

Dynamics of Middle School Teacher Performance: Analysis of the Influence of Transformational Leadership, School Culture and Motivation in Gido District, Nias Regency

DOI: <https://doi.org/10.47175/rielsj.v5i1.913>

| Samselinar Lase^{1,*} | Rosmala Dewi² | Ibnu Hajar³ |

^{1,2,3}Department of Educational Management, Postgraduate, Universitas Negeri Medan, Medan, Sumatera Utara, Indonesia

*samselinarlase@gmail.com



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

ABSTRACT

The aim of this research is to determine the influence of transformational leadership, school culture, and motivation on teacher performance. The problem with this research is that teacher performance results are still low in planning, implementing, and evaluating learning. This research was carried out in public and private junior high schools in Gido District, Nias Regency. The population of this research was 142 people, and the research sample was 106 people. The research method is ex post facto, with path analysis techniques. The research results found were: (1) transformational leadership has a direct positive effect on teacher performance; (2) transformational leadership has no direct positive effect on teacher motivation; (3) school culture has a direct positive effect on teacher performance; (4) school culture has a direct positive effect on teacher motivation; (5) motivation has a direct positive effect on teacher performance; (6) the principal's leadership has a direct positive effect on performance through motivation; and (7) school culture has a direct positive effect on performance through motivation. Based on the results of this research, it can be concluded that transformational leadership and school culture have a significant effect on increasing teacher motivation, and transformational leadership and school culture have a significant effect on increasing teacher performance in planning, implementing, and evaluating learning.

KEYWORDS

transformational leadership; school culture; motivation; teacher performance.

INTRODUCTION

Performance is the work results achieved by a person, which can be measured in terms of quality, quantity, efficiency, effectiveness, and employee commitment to achieving organizational goals (Robbins 2010: 17–18). Furthermore, performance is a benchmark for the results of a person's work in achieving organizational goals (Syamsir, 2013: 3–4). Meanwhile, according to Rivai et al. (2011), performance is the real behavior of a person in an organization. Based on the meaning of the word performance, it can be concluded that teacher performance is the result of the work achieved by teachers in planning, implementing, and evaluating learning in schools (Daumiller et al., 2021). Apart from the results achieved in planning, implementing and evaluating learning, teacher performance can also be interpreted as the results achieved by teachers in utilizing technology as a learning resource for students (Tamsah et al., 2021), the results of teacher achievements in

implementing learning models, methods, learning techniques and tactics, success in integrating a scientific approach to the learning process, results of achievements in integrating strengthening character education in the learning process, results of teacher achievements in integrating critical, analytical, creative and innovative thinking skills, results of teacher achievements in guiding and training students in co-curricular and extra-curricular activities.

Performing teachers are teachers who have pedagogical, social, personal, and professional competence (Damanik, 2019). Pedagogically competent teachers are those who have the knowledge and skills to plan learning tools, implement the learning process, and evaluate learning outcomes (Suwandi et al., 2020). Socially competent teachers are teachers who can adapt to the school environment and community environment and who are not involved in criminal acts (Akbar, 2021). Personally competent teachers are teachers who can serve as role models for students and the general public both in terms of attitude, behavior, communication, clothing, and speech in carrying out commendable actions (Annisa Alfath et al., 2022).

According to Robbins (2010: 17–18), teacher performance can be seen in terms of quality, quantity, effectiveness, efficiency, and commitment. Quality is the teacher's ability to educate, guide, and train students in terms of quality. Quantity is the teacher's ability to carry out teaching duties and carry out additional tasks entrusted to him, and it can meet the target amount of teacher workload. Effectiveness is the teacher's ability to produce students who achieve basic competencies according to the subject matter. Efficiency is the teacher's ability to manage and utilize all resources in carrying out learning for students, both in terms of time and cost (Romlah & Latief, 2021). Commitment is the teacher's willingness to carry out their duties as professional educators with full responsibility (Rachmawati & Suyatno, 2021). Teachers who have high commitment are pillars of educational development and have positive value in advancing schools and contributing to improving school quality (Ahad et al., 2021).

Increasing teacher performance is also influenced by several factors, including teacher motivation, school culture, and the principal's leadership style. Motivation is the willingness to act to do a job (Newstrom et al., 2007: 26). Furthermore, motivation can be interpreted as a force that encourages someone to do certain work so that it can produce results in accordance with the goals and expectations of the organization (Supartha & Sintaasih, 2017: 26). If motivation is related to the teacher, it can be concluded that motivation is the teacher's willingness to plan, implement, and evaluate learning. Motivation is influenced by two factors, namely internal factors and external factors (Vathanophas, 2006). Internal factors are the will that originates from within the teacher himself for awareness in carrying out his obligations as an educator, while external factors are the teacher's will that is driven by the influence of other parties that do not originate from within the teacher (Bardach & Klassen, 2021). External motivation factors may include the school principal's leadership style (Tasnim, 2021), school culture, a comfortable and conducive school environment (Sabbidine, 2021), supporting learning facilities and infrastructure, cooperation between teachers and teachers in achieving school programs, support from the school committee and support from students' parents, and family support from the teacher himself (Fuller, 2021: 91).

