

The Influence of School Culture, Transformational Leadership, and Teacher Motivation on Teacher Performance

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ABSTRACT

The purpose of this study is to ascertain the following: (1) the impact of school culture on junior high school work motivation; (2) the impact of transformational leadership on this relationship; (3) the impact of school culture on junior high school teacher performance; (4) the relationship between transformational leadership and junior high school performance; and (5) the impact of work motivation on junior high school teacher performance. Using descriptive data analysis methodologies, the study was carried out at junior high schools in the Delitua District in the academic year of 2023–2024. Regression analysis techniques were included in the data analysis method. There is a sample of 128 teachers in the population. The study's findings demonstrated that: (1) work motivation is directly impacted by school culture; (2) work motivation is directly impacted by transformational leadership in a significant positive way; (3) school culture directly affects performance; (4) transformational leadership directly affects performance; and (5) work motivation directly affects performance. These findings suggest that teacher effectiveness is influenced by school culture, transformational leadership, and work motivation and are important factors in supporting teacher performance.

KEYWORDS

school culture; transformational leadership; work motivation, teacher performance

INTRODUCTION

Schools are very important for holding learning activities, where schools function to help improve human resources. Schools are not only for fostering knowledge, but schools are also places to gather, play, and interact with the school environment. Schools as educational institutions really need cooperation with all parties. Because education has an important role in human life, education is a planned effort that is carried out in order to have soft skills and hard skills. Soft skills are the capacity to act in a way that complies with moral, religious, and other standards. Although teachers possess hard talents in the form of knowledge and abilities (Silkayanti, 2019).

The culture of the school plays a significant role in raising teacher effectiveness. The principal's actions in enhancing teacher effectiveness, namely the principal's need to serve as an example by behavior that reflects values, norms, habits, beliefs, and rituals, upholds justice, is consistent, and can be trusted, inspires and motivates teachers to give their best (Alqudah et al. 2022).

A collection of shared values, beliefs, customs, behaviors, and rituals is referred to as the school's organizational culture by all members of the school that are formed from

interactions between members and the school environment that function as guidelines for how to work, learn, and behave (Lee, 2020). Based on this understanding, school culture refers to a set of norms, values, beliefs, practices, and behavioral patterns that are generally accepted and carried out in the school environment that cover various aspects of school life, including relationships between students, interactions between students and teaching staff, school policies, assessment methods, and extracurricular activities. School culture reflects the unique identity of an educational institution that includes attitudes towards learning, ways of dealing with conflict, approaches to innovation, and many other aspects that shape the learning environment. School culture has a significant impact on the experiences of students and teaching staff and can affect the quality of education provided by a school. According to Bass in Sunarto (2004), the term transformational leadership is a process of influencing transformationally; this leadership is also defined as leadership that requires actions to motivate subordinates to work for high-level goals that are considered to exceed their personal interests.

Yildiz in Danim and Suparno (2009) stated that transformational leadership helps principals to frame teacher attitudes to change schools into good schools; transformational leaders' attitudes motivate and inspire people around them. Leaders are special people who act as motivators who try to develop teacher potential in their work. Finally, principals who demonstrate the main characteristics of transformational leadership have an effect on teacher satisfaction and better teacher performance in schools. Transformational leadership behavior influences teacher performance; by providing motivation to teachers, it can help teachers complete tasks at school.

Sulistiyawati et al. (2022) stated that One leadership paradigm that is seen to be useful in raising worker performance and job satisfaction is transformational leadership. Theoretical research on transformational leadership styles and its effects on worker performance and job satisfaction are covered in this chapter (Prasetyo, 2020). The success of leadership lies in the combination of these various aspects to achieve goals and lead the organization (Luedi, 2022).

The results of the study by Kit et al. (2023) stated that transformational leadership behavior demonstrated by empowered school leaders positively affects teacher job satisfaction, commitment, and effectiveness. The principal must be able to align school goals with educational goals according to the applicable curriculum. Transformational leadership from the principal can improve teacher work performance and ultimately improve their positive behavior in virtual learning, even though teachers are not fully ready to face the challenges of virtual learning. This study used a survey design with a sample of 418 teachers from 40 elementary schools in Blitar Regency, Indonesia. Motivation is a driving force that moves someone to act in achieving goals, both intrinsic motivation and extrinsic motivation (Filgona et al. 2020). Intrinsic motivation comes from within the individual, where teachers do something because they enjoy the process and are satisfied with the results achieved. A teacher with intrinsic motivation carries out teaching duties because they have a passion for teaching and want to help students learn, while extrinsic motivation comes from outside the individual. teachers do something because they want to get a reward or avoid punishment (Legault, 2020). A teacher with extrinsic motivation teaches because they want to get a salary or promotion and carries out tasks solely to avoid being reprimanded by superiors.

