantren traditions, and interactions among members of the institution. In this study, this culture is reflected through six aspects: honesty, cooperation, discipline, mutual respect and correction, religiosity, and nationalism. These aspects form part of the customs and patterns of interaction that develop within the pesantren environment and are related to the performance of teachers' duties (Nizary & Hamami, 2020).

These findings can be understood through the characteristics of pesantren as educational institutions with a distinctive institutional culture characterized by religiosity, discipline, simplicity, independence, a spirit of mutual aid, and brotherhood. These characteristics are reflected in a culture of honesty, cooperation, discipline, mutual respect and constructive criticism, religiosity, and nationalism—which serve as indicators of school culture in this study. The culture, which is built through social interaction and the internalization of religious values, can serve as a guide for the behavior of pesantren members in carrying out their educational duties (Nasution, 2019). Thus, in the context of pesantren, school culture is one aspect related to teacher performance, alongside other factors such as well-being and other contextual factors.

In addition to shaping teachers' work behavior, school culture in the context of Islamic boarding schools can also function as a mechanism of social control through the values, norms, and customs applied within the institution. The internalization of religious values, discipline, responsibility, and a sense of community can create a work environment that supports teachers in carrying out their duties. In this study, the term "school culture" refers to the values and customs that have developed within the educational environment of a pesantren, while "pesantren culture" is understood as the institutional context that serves as the defining characteristic of that environment. Thus, school culture is one of the aspects related to teacher performance (Maryamah, 2016; Nizary & Hamami, 2020; Wahdati, 2018).

Although school culture makes a greater contribution than teacher well-being, the coefficient of determination of 0.080 indicates that school culture accounts for 8% of the variation in teacher performance. This finding indicates that school culture is an important factor, but not the only one that determines teacher performance. Therefore, school culture needs to be integrated with other supporting factors—such as enhancing professional competence, strengthening educational leadership, and providing a supportive work environment—in order to make a greater contribution to improving teacher performance. The practical implication of these findings is the importance of strengthening school culture through leadership by example, fostering discipline in daily activities, supervising the implementation of work culture, and holding regular teacher reflection forums. These efforts can be carried out by establishing clear behavioral norms and standards, providing feedback on their implementation, and creating opportunities for teachers to collectively evaluate and improve their work practices.

The Contribution of Teacher Well-Being and School Culture to the Performance of Teachers at Islamic Boarding Schools in Canduang Subdistrict

The results of the study indicate that teacher well-being and school culture collectively have a significant relationship with the performance of teachers at Islamic boarding schools in Canduang Subdistrict (F -calculated = 5.330; Sig. = 0.006). Based on recalculations, the simultaneous R^2 value is 0.094 or 9.4%, indicating that these two variables together account for 9.4% of the variation in teacher performance, while the remaining 90.6% is attributed to other factors outside the scope of the variables studied. These findings indicate that teacher performance is a construct influenced by various factors, including both individual characteristics and the work environment. Consequently, improving teacher performance must be approached from a multidimensional perspective through a combined focus on enhancing teacher well-being and strengthening school culture. Theoretically, the performance of Islamic boarding school teachers is related to personal factors and the institutional environment. Teacher well-being supports working conditions, while school culture provides the values and norms that serve as guidelines for carrying out professional duties. In the context of Islamic boarding schools, which have distinctive religious and institutional characteristics, these two aspects can form part of an environment that supports teacher performance (Dermawan, 2019; Maryamah, 2016) .

Although teacher well-being in this study did not show a significant partial relationship, aspects of well-being can still be viewed as part of the conditions that support the performance of teachers' professional duties. Various previous studies have shown that well-being is related to teachers' motivation, job satisfaction, and professional responsibility (Fitriyah, 2025; Kulla, 2017; Yuliyanti et al., 2021). In this study, school culture showed a significant relationship with teacher performance, whereas teacher well-being was not significant when analyzed in isolation. These findings indicate differing patterns of relationship between the two variables and teacher performance, though this does not imply that well-being is irrelevant in the context of teachers' professional duties. School culture in the pesantren environment can support teachers' performance through the values, norms, and customs that have developed within the institution. The values of religiosity, discipline, cooperation, and responsibility reflected in school culture can provide a supportive context for the performance of teachers' professional duties (Eko Supria & Wedra Aprison, 2023; Maryamah, 2016; Wahdati, 2018) .

Nevertheless, the contribution values of both variables remain relatively low. This indicates that the performance of Islamic boarding school teachers is also influenced by other factors not examined in this study, such as leadership, work motivation, professional competence, training, and the characteristics of the boarding school organization itself. Therefore, future research should examine the determinants of Islamic boarding school teachers' performance (Dermawan, 2019; Iswantir, 2012; Nizary & Hamami, 2020). The simultaneous R^2 value of 9.4% indicates that teacher well-being and school culture together account for only a small portion of the variation in teacher performance. Most of this variation is related to other factors not tested in this research model, such as leadership, work motivation, religiosity, and workload (Purwoko, 2018). These factors are only potential explanatory variables based on previous research and cannot be concluded as factors influencing teacher performance in this study because they were not directly analyzed.

The research findings indicate that school culture has a significant relationship with teacher performance, whereas teacher well-being does not show a significant relationship when analyzed in isolation. Nevertheless, the R^2 value of 8% for school culture suggests that this relationship remains relatively limited. In the context of Islamic boarding schools, values such as religiosity, discipline, cooperation, and a sense of community can be part of the school culture that supports teachers in carrying out their duties. However, most of the variation in teacher performance is still related to other factors outside the scope of this study; therefore, teacher performance must be understood as a complex and multidimensional construct.

CONCLUSION

This study shows that teachers' well-being has a positive but insignificant relationship with the performance of teachers at Islamic boarding schools in Canduang Subdistrict ($r = 0.187$; Sig. = 0.055), with a contribution of 3.5%. Meanwhile, school culture has a positive and significant relationship with teacher performance ($r = 0.283$; Sig. = 0.003), with a contribution of 8% and a low strength of relationship. Simultaneously, teacher well-being and school culture have a significant relationship with teacher performance (F -calculated = 5.330; Sig. = 0.006), with a simultaneous R^2 of 9.4% based on recalculations. These findings indicate that both variables are related to teacher performance, but most of the variation in teacher performance is still associated with other factors outside the research model.

Simultaneously, teacher well-being and school culture have a significant relationship with teacher performance, although the contribution of both remains relatively low. In practice, Islamic boarding school administrators can strengthen school culture by instilling religious values, discipline, cooperation, and teacher professionalism, along with providing support for teacher well-being and professional development. This study has limitations due to the use of *non-probability sampling* and a sample drawn from only three Islamic boarding schools; therefore, generalizations of the results should be made with caution. Furthermore, the contribution of the variables studied remains low, indicating that other factors have not yet been analyzed in this study. Future research could develop a more comprehensive model by considering variables such as leadership, work motivation, professional competence, religiosity, and job satisfaction.

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