Teachers who have high motivation will have an impact on teacher performance in planning, implementing, and evaluating learning (Firman et al., 2021). On the other hand, teachers who have low motivation will have an impact on the performance shown by the teacher.

Furthermore, in order for teacher performance to increase, a school culture is needed. Culture is a system that is shared together and is characteristic of an organization (Robbins & Judge, 2017: 565). The development of school culture starts with the principal playing a key role in implementing models of all attitudes and behaviors, starting with enforcing discipline, dress code, verbal, social, commitment in implementing decisions, and firmness in acting for the progress of the school. A good school culture can have an impact on teacher performance in carrying out their duties as educators (Rofifah et al., 2021). School culture reflects the habits adopted in a school organization. These habits can be described as etiquette, discipline, espoused values, and norms that bind various actions and behaviors in a school organization, as well as beliefs that provide reinforcement to all school members to create a cultured school.

The leadership styles in question are authoritarian, democratic, laissez-faire, transformational, transactional, and situational (Syaiful Baharee et al., 2021). From the leadership styles above, the researcher chose the transformational leadership style as the grand theory. The transformational leadership style was initiated in the 1970s by Burns and then developed by Bernard M. Bass, who stated that for a leader to be successful in improving performance, the leadership style must focus on developing subordinates to achieve organizational goals (Bass, 1985). This transformational leadership style places emphasis on organizational results or goals (Yukl, 2010: 305), meaning that the leader always tries to influence and motivate teachers to remain focused on improving teacher performance in planning, implementing, and evaluating learning.

Based on the researcher's observations in a preliminary study of teacher performance in junior high schools in the Gido sub-district area as the center of Nias Regency City after the expansion (Telaumbanua, 2022), it can be described as follows: There are still some teachers' performances in terms of planning learning that are not optimal in planning learning tools independently, but in general, teachers copy and paste their learning tools from the internet (Budiyanto, 2022). Teacher performance in terms of the learning implementation process: in general, teachers are still tied to conventional methods (Harefa, 2020), so conventional learning methods are less relevant to technological advances or 21st century learning with the term learning 4.0 (Cholis Sa'dijah, 2021). The conventional method intended by the author in this research is the way teachers teach in front of the class, dominated by the lecture method (teacher center), where learning activities are centered on the teacher while students are actively involved as listeners, even though the documents in the learning implementation plan include a scientific approach and appropriate learning models. implementation of the 2013 curriculum, but the implementation of learning in the classroom is different from the concept of the 2013 curriculum, which integrates a scientific approach that makes students the center of learning (the student center), where teachers are active in facilitating the learning process while students are active in looking for learning resources (Rapanta, 2021).

Furthermore, in terms of school culture, some teachers lack discipline in meeting the time they come to school and go home, and the teachers are less confident in the credibility of the principal. This statement is supported by the research results of Agustina et al. (2020), which state that a school principal's poor leadership style has a negative impact on teacher performance. Furthermore, some school principals are less committed to implementing school culture. This statement is supported by the research results of Luh et al. (2021), who stated that if the school principal is less committed to implementing culture, it will have an impact on the teacher's performance in carrying out their obligations as a teacher. Likewise, schools that do not facilitate teachers in learning activities will have

a negative impact on teacher performance, and if this continues, it can result in teachers being less motivated (Kaso et al., 2021).

Colguitt et al. (2016: 34) state that performance is a series of explicit obligations that must be fulfilled by individuals in completing work in an organization. Colguitt further stated that there are three things in individual behavior for realizing good performance that every individual in the organization must pay attention to: routine behavior, adaptive behavior, and creative behavior. Routine behavior is an individual's habit of completing work by creating new things so that the individual can complete his work according to expectations and provide benefits to the organization. Performance in terms of quality means that the work a person does is of good quality and meets the indicators of job achievement, while performance in terms of quantity means that the completion of a job can meet the number of targets required by the job itself (Krainer et al., 2021).

According to Suhardi (2021), performance assessment indicators are the amount of work completed based on targets, initiative in completing work, quality of work produced, realization of work produced, and obedience in completing work.

Leadership is the art of influencing and directing subordinates in an organization (Robbins, 2010: 161). Leadership is the activity of directing all teachers to realize school goals and encouraging and motivating teachers to achieve school goals (Rivai & Sagala, 2010: 42). The art in question is that school principals must have strategic skills, namely soft skills and hard skills, in directing teachers, education staff, and students to improve teacher performance (Wijaya, 2017: 130).

Leadership style is a characteristic displayed by a leader in influencing, directing, and guiding teachers, education staff, students, parents, and school committees. The leadership styles in question are authoritarian, democratic, laissez-faire, transformational, transactional, and situational (Syaiful Baharee et al., 2021; Kinza Zaman et al., 2021).