The behavior of the principal in improving teacher performance through intrinsic motivation (Miao et al. 2020) is: (1) Providing autonomy and responsibility to teachers, such as providing opportunities for teachers to choose their own learning and assessment methods, trusting teachers to make decisions about how they teach, (2) Providing

opportunities for professional development can be done by providing support to teachers to take part in training and workshops that can improve their skills, providing opportunities for teachers to learn from other teachers through mentoring programs or classroom observations, (3) Creating a positive learning environment can be done by building a friendly, supportive, and collaborative atmosphere in schools, providing adequate facilities and resources to support learning, (4) Providing recognition and appreciation for achievements can be done by appreciating the efforts and dedication of teachers individually and collectively and providing awards for outstanding performance for teacher achievements.

The behavior of the principal in improving teacher performance through extrinsic motivation (Ashraf and Joarder, 2020), namely: (1) Providing competitive salaries and benefits, can be done by ensuring teachers get salaries that are in accordance with their qualifications and experience, providing benefits for health, pensions, and others, (2) Providing opportunities for promotion and promotion can be done by providing opportunities for teachers to improve their careers, providing recognition for teacher achievements and achievements, (3) Providing awards and prizes can be done by giving awards to teachers for outstanding performance, giving prizes to teachers who achieve certain targets, (4) Creating incentive programs can be done by providing incentives to teachers to improve their performance and by providing incentives or awards to teachers who innovate in learning (Yusuf, 2021). The behavior of the principal that can be done to increase teacher commitment is to create a positive learning environment for students, be effective in delivering lesson materials, and continue teaching for a long time. Teacher job satisfaction is a positive feeling that teachers have regarding their work, where teachers who are satisfied with their work will be more committed to the school where they teach (Mailool et al., 2020).

According to Asterina and Sukoco (2019), teacher performance is a teacher's ability to carry out actions in accordance with predetermined goals, which include aspects of planning teaching and learning programs, implementing teaching and learning processes, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. Performance is very important in determining the quality of a person's work, including a teacher. Performance means the results of work that can be displayed or the work appearance of a teacher. Thus, a teacher's performance can be measured from the results of work, the results of assignments, or the results of activities within a certain period of time. The purpose of teacher performance is to find out whether an education, teaching, or training program has been mastered by its participants or not (Affandi et al. 2021). Teachers who have good and professional performance in implementing the curriculum have the following characteristics: designing learning programs, implementing learning, and assessing student learning outcomes (Gunawan et al. 2018).

According to Darmadi (2018), there are aspects that are assessed in teacher performance, including: (1) ability to plan and prepare for teaching; (2) mastery of the material to be taught to students; (3) mastery of teaching methods and strategies; (4) giving assignments to students; (5) ability to manage the class; and (6) ability to carry out assessments and evaluations. Based on the problems above, the researcher is interested in conducting research on the influence of school culture, transformational leadership, and teacher motivation on the performance of junior high school teachers in Delitua District. The reason the researcher chose the title above is because teachers who are less motivated and do not have high performance tend to be more prone to burnout and lose their enthusiasm for teaching, so that the quality of their learning decreases. Teachers who are

less motivated find it easier to find other jobs or even leave the teaching profession. Teachers who are less motivated and do not have high performance will find it difficult to provide quality education to their students.

RESEARCH METHODS

This study uses an ex post facto approach, namely analyzing the causal relationship between variables that have occurred to find out which variables are more dominant in influencing teacher performance, and then the data is analyzed using the path analysis technique. The Delitua District's junior high schools participated in this study. The 189 individuals in the population are all members of the Medan Aviation Polytechnic's teaching staff. A sample of 189 teachers was used in this investigation. The Slovin Formula can be used to calculate the sample count. Using the Slovin Formula, one may ascertain the sample size from a known population, in this case 128 instructors.

Table 1. Characteristics of Research Samples

No	School Name	Gender			Education Level		
		Male	Female	Total	S1	S2	Total
1	UPT SPF SMPN 1 Delitua	6	28	34	34	0	34
2	UPT SPF SMPN 2 Delitua	11	36	47	47	0	47
3	SMP Istiqlal Delitua	7	15	22	22	0	22
4	SMP Masehi Delitua	3	2	5	5	0	5
5	SMP Putra Bangsa Berbudi	2	7	9	9	0	9
6	SMP S Delitua School	0	8	8	8	0	8
7	SMP S Harapan 3	6	9	15	15	0	15
8	SMP S Karya Pembangunan	2	6	8	8	0	8
9	SMP S RK Deli Murni	7	11	18	18	0	18
10	SMP S Singosari Delitua	3	5	8	8	0	8
11	SMP YPI Delitua	7	8	15	15	0	15
Total		54	135	189	189	0	189

Methods and Design of the Research: (1) Examining how school culture affects teacher motivation; (2) Examining how transformational leadership affects teacher motivation; (3) Examining how school culture affects teacher performance; (4) Examining how transformational leadership affects teacher performance; and (5) Examining how motivation affects teacher performance.