Transformational leadership, according to Burns in Aspizain Chaniago (2017), emphasizes the attitudes and behaviors of leaders in generating the motivation of subordinates, increasing subordinate competence, opening subordinates' insight so that they have new inspiration in developing their competence, and leaders who have the ability and intellectual ability to adapt to technological advances. so that the interests of the organization can be achieved optimally.

School culture will remind, avoid, and inform all school members not to behave impolitely, carry out disgraceful actions (Kristiawan et al., 2021), and not carry out actions that are contrary to Pancasila, applicable norms, religion, and community norms. , as well as school rules (Gunio, 2021).

Culture is a collective agreement that is established through school meetings, such as establishing rules, norms, values, and sanctions that bind all school members in behaving, speaking, dressing, and enforcing discipline (Nieves, 2021; Tunnisa et al. , 2021). Enforcing discipline for students can take the form of rules for carrying out exams that prohibit students from cheating or collaborating during the exam (Mattar, 2021). All regulations that have been made must be ensured that they do not conflict with Pancasila, laws, religion, and norms that apply to society and human rights (Triwahyuningsih, 2021).

Motivation is the strength that a person has in doing work, both from within and from outside the self, to achieve organizational goals (Newstrom, 2011: 109). Motivation is a person's willingness to do a job (Robbins, 2010: 46). This will come from within the teacher and outside the teacher, for example, the school culture adopted, supporting learning infrastructure, complete learning media, peer support, support from educational staff, the school environmental situation, and support from various stakeholders

(Octoviani, 2022). Meanwhile, according to Champoux (2017: 152), motivation is a person's willingness to complete work because of the demands that must be met.

The objectives of providing motivation include increasing teacher enthusiasm (Hasibuan, 2010: 221), increasing teacher attitudes and behavior values (Badubi, 2017), improving teacher performance, increasing teacher loyalty in carrying out learning and following the principal's orders (Riyanto et al., 2021), increasing teacher discipline in complying with all applicable rules at school, increasing the sense of responsibility in educating, guiding, and training students, improving the quality of teacher teaching (Yalçinkaya et al., 2021), improving teacher welfare (Liga febrina et al., 2021), and increasing enthusiasm in utilizing various technological tools to support learning. Furthermore, Hayata et al. (2021) found that teacher motivation will increase if the school principal provides support, facilities, and infrastructure to support the implementation of learning.

According to Newstrom (2011: 110), there are four motivation indicators, namely: (1) engagement, namely the teacher's attachment to the school where he teaches; (2) Commitment, namely the determination to dedicate oneself as a teaching staff member in a particular school; (3) Satisfaction, namely satisfaction with the teaching profession and the support of a school environment that is conducive and comfortable. from a physical and non-physical perspective, (4) Turnover, namely the determination to become a teacher at a school and avoid losing your job.

In general, the problem formulation in this research is to analyze the leadership style of the school principal, the culture adopted by the school, and teacher motivation for improving their performance. The specific problem formulation and research questions are as follows: (1) Is there an influence of transformational leadership on motivation?; (2) Is there an influence of school culture on motivation?; (3) Is there an influence of transformational leadership on performance?; (4) Is there an influence of school culture on performance?; (5) Is there an influence of motivation on performance?; (6) Is there an influence of transformational leadership through motivation on performance?; and (7) Is there an influence of school culture through motivation on performance?

RESEARCH METHODS

The type of research in this thesis is ex post facto with path analysis techniques, which aim to determine the influence of leadership, school culture, and motivation on teacher performance. The location of this research is a public and private junior high school in Gido District, Nias Regency.

The population in this study was all public and private junior high school teachers in Gido District, Nias Regency, totaling 142 teachers. Teacher data can be described as follows:

Table 1. State of the Public and Private Middle School Teacher Population

No	Name School	Gender		Educational Qualification					
		L	P	Amount	SMA	D2	S1	S2	Amount
1	State Middle School Teachers	47	69	116	6		110		116
2	Private Middle School Teachers	9	17	26	1	2	22	1	26
TOTAL		56	87	142	7	2	132	1	142

Sampling was carried out using the Cluster Random Sampling technique, namely sampling based on clusters from public and private junior high schools in Gido District.

The sample size was taken based on the Slovin formula in Umar (1996, p. 78): $n = N/(1+(N \times e^2))$. Thus, the total sample size is $86 + 20 = 106$ people.

Table 2. Condition of Public and Private Middle School Teacher Samples

No	Name School	Gender			Educational Qualification		
		L	P	Sum	S1	L	P
1	State Middle School Teachers	40	46	86	86		86
2	Private Middle School Teachers	6	14	20	19	1	20
	TOTAL	46	60	106	105	1	106

Table 3. Grid of Transformational Leadership Variables, School Culture; Motivation and Teacher Performance

No	Variable	Indicator	Amount
1.	Transformational leadership is a school principal's leadership style in influencing teachers, providing individual consideration, generating teacher motivation, and facilitating teachers with various intellectuals so that teachers have creativity and innovation in improving performance, according to Bass in Yukl (2010: 305).	- Ideal Influence	5
		- Individual Considerations	5
		- Motivation & inspiration	5
		- Intellectual Stimulation	5
2.	School culture is the set of values, beliefs, and norms of a school that provide guidance for all school members in behaving in the school environment (Schein, 2010: 24).	- Mark	4
		- Confidence	5
		- Norm	3
3.	Motivation is the attitude and behavior aimed at a teacher in the form of attachment, commitment, satisfaction, and determination to achieve school goals (Newstrom, 2011, p. 109).	- Attachment	4
		- Commitment	4
		- Satisfaction	4
		- Decree	4
4.	Teacher performance is the result of the teacher's achievements in planning, implementing, and evaluating learning, as well as the results of the teacher's achievements in carrying out other tasks. Uno (2011, p. 86) and Permendiknas (2007)	- Planning Results	5
		- Implementation Results	5
		- Evaluation result	5

The classical assumption tests carried out in this research consisted of normality, multicollinearity, heteroscedasticity, and linearity tests.

Research Hypothesis Testing: (1) Partial Analysis, namely analyzing the influence of each independent variable on the dependent variable separately; (2) Simultaneous Analysis, namely analyzing the influence of each independent variable on the dependent variable simultaneously through mediator or intermediary variables; and (3) Linear Regression Equation Analysis, namely to find out how much each variable contributes to influencing teacher performance.

RESULTS AND DISCUSSION

The data collected in this research includes four variables, namely transformational leadership (X1), school culture (X2), motivation (X3), and teacher performance (X4). A description of each variable can be presented in the following table:

Table 4. Summary of Descriptive Statistics Results for Research Variables

Statistics		Transformational leadership	Culture	Motivation	teacher performance
N	Valid	106	106	106	106
	Missing	0	0	0	0
Mean		78,76	48,77	68,26	59,29
Median		77,50	48,00	69,00	58,00
Mode		75 ^a	48	73	56
Std. Deviation		8,553	5,198	7,868	5,735
Variance		73,153	27,015	61,911	32,895
Range		41	24	33	29
Minimum		59	36	47	46
Maximum		100	60	80	75
Sum		8349	5170	7236	6285

a. Multiple modes exist. The smallest value is shown

The results of calculating research data on the transformational leadership variable with a total of 106 teachers as respondents obtained a maximum score of 100, a minimum score of 59, a range of 41, a mean score of 78.76, a median score of 77.50, a mode score of 75, and a standard deviation of 8.553.

Table 5. Summary of average indicators for variable X1

No	Indicator	Average	Percent %	Category
1	Ideal Influence	3,79	75,74	Pretty good
2	Individual Considerations	3,88	77,58	Pretty good
3	Motivation and Inspiration	4,00	79,96	Good
4	Intellectual Stimulation	4,09	81,77	Good

Table 6. Frequency Distribution of Variable X1

Transformational leadership					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	59-64	2	1,9	1,9	1,9
	65-70	16	15,1	15,1	17,0
	71-76	25	23,6	23,6	40,6
	77-82	28	26,4	26,4	67,0
	83-88	24	22,6	22,6	89,6
	89-94	5	4,7	4,7	94,3
	95-100	6	5,7	5,7	100,0
	Total	106	100,0	100,0	

The results of calculating research data on motivation variables with a total of 106 teachers as respondents obtained a maximum score of 80, a minimum score of 47, a range of 29, a mean of 68.26, a median of 69.00, a mode of 73, and a standard deviation of 7.868.

Table 7. Summary of Average Motivation Variable Indicators

No	Indicator	Average	Percent%	Category
1	Value	3,99	79,86	Pretty good
2	Confidence	4,09	81,81	Good
3	Norm	4,12	82,33	Good

Table 8. Frequency Distribution of Variable X2

School Culture		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36-39	1	,9	,9	,9
	40-43	18	17,0	17,0	17,9
	44-47	18	17,0	17,0	34,9
	48-51	36	34,0	34,0	68,9
	52-54	21	19,8	19,8	88,7
	55-57	5	4,7	4,7	93,4
	58-60	7	6,6	6,6	100,0
Total		106	100,0	100,0	

The results of calculating research data on motivation variables with a total of 106 teachers as respondents obtained a maximum score of 80, a minimum score of 47, a range of 29, a mean of 68.26, a median of 69.00, a mode of 73, and a standard deviation of 7.868.

Table 9. Summary of Average Motivation Variable Indicators

No	Indicator	Average	Percent%	Category
1	Attachment	4,34	86,89	Good
2	Commitment	4,50	89,91	Good
3	Satisfaction	3,80	75,99	Pretty Good
4	Decree	4,43	88,54	Good

Table 10. Frequency Distribution of Motivational Variables

Motivation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47-51	4	3,8	3,8	3,8
	52-56	8	7,5	7,5	11,3
	57-61	6	5,7	5,7	17,0
	62-66	18	17,0	17,0	34,0
	67-71	28	26,4	26,4	60,4
	72-76	27	25,5	25,5	85,8
	77-80	15	14,2	14,2	100,0
Total		106	100,0	100,0	

The results of calculating research data on motivation variables with a total of 106 teachers as respondents obtained a maximum score of 75, a minimum score of 46, a range of 29, a mean of 59.29, a median of 58.00, a mode of 56, and a standard deviation of 5.735.