Table 2. Grid of School Culture Variables

No	Variable	Indicator	Question Item	Total
1	School	Cultural thickness	1, 13, 20, 22, 2, 7, 26, 28, 25	9
	Culture	Level of togetherness	3, 24, 5, 6, 8, 10, 12, 23, 29	9
		Clarity of regulations	4, 9, 11, 14, 15, 16, 17, 18, 21, 30, 12, 19	12
Total				30

Table 3. Grid of Transformational Leadership

No	Variable	Indicator	Question Item	Total
2	Transforma- tional Leadership	Idealized Influence	1, 4, 9, 11, 13, 20, 22, 8, 10, 19	10
		Individual Consideration	2, 7, 26, 28, 25	5
		Motivation and Inspiration	3, 24, 5, 6, 21	5
		Intellectual Stimulation	14, 15, 16, 17, 18, 21, 30, 12, 23, 29	10
Total				30

Table 4. Motivation Variable Grid

No	Variable	Indicator	Question Item	Total
3	Motivation	Intrinsic motivation	1, 20, 22, 8, 10, 19	6
		Extrinsic Motivation	2, 7, 26, 28,25, 22, 8, 10, 19	9
		Pressure in teaching	4, 9, 11, 13, 3, 24, 5, 6,21	9
		Beliefs	14, 15, 16, 17, 18, 21, 30, 12, 23, 29	10
		Goal Orientation	1, 4, 9, 11, 13, 20,	6
Total				30

Table 5. Teacher Performance Variable Grid

No	Variable	Indicator	Question Item	Total
1	Teacher Performance	1. Developing lesson plans	1, 2, 3, 4, 17	5
		2. Acquiring knowledge about educational learning ideas and principles	5, 6, 7, 8	4
		3. Curriculum creation	9, 10, 11, 15	4
		4. Activities for educational learning	12, 19	2
		5. Recognizing and realizing potential	13, 14, 16, 23	4
		6. Interaction with pupils	22, 21	2
		7. Inquiry and appraisal	31, 30, 32, 33, 40	5
		1. Adhering to social, legal, religious, and cultural norms	37	1
		2. Exhibiting an adult and admirable demeanor	34	1
		3. A strong work ethic, a sense of duty, and pride in becoming a teacher	30, 28	2
		1. Being impartial, inclusive, and discriminating	38, 39	2
		2. Communication with colleagues teachers, educators, parents of children and the community	36	1
		1. Proficiency with the content, organization, ideas, and scientific perspectives that underpin the courses taught	24, 26	2
		2. Encouraging professionalism by acting thoughtfully	29, 35	2
Total				30

The instrument criteria are categorized as valid if $r \text{ count} > r \text{ table}$, at a significance level of 95% and alpha 5% (Riadi, 2015). Furthermore, to observe the reliability of the research instrument, One way to accomplish this is to compare the $r \text{ count}$'s magnitude with the $r \text{ table}$ (Riadi, 2015). The following are the test criteria:

If the Cronbach's alpha coefficient is more than 0.60, the research tool is considered dependable. If the research tool is deemed untrustworthy if the Cronbach's alpha value is 0.60. The questionnaire's validity is evaluated using the validity test. When a questionnaire is able to measure something that it is intended to test, it is considered valid. Lisrel 8.8 is used in the validity test to determine the correlation between the results derived from the questionnaire questions. In the event that the $R\text{-count}$ exceeds the $R\text{-table}$, the questionnaire items are considered genuine.

$$r \text{ count} = \frac{n \sum XY - (\sum X \sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

The SPSS 26.0 for Windows application was used to perform this validity test, and the following parameters were used:

1. If $r \text{ count} > r \text{ table}$, then the statement is declared valid.
2. If $r \text{ count} < r \text{ table}$, then the statement is declared invalid.
3. The $r \text{ count}$ value can be seen in the corrected item total correlation column.

The performance, school culture, transformational leadership, and work motivation instrument validation results indicate that the $r \text{ count}$ value is greater than the $r \text{ table}$ value of 0.1723, for each statement item whose significance value is less than 0.05 and the performance variable has valid criteria. This shows that each performance variable question is reliable and worthy of further investigation.

A tool for measuring a questionnaire that serves as an indicator of a variable or construct is reliability testing. If a respondent's responses to a questionnaire are constant or consistent throughout time, it is considered dependable. According to Siyoto and Sodik (2015), reliability is associated with the precision of the instrument when measuring what is tested, the accuracy of the measurement results, and the repeatability of the measurement.

The variables meet the following criteria for reliability, as determined by the SPSS 26.0 for Windows program:

1. If $r\text{-alpha}$ is positive and greater than $r\text{-table}$, then the statement is reliable.
2. If $r\text{-alpha}$ is negative and smaller than $r\text{-table}$, then the statement is not reliable.
3. If the Cronbach's alpha value > 0.6 , then it is reliable.
4. If the Cronbach's alpha value is < 0.6 , then it is not reliable.

If a variable's Cronbach's alpha value is more than 0.6, it is considered good. The purpose of reliability testing is to evaluate the research instrument's consistency. When a research instrument's Cronbach Alpha value is more than 0.70, it can be considered dependable. The reliability test findings for the research variables utilized in this study are displayed in Table 6.

Table 6. Reliability Test Results

Variables	Cronbach Alpha	Description
Performance	0,886	Reliable
School Culture	0,919	Reliable
Transformational Leadership	0,981	Reliable
Work Motivation	0,827	Reliable

The Cronbach's alpha values for the performance variable (0.886), work motivation (0.827), school culture (0.919), and transformational leadership (0.981) are displayed in Table 6. Therefore, since the statements in this questionnaire have a Cronbach's alpha value of greater than 0.70, it may be said that they are reliable. This demonstrates that every statement item utilized will be able to collect consistent data, indicating that the response will be mostly the same if the statement is submitted again.

Classical Assumption Test

For the regression model to yield a good estimate, or BLUE (Best Linear Unbiased Estimator), a number of fundamental assumptions must be satisfied. Normality, multicollinearity, heteroscedasticity, and autocorrelation are some of these fundamental presumptions.

Normality Test

The purpose of the normality test is to determine whether the residuals, confounding variables, or data in the regression model have a normal distribution. There are two methods to determine whether or not the residual is normally distributed: examining the graph analysis of the normal probability plot and conducting statistical tests using the Kolmogorov-Smirnov test to determine the skewness value of descriptive statistics. The data is regularly distributed if the Asymp. Sig. (2-tailed) value is higher than 5% (Ghozali, 2013).

Multicollinearity Test

A multicollinearity test with the Variance Inflation Factor (VIF) and TOL (tolerance) is used in this investigation. A VIF value of less than 10 indicates that there are no multicollinear symptoms in the model.

Multiple Linear Regression Analysis

A linear relationship between two or more independent variables and the dependent variable is called multiple linear regression analysis. Regression analysis is used to demonstrate the validity of the relationship between the independent and dependent variables. The independent variables in this case include school culture (X1), transformational leadership (X2), work motivation (X3), and the dependent variable's performance (X4). The following is the multiple linear regression model: Y is equal to α plus $\beta_1 X_1 X_4 + \beta_2 X_2 X_4 + \beta_3 X_3 X_4 + \beta_4 X_1 X_2 X_3 X_4 + e$.

Path Analysis Test

Path analysis is a kind of regression analysis that uses multiple linear regression analysis to estimate a previously specified causal model, or the causal relationship between variables. Path analysis by itself is unable to identify the cause and effect link between variables, nor can it be employed as a stand-in for researchers to do so. To assess if a mediation role is present or absent, a path model must be established before performing path model analysis.

An intermediary, dependent, and independent variable diagram is called a path model. A single arrow in path analysis demonstrates the causal relationship between exogenous and endogenous variables. Arrows are used to illustrate the relationship pattern. To compare path coefficients in order to determine whether a mediation or intervening effect is present or absent. A common regression coefficient that illustrates the direct impact of an independent and dependent variable in a model is the path coefficient. Two structural equations are created in order to derive path coefficients: the regression equation illustrating the proposed link (Ghozali, 2013).

Research Hypothesis Testing

Partial Test (t-test)

The t-test is used to evaluate the significant partial influence between each independent variable on the dependent variable and to discover which independent variable has the most dominant effect on the dependent variable. The formula used in this study is based on Sudjana's opinion (2003).

The hypothesis formula using the t test is as follows:

- a. H_0 : Indicates that there isn't a substantial relationship between the independent and dependent variables.

b. H1: Means that partially there is a significant influence between the independent indicates that the independent factors have a significant partial influence on the dependent variable.

The provisions for accepting or rejecting the hypothesis are as follows:

- a. Significant $t_{count} > t_{table}$ indicates that there is a partial significant influence of the independent variables on the dependent variable, leading to the rejection of H0 and acceptance of H1.
- b. In the event of significant $t_{count} < t_{table}$, H0 is accepted and H1 is denied, indicating that the independent variables have a partially insignificant effect on the dependent variable.