Table 11. Summary of Average Teacher Performance Indicators

No	Indicator	Average	Percent%	Category
1	Planning Results	3,79	75,74	Pretty Good
2	Implementation Results	3,99	79,74	Pretty Good
3	Evaluation Results	4,08	81,70	Good

Table 12. Frequency Distribution of Teacher Performance Variables

Teacher Performance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46-50	5	4,7	4,7	4,7
	51-55	19	17,9	17,9	22,6
	56-60	42	39,6	39,6	62,3
	61-64	25	23,6	23,6	85,8

65-68	8	7,5	7,5	93,4
69-72	5	4,7	4,7	98,1
73-75	2	1,9	1,9	100,0
Total	106	100,0	100,0	

Based on the normality test output results above, information can be obtained that the sig. (2-tailed) is obtained at 0.195, which means it is greater than the sig value. 0.05 (0.195 > 0.05), it can be concluded that the research data is normally distributed, so it can be continued with hypothesis testing.

Table 13. Multicollinearity Test

Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2,668	2,227		1,198	0,234		
Motivasi	0,075	0,025	0,103	3,050	0,003	0,886	1,129
Kepemimpinan_Transformasional	0,576	0,024	0,858	24,275	0,000	0,801	1,248
Budaya	0,127	0,039	0,115	3,226	0,002	0,789	1,267

a. Dependent Variable: performance teacher

Based on the results of the multicollinearity test output above, information can be obtained that the VIF values of the three independent variables in this study were X1=1.248 and X2=1.267. With the number 10, it can be concluded that there are no symptoms of multicollinearity, the research data meets the requirements required for the classical assumption test, and can be continued with hypothesis testing. Research Hypothesis Testing:

Table 14. Anova output X1, X2 against Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	740,546	2	370,273	6,621	0,002 ^b
	Residual	5760,058	103	55,923		
	Total	6500,604	105			

a. Dependent Variable: Motivasi

b. Predictors: (Constant), Budaya_Sekolah, Kepemimpinan_Transformasional

Based on the output of Table 14, it shows that the transformational leadership and school culture variables on motivation obtained a sig value. 0.002 > 0.05, because the sig value is smaller than the significance level of 0.05, it can be concluded that both transformational leadership and school culture have a significant effect on motivation.

Table 15. Output Coefficients X1, X2 Against Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38,986	8,090		4,819	0,000

Transformational leadership	0,165	0,094	0,179	1,752	0,083
School Culture	0,335	0,155	0,221	2,164	0,033

a. Dependent Variable: Motivasi

Based on the output of table 14 above, it shows that the direct influence of the transformational leadership variable on motivation is 0.179, while the direct influence of the school culture variable on motivation is 0.221.

Table 16. Output Summary X1, X2 Against Y

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	0,338 ^a	0,114		0,097	7,478

a. Predictors: (Constant), Budaya_Sekolah, Kepemimpinan_Transformasional

Based on table 16, it shows that the R square value in structural model I was obtained at 0.114, which means that the contribution of transformational leadership and school culture variables to teacher motivation was 11.4%, while the other 98.6% was outside of the variables not examined in this research. The residual value of the variable is $e_1 = \sqrt{(1 - 0.114)} = 0.9252$, thus the path diagram for structural model I can be obtained as follows:

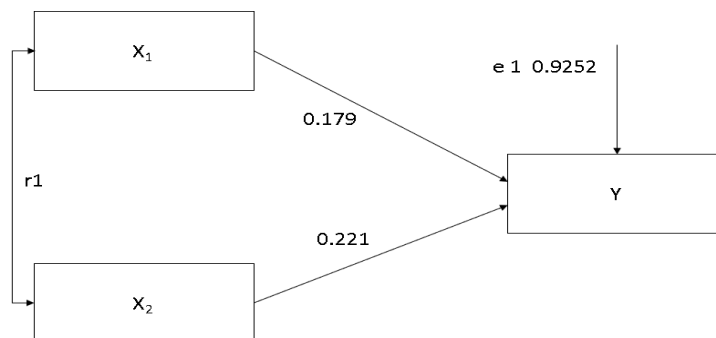


Figure 1. Structural Model I

Sub Model Structure II

Table 17 Anova output X1, X2 and Y against Z

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3101,093	3	1033,698	298,823	0,000 ^b
	Residual	352,841	102	3,459		
	Total	3453,934	105			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Motivation, Transformational_Leadership, School_Culture

Based on the output of table 16, it shows that the variables transformational leadership, school culture, and motivation for teacher performance obtained a sig. $0.000 > 0.05$. Because the sig value is smaller than the significance level of 0.05, it can be concluded that simultaneously the variables transformational leadership, school culture, and motivation have a significant effect on teacher performance.

Table 18. Output Coeffients X1, X2 and Y Against Z

Coefficients ^a		Unstandardized		Standardized	t	Sig.
Model		Coefficients	Std. Error	Coefficients		
		B		Beta		
1	(Constant)	2,668	2,227		1,198	0,234
	Transformational leadership	0,576	0,024	0,858	24,275	0,000
	School culture	0,127	0,039	0,115	3,226	0,002
	Motivation	0,075	0,025	0,103	3,050	0,003

a. Dependent Variable: Teacher Performance

Based on the output of table 18, it shows that the direct influence of transformational leadership variables on teacher performance is 0.858, the direct influence of school culture variables on teacher performance is 0.115, and the direct influence of motivation variables on teacher performance is 0.103.

Table 19. Output Summary X1, X2 and Y Against Z

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,948 ^a	0,898	0,895	1,860

a. Predictors: (Constant), Motivation, Tranformational leadership, School culture

Based on table 19, it shows that the R square value in structural model II is 0.898, which means that the contribution of the variables transformational leadership, school culture, and motivation to teacher performance is 89.8%, while another 10.2% is outside the variables not examined in this research. The residual value of the variable is $e1 = \sqrt{(1 - 0.898)} = 0.3194$, thus the path diagram for structural model I can be obtained as follows:

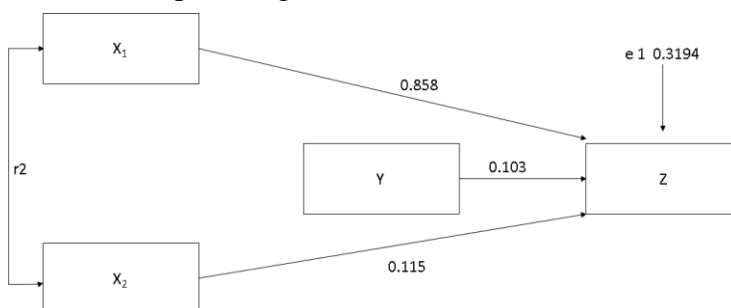


Figure 2. Structural Model II

Sub Structure Model III

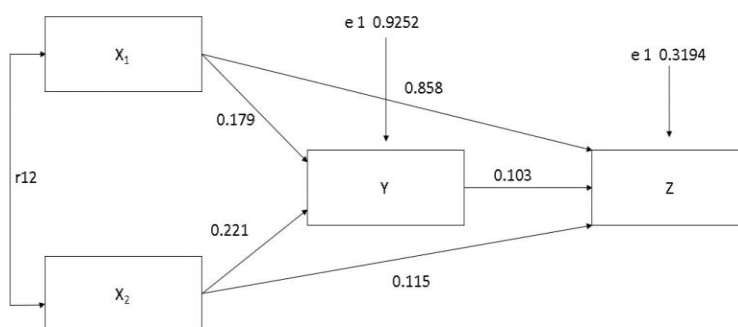


Figure 3. Structural Model III

Information:

X1 = Transformational Leadership

X2 = School Culture

Y = Motivation

Z = Teacher Performance

e1,e2 = Residual Variables

The direct influence of leadership variables on teacher performance, leadership variables on performance. teacher obtained a sig score. $0.000 < 0.05$, because of the sig value. smaller than the significance level of 0.05, it can be concluded that the transformational leadership variable has a direct positive effect on teacher performance.

The direct influence of school culture variables on teacher performance, school culture variables on teacher performance obtained a sig value. $0.002 < 0.05$, because of the sig value. smaller than the significance level of 0.05, it can be concluded that school culture has a direct, positive effect on teacher performance.

The direct influence of transformational leadership variables on motivation Shows that the transformational leadership variable on motivation obtained a sig value. $0.083 > 0.05$, because the sig value is greater than the significance level of 0.05, it can be concluded that transformational leadership has no direct positive effect on motivation.

The direct influence of school culture variables on motivation shows that the variables of school culture towards motivation obtained a sig value. $0.033 > 0.05$, because the sig value is smaller than the significance level of 0.05, it can be concluded that school culture has a direct, positive effect on motivation.

Direct influence of motivation variables on teacher performance. Shows that the school culture variable on motivation obtained a sig value. $0.003 > 0.05$, because of the sig value. smaller than the significance level of 0.05, it can be concluded that the motivation variable has a direct positive effect on teacher performance.

The indirect effect of positive transformational leadership on teacher performance through motivation. The direct influence of transformational leadership on performance is 0.858, while the value of the indirect influence of the positive transformational leadership variable on teacher performance through motivation is $c = a \times b$ ($0.179 \times 0.103 = 0.018$), so the total influence given by the transformational leadership variable on teacher performance is the sum of direct influence and indirect influence ($0.858 + 0.018 = 0.876$). This means that the total contribution of indirect influence and direct influence is 0.876, so it can be concluded that indirectly the transformational leadership variable through motivation has a significant effect.