Simultaneous Test (F test)

In the multiple linear regression analysis model, the simultaneous influence of independent variables on the dependent variable is ascertained using the F test. The following conditions must be met in order to accept or reject the hypothesis:

- a. If the significant t count $> t_{table}$, H0 is rejected and H1 is allowed, indicating that the independent variable and the dependent variable are significantly influencing each other at the same time.
- b. In the event of significant $t_{count} < t_{table}$, H0 is accepted and H1 is denied, indicating that the independent variable has no discernible effect on the dependent variable at the same time.
- c. There is no substantial influence of the independent variable on the dependent variable at the same time if significant $t_{count} < t_{table}$: H0 is accepted and H1 is denied.

RESULTS AND DISCUSSION

Four school culture variables (X1), transformational leadership variables (X2), work motivation variables (X5), and performance variables (X4) are among the variables included in the research data. Based on the data examination, every incoming data satisfies the requirements to be processed and examined. In summary, the data description provides details on the average, range, standard deviation, mean, median, total score, greatest score, lowest score, and so on. The four variable data's fundamental statistical computations are displayed in Table 7 below.

Table 7. Basic Statistics

		Statistics			
		X1	X2	X3	X4
N	Valid	128	128	128	128
	Missing	0	0	0	0
Mean		139.0859	140.2578	137.2188	140.7031
Std. Deviation		5.48158	4.30390	3.86777	3.62919
Variance		30.048	18.524	14.960	13.171

Multicollinearity Test Results

To determine if the regression model detects a link between independent variables, the multicollinearity test is used. The variance inflation factor, or VIF, and tolerance value are the two metrics that are used to identify multicollinearity symptoms. Multicollinearity does not exist if the tolerance value is greater than 0.10 or if the VIF value is greater than 10. Table 8 presents the results of multicollinearity testing as follows:

Table 8. Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	School Culture	0,771	1,242
	Transformational Leadership	0,673	1,199
	Work Motivation	0,943	1,211
a. Dependent Variable: Performance			

The tolerance values of variables X1, X2, and X3 are 0.771, 0.673, and 0.943, respectively, and the VIFs are 1.242, 1.199, and 1.211, respectively, according to the multicollinearity test results. This indicates that all independent variables have a VIF value of at least 10, and none have a tolerance of less than 0.10. Thus, it may be said that the regression model's independent variables do not exhibit multicollinearity.

Path Analysis and Hypothesis Testing

Regression analysis of the strength of the association between the independent variables (independent) and the dependent variable (dependent) is ascertained using the model. In the regression analysis, the structural equation model is:

Multiple Linear Regression Analysis Model 1

Table 9. Linear Regression Test Model 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,442	0,458		1,384	.000
	School Culture	0,281	0,157	0,253	2,134	.000
	Transformational Leadership	0,576	0,043	0,367	2,815	.000
a. Dependent Variable: motivation						

The following equation can be created using the regression findings that were obtained:
 $X4 = 4.442 + 0.253 X1 + 0.367 X2 + e$

The regression equation has the following meanings:

1. The regression coefficient of the two independent variables (school culture and transformational leadership) has a noteworthy and favorable impact on the dependent variable (motivation at work). This means that if the variables of school culture and transformational leadership increase, the variable of job satisfaction also increases.
2. The results of the regression coefficient obtained indicate that the Transformational Leadership factor ($b_2 = 0.367$) is a more dominant factor in influencing work motivation.

Multiple Linear Regression Analysis Model 2

Performance = constant + b_1 school culture + b_2 Transformational leadership + b_3 work motivation + e. This test is used to Examine the partial impact of job motivation (X3), transformational leadership (X2), and school culture (X1) on performance (X4). The purpose of this study's partial test was to ascertain each variable's impact. Teacher

performance is partially influenced by school culture, work motivation, and transformational leadership. The following are the findings of the t-test statistical analysis:

Table 10. Linear regression test Model 2

Coefficients ^a						
Model		Standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	5,352	0,479		4,665	0,041
	X1	0,452	0,212	0,797	4,178	0,037
	X2	0,265	0,190	0,499	4,592	0,000
	X3	0,571	0,398	0,701	4,333	0,049

a. Dependent Variable: X4

The regression equation that represents the variables in this study is as follows, based on the above-mentioned SPSS test results:

$$X4 = 5.352 + 0.797 X1 + 0.499 X2 + 0.701 X3 + e1$$

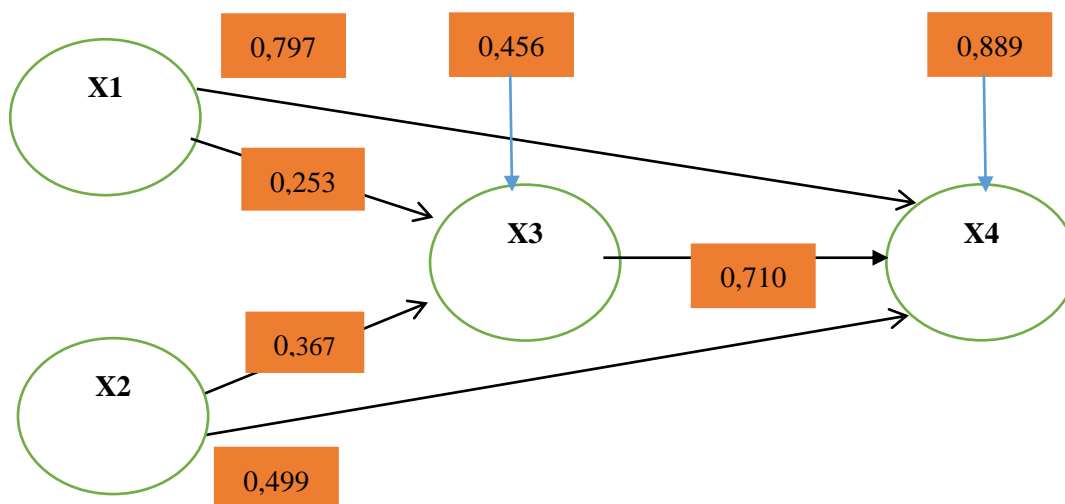


Figure 1. Salted Relationship Between Variables

The findings of the individual school culture test revealed a standardized coefficient beta value of 0.253 and demonstrated a significant value at < 0.05 , resulting in a t table of $= 1.654$ based on the SPSS individual parameter test. H1 is acceptable when the computed t, as shown from the data processing output, is 2.134 ($t \text{ count} > t \text{ table}$). Consequently, it can be said that work motivation is directly impacted by the school culture variable.

The individual transformational leadership test yielded a t table of $= 1.654$ based on the SPSS individual parameter test results, which also revealed a standardized coefficient beta value of 0.363 and a significant value at < 0.05 . The calculated t from the data processing output is 2.815 ($t \text{ count} > t \text{ table}$), so H2 is accepted. It follows that there is a direct and substantial positive impact of the transformational leadership variable on work motivation.

The individual work motivation test yielded a t table of $= 1.654$ with a standardized coefficient beta value of 0.449 and significant at < 0.05 . The computed t from the data processing output is 4.592 ($t \text{ count} > t \text{ table}$), indicating that H3 is approved. Consequently, it can be said that performance is directly impacted by the school culture variable.

The individual work motivation test yielded a t table of = 1.654 with a standardized coefficient beta value of 0.797 and significant at < 0.05. The computed t from the data processing output is 4.178 (t count > t table), indicating that H3 is approved. Consequently, it can be said that performance is directly impacted by the transformational leadership variable.

The individual work motivation test yielded a t table of = 1.654 with a standardized coefficient beta value of 0.701 and significance at < 0.05, however the computed t from the data processing output was 4.333 (t count > t table), indicating that H3 is accepted. Consequently, it can be said that performance is directly impacted by the work motivation component.

Determination Coefficient (R2)

The determination coefficient (R2) of model 1 (one) aims to determine how much the ability of the school culture variable (X1) transformational leadership (X2) has on work motivation (X3). The results of the determination coefficient analysis can be seen as follows:

Table 11. Determination Coefficient (R2) Model 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.325 ^a	0,792	0,024	0.1329

a. Predictors: (Constant), X2, X1

The results of the SPSS model summary analysis show that the R square value is 0.792, or 79.2%. The school culture and leadership variables can explain work motivation by 79.2%, and the remaining 20.1% is explained by other variables outside the model. The determination coefficient (R2) of model 2 (two) aims to determine how much the transformational leadership variable (X2), work motivation (X3), and school culture (X1) are capable of explaining the performance variable (X4) as a whole. The results of the determination coefficient analysis can be seen as follows:

Tabel 12. Koefisien Determinasi (R2) Model 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,511 ^a	0,210	0,270	0,3111

a. Predictors: (Constant), X1, X2, X3

The size of R square, or 27%, is indicated by the SPSS model summary analysis results. 27% of the variance in school culture may be accounted for by transformational leadership and work motivation, whereas the remaining 73% is explained by factors not included in the model.