The indirect influence of positive school culture on teacher performance through motivation. The direct influence of school culture on performance is 0.115, while the value of the indirect influence of positive school culture variables on teacher performance through motivation is $c = a \times b$ ($0.221 \times 0.103 = 0.023$), so the total influence given by school culture variables on teacher performance is the sum of direct influence and indirect influence ($0.115 + 0.023 = 0.138$). This means that the total contribution of indirect influence and direct influence is 0.138, so it can be concluded that indirectly, the school culture variable through motivation has a significant effect.

Discussion

Increasing teacher performance is influenced by the principal's transformational leadership (Dewi, 2012), meaning; (1) the principal has been able to position himself to provide idealized influence, namely influencing teachers and providing new enthusiasm for teachers in planning, implementing learning in accordance with the applicable curriculum

even though it is in the fairly good category and evaluating learning in the good category, (2) The principal has been able to position himself as Inspirational Motivation, namely the principal has been able to become a source of inspiration for teachers in planning, implementing even though it is in the fairly good category and evaluating learning in accordance with the applicable curriculum in the good category, (3) The principal has been able to position himself as a source of knowledge for teachers in planning, implementing, and evaluating learning according to the applicable curriculum in the good category. The results of Hajar's research (2015) state that if a leader is able to mobilize subordinates in a company, it will produce good performance. If this statement is linked to the ability of the school principal, who is able to adapt to the times through innovation and the use of various technologies, then the performance of teachers in the school will increase (Navaridas-Nalda et al., 2020).

Increasing teacher performance is influenced by school culture. This statement is supported by the research results of Puri et al. (2022) at UISU Siantar Private High School stated that culture is the basic personality of all school members, for that reason; (1) the principal must be able to position himself as a model in applying cultural values for teachers in planning, implementing learning in accordance with the applicable curriculum even though it is in the fairly good category and evaluating learning in the good category, (2) the principal is able convince the teachers to carry out the school rules in accordance with mutual agreement both in planning, implementing even though it is in the fairly good category and evaluating learning in accordance with the applicable curriculum in the good category, (3) the principal has been able to influence the teachers in maintaining the existing norms applies in schools both in planning, implementing even though it is in the quite good category and evaluating learning in accordance with the applicable curriculum in the good category. A good principal is a principal who is able to position himself as a role model for improving the culture of discipline in the school. When the principal has become an example in implementing discipline, then indirectly, the attitudes and behavior of the principal will be imitated by teachers (Susilawati, 2021).

Increasing teacher motivation can be done by maintaining the behavior and attitude of the principal in positioning himself as a new motivator when teachers' internal motivation has begun to decline (Cansoy, 2018). When teachers need facilities to support the learning process in school, the behavior and attitudes that are taken by the principal is to facilitate what teachers need, such as laptops, media, wifi, projectors, books, learning videos, and so on (Lee & Kuo, 2019). Furthermore, a good school principal according to the transformational leadership style is a principal who is able to position himself as a source of inspiration in solving various problems faced by teachers (Bektaş et al., 2020), finally the principal must be able to position himself as a source of knowledge for teachers in planning, implementing and evaluating learning, meaning that being a school principal is not just an additional administrative position, but the position of principal is a position that is able to position itself as a source of knowledge for teachers or a place for teachers to ask questions when teachers experience problems and obstacles in planning, implementing and evaluating learning (Normianti et al., 2019).

Increasing the motivation of teachers can be done by maintaining the principal's behavior in implementing the school's cultural values, the principal convincing the teachers that the culture adopted must be the ideology of the entire school community, and the principal having a commitment to the norms enforced in the school environment (Arif et al., 2019). When the school principal can become a rule model in implementing school culture, teachers will be motivated to plan, implement, and evaluate learning; conversely, when the principal does not become a rule model in implementing school culture, this will

cause teachers' motivation to decrease, so commitment is expected. from school principals in implementing and developing school culture in accordance with current developments (Schunk & DiBenedetto, 2020).

Increasing teacher performance does not only depend on the school's organizational mechanisms but also depends on the individual mechanisms themselves (Astuti et al., 2020), meaning that teachers who have good performance are teachers who are internally and externally motivated (Colquitt et al., 2016: 8). Without motivation from teachers in planning, implementing, and evaluating learning, it will have a negative impact on teacher performance results. For this reason, school principals must be able to pay attention to the motivation of the teachers in the schools they lead, and if teacher motivation has begun to decline, then the principal immediately addresses it and evaluates their leadership style and the facilities needed by teachers at school (Astuti et al., 2020).

The contribution of the transformational leadership variable directly to performance is 0.858 percent, which means that the increase in teacher performance is directly influenced by transformational leadership. These findings are supported by the results of research by Sirait (2021) in high schools throughout Banjarbaru City, which states that improving teacher performance cannot be separated from the implementation of the principal's transformational leadership style in influencing teachers in planning, implementing, and evaluating learning, as well as the culture adopted in the school. and comfort in the school environment. Furthermore, the research results of Bellibaş et al. (2021) and Baptiste (2019) stated that the transformational leadership of school principals has had an impact on the success of learning carried out by teachers at school. Furthermore, so that teacher performance can improve, the principal must be able to facilitate MGMP in schools, because through MGMP, teachers can exchange information and complement each other with regard to how to plan, implement, and evaluate learning according to the applicable curriculum (Paian Tamba, 2022).