Discussion

According to the first hypothesis, teacher performance (X3) is positively and significantly impacted by school culture (X1). Regression and correlation analysis are used to ascertain how school culture affects teacher performance. When a t table of = 1.654 is achieved, school culture exhibits a standardized coefficient beta value of 0.253 and a significant value at < 0.05. The computed t, as shown from the data processing output, is 2.134 (t count > t table), hence H1 is approved. It follows that there is a direct relationship between the work motivation variable and work motivation. School culture has a big impact on

teachers' effectiveness, with time rule compliance being the least important factor. The study reveals that teachers' performance is impacted by transformational leadership, even if they have weaknesses in the intrinsic transformational leadership dimension. Additionally, the performance of State Vocational High School teachers in Pekalongan Regency is significantly influenced by the combination of transformational leadership and school culture. This demonstrates that teacher effectiveness increases with improved school culture and transformational leadership. According to Abdullah (2023), staff performance at PT. Harapan Gina Pratama Makassar is positively and significantly impacted by the school culture. Accordingly, employee performance will rise in proportion to the quality of the school culture and fall in proportion to the poorest school culture. The study's findings demonstrate how school culture affects teachers' ability to perform better. Because higher work performance can be attained with a stronger school culture. According to the second hypothesis, work motivation is positively and significantly impacted by transformational leadership (X2) (X3). Regression and correlation analysis were utilized to ascertain the impact of school culture on teacher performance. Transformational leadership exhibits a standardized coefficient beta value of 0.363 and indicates a significant value at < 0.05 ; a t table of = 1.654 is achieved, but the estimated t observed from the data processing output is 2.815 ($t \text{ count} > t \text{ table}$), thus H2 is approved. It follows that there is a direct and substantial positive impact of the transformational leadership variable on work motivation. The study by Novidayanti (2023) demonstrates the impact of transformational leadership on performance, demonstrating that there is a favorable and noteworthy effect of partially transformational leadership on teacher performance at SMP Negeri 5 Muaro Jambi. Additionally, work motivation positively and significantly affects teacher performance. Teacher performance is impacted by both job motivation and transformative leadership at the same time. The study's findings demonstrate the contribution of transformational leadership to raising teacher effectiveness. Since greater job performance can be attained with better transformational leadership.

According to the third hypothesis, teacher performance (X4) is positively and significantly impacted by school work culture (X1). Regression and correlation analysis were performed to assess the impact of school culture on teacher performance. The individual work motivation test results revealed a t table of = 1.654, a standardized coefficients beta value of 0.449, and significance at < 0.05 . The computed t seen from the data processing output was 4.592 ($t \text{ count} > t \text{ table}$), at which point H3 was acceptable. Thus, it can be said that performance is directly impacted by the school culture variable.

Bukhari and Pasaribu (2019) states that transformational leadership, motivation, and school culture together can influence employee performance at Asuransi Jiwa Bersama Bumiputera 1912 Medan. The higher the index of Employee performance is anticipated to rise in proportion to the variables of school culture and transformative leadership. Furthermore, the determinants of school culture, motivation, and transformational leadership still have a number of other variables that influence employee performance.

According to the fourth hypothesis, teacher performance is positively and significantly impacted by transformational leadership (X2) (X4). Regression and correlation analysis are used to ascertain the impact of transformative leadership on teacher performance. The individual work motivation test yields a t table of = 1.654 and a standardized coefficient beta value of 0.797, both of which are significant at < 0.05 . The computed t, as shown from the data processing output, is 4.178 ($t \text{ count} > t \text{ table}$), hence H3 is accepted. Thus it is determined that the transformational leadership variable has a direct effect on performance.

This is consistent with studies by Indra and Surya et al. (2016) that demonstrate the positive impact of transformative leadership on teacher performance at SMP Negeri 21

Jambi City. The motivational impact of transformational leadership is substantial. A teacher's motivation significantly improves their performance. Motivation is an intervening variable through which transformational leadership has a strong positive impact on teacher performance.

The fifth hypothesis states that work motivation (X3) has a positive and significant contribution to teacher performance (X4). To determine the contribution of school culture to teacher performance, regression and correlation analysis were used. The results of the individual work motivation test showed a standardized coefficient beta value of 0.701 and showed significance at < 0.05 , obtaining a t table of = 1.654, while the calculated t seen from the data processing output was 4.333 (t count $>$ t table), then H3 is accepted. Thus, it is concluded that the work motivation variable has a direct effect on performance.

This is consistent with research showing that work motivation has a favorable and significant impact on teacher performance, which was done by Ashari and Sallu (2023) and titled *The Influence of Work Motivation and Work Stress on Teacher Performance*. The study's findings support the idea that increasing work motivation helps teachers perform better.

Teachers might be inspired to perform better in certain scenarios by school culture, transformational leadership, and work incentive. Without applying transformative leadership, work motivation, and school culture to an organization or institution, it will be very difficult for an organization or institution, both large and small, to have mutually agreed values. The agreed values are the foundation for all members of the organization as the meaning or essence of the institutional culture. The core values of an institution are one of the bases for carrying out strategic planning, decision-making, and how to communicate with fellow teachers within the institution or communication with external parties to the school.

In implementing this, it is required to be supported by a vision and mission that is supported by the fundamental values of school culture, transformational leadership, and work motivation as an internal institutional strengthener, which will indirectly also bring benefits to associated parties. Human resources follow rules for task completion and organizational behavior based on school culture, transformational leadership, and job incentive. Values are something that is assumed to be true to provide direction for a person's behavior, right or wrong. These values will control and become a guideline for behavior.

School culture, transformative leadership, and motivation at work are all related, according to Schein (1983). The relationship between work motivation and culture within the framework of the organizational life cycle served as an example for him to show how these three factors are interconnected. School culture, transformational leadership, and work motivation will all have an impact on the attitudes and behaviors of all individuals within the organization. An organization with a strong culture can force or encourage its members to act or behave in a way that is consistent with the organization's expectations. It is thought that by having people follow the company's rules and policies, employee performance can be maximized in order to meet organizational objectives.

The same thing was also done by Muis, et al. (2018) under the heading of research on the impact of organizational commitment to employee performance, school culture, and transformational leadership and work motivation. They found that these factors significantly and favorably affect employee performance. In the end, performance reviews have a big impact on developing transformative leadership at work. In essence, this performance review is essential to the successful and efficient development of an organization. Moreover, Hafidhuddin (2003) asserted that a leader is someone who creates

culture. A clear vision and objective are essential for any leader, and these should be communicated to their team members, formed into routines, and ultimately adopted as a culture. If all corporate leaders take the same action, the outcome will be better since a favorable work environment will make people like their work more, which will lead to an increase in innovation.

Based on the aforementioned, the research by Sugito and Kuntoro (2019) indicates that school culture, transformational leadership, and work motivation have a direct impact of 30.61% on work performance, with the remaining 69.39% being indirectly influenced by variables other than these three factors. These findings support the notion that school culture, transformational leadership, and work motivation have a positive and significant direct influence on work performance. Transformational leadership and performance in schools can be enhanced by school culture, work motivation, and transformational leadership. This demonstrates that factors other than job motivation, school culture, and transformative leadership have a greater impact on performance.

Based on the statement above, it is in accordance with the research conducted by Among (2016), which also states that there is a direct influence between transformational leadership and work performance. Thus, it can be concluded that job motivation, school culture, and transformational leadership all function as intended and are able to take in the values developed to enhance teacher performance. Teachers are urged to work creatively, to be confident in their abilities, to work cautiously, and to focus more on the little things. In order for the culture that is developed to enhance performance, they must continue to strive toward their goals of vision and mission.

School culture and risk-taking, attention to detail, results orientation, people orientation, team orientation, aggression, and stability are the traits of transformational leadership, school culture, and work motivation. Here, the selection of these traits is predicated on the belief that the selected characters can best exemplify or have already done so in terms of school culture, transformative leadership, and motivation at work. The work habits of all management and employees of a firm that have been acknowledged as standards of work behavior and make them emotionally engaged to the organization are school culture, transformational leadership, and work motivation, according to Antonius (2005).

The study's findings provided credence to the concept that three factors—school culture, transformational leadership, and job motivation—have a big impact on how well employees work. However, basically there is no good culture, bad culture, or ideal culture because there is only an appropriate culture. School culture, transformational leadership, and work motivation actually grow, are produced and shaped by the people who work for a company, and they are acknowledged as ideals that need to be upheld and imparted to every new recruit. In order to boost performance, management must continue to provide transformational leadership, a positive school culture, and employee motivation. Superiors must be able to recognize and analyze the characteristics of their subordinates so that they can determine the appropriate school culture, transformational leadership, and work motivation. As stated by Ihsani et al. (2013), there is no ideal culture; there is only an appropriate culture. Strong school culture, transformational leadership, and work motivation will be able to improve work performance because the success of a work performance will also be influenced by management in an organization (Ongi, 2015). Superiors who are respected and trusted by subordinates can improve the intrinsic transformational leadership of subordinates. Subordinates will try to improve their performance so as not to disappoint their superiors.

CONCLUSION

The following conclusions may be drawn from the research and discussion that have been presented:

1. The results of examining how school culture affects teacher motivation indicate that work motivation is directly impacted by the school culture variable.
2. The transformational leadership variable has a strong beneficial impact directly on work motivation, according to the findings of the test of its effects on teacher motivation.
3. The findings of an investigation on how school culture affects teacher performance indicate that performance is directly impacted by the school culture variable.
4. The transformational leadership variable has a direct impact on performance, according to the findings of the study examining its effects on teacher performance.
5. The work motivation variable has a direct impact on performance, according to the findings of the study examining its effects on teacher performance.

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