Teacher performance can increase if the implementation of school culture truly favors all school members, meaning that when the principal wants to implement school discipline, the principal and deputy principal must be able to be a model for implementing discipline. On the other hand, if the principal and deputy principal cannot become models in implementing discipline in schools, then the behavior of superiors who cannot be this model will become the behavior of subordinates (Prasetia et al., 2020). The proverb states that if a teacher urinates standing up, the students will urinate running, meaning that if it is related to the behavior of a superior who cannot be an example in applying discipline, it will be imitated by the teachers; in fact, this behavior will be imitated doubly by the teacher regarding the leader's behavior (Kalkan et al., 2020).

Research findings regarding teacher performance in this study are based on Uno's statement (2011: 86) and Permendiknas (2007) regarding process standards. What Colquitt stated is in line with Uno's statement and Permendiknas 2007, where a teacher performs well if the teacher has motivation in planning the learning tools that are in accordance with the applicable curriculum, has the motivation to carry out learning according to the learning tool plan, and has the motivation to evaluate student learning outcomes (Barni et al., 2019).

CONCLUSION

Based on the results of the analysis carried out in this research, there are several findings that will be presented as follows: (1) Transformational leadership has a direct positive effect on teacher performance, this means that the better the transformational leadership style applied by the school principal, the greater the performance. teachers in planning,

implementing and evaluating learning; (2) School culture has a direct positive effect on teacher performance, this means that the better the school culture is implemented, the more teacher performance will increase in planning, implementing and evaluating learning; (3) Transformational leadership does not have a direct positive effect on teacher motivation, this means that the transformational leadership style applied by the school principal does not affect the teacher's external motivation, but the teacher's motivation in planning, implementing and evaluating learning in school is influenced by the teacher's internal motivation; (4) School culture has a direct positive effect on teacher motivation, this means that the better the school culture is implemented, the more motivated the teachers will be in carrying out learning at school; (5) Teacher motivation has a direct positive effect on teacher performance, this means that the more motivated the teachers are in carrying out learning, the more performant the teacher will be in planning, implementing and evaluating learning in school; (6) The principal's leadership has a direct positive effect on teacher performance through motivation. This means that the better the principal implements a transformational leadership style, the more motivated the teachers will be, thus having an impact on the results of teacher performance in planning, implementing, and evaluating learning in school; and (7) school culture has a direct positive effect on teacher performance through motivation. This means that the better the school culture is implemented, the more motivated the teachers will be to carry out their main tasks at school, so that it will have an impact on the results of teacher performance in planning, implementing, and evaluating learning at school.

REFERENCES

- Ahad, R., Mustafa, M. Z., Mohamad, S., Abdullah, N. H. S., & Nordin, M. N. (2021). Work attitude, organizational commitment and emotional intelligence of Malaysian vocational college teachers. *Journal of Technical Education and Training*, 13(1), 15–21. <https://doi.org/10.30880/jtet.2021.13.01.002>
- Akbar, A. (2021). Pentingnya Kompetensi Pedagogik Guru. *JPG: Jurnal Pendidikan Guru*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Annisa Alfath, Fara Nur Azizah, & Dede Indra Setiabudi. (2022). Pengembangan Kompetensi Guru Dalam Menyongsong Kurikulum Merdeka Belajar. *Jurnal Riset Sosial Humaniora, Dan Pendidikan*, 1(2), 42–50. <https://doi.org/10.56444/soshumdik.v1i2.73>
- Arif, S., Zainudin, Z., & Hamid, A. (2019). Influence of Leadership, Organizational Culture, Work Motivation, and Job Satisfaction of Performance Principles of Senior High School in Medan City. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 2(4), 239–254. <https://doi.org/10.33258/birci.v2i4.619>
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The Influence of Leadership Styles and Work Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 105–114. <https://doi.org/10.52690/jswse.v1i2.33>
- Badubi, M. R. (2017). Theories of Motivation and Their Application in Organizations: A Risk Analysis. *International Journal of Innovation and Economic Development*, 3(3), 44–51. <https://doi.org/10.18775/ijied.1849-7551-7020.2015.33.2004>
- Baptiste, M. (2019). No Teacher Left Behind: The Impact of Principal Leadership Styles On Teacher Job Satisfaction and Student Success. *Journal of International Education & Leadership*, 9(1), 1–11. <https://files.eric.ed.gov/fulltext/EJ1212519.pdf>

- Bardach, L., & Klassen, R. M. (2021). Teacher motivation and student outcomes: Searching for the signal. *Educational Psychologist*, 56(4), 283–297. <https://doi.org/10.4324/9780203764596>
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10(JULY), 1–7. <https://doi.org/10.3389/fpsyg.2019.01645>
- Bektaş, F., Kılınc, A. Ç., & Gümüş, S. (2020). The effects of distributed leadership on teacher professional learning: mediating roles of teacher trust in principal and teacher motivation. *Educational Studies*, 00(00), 1–23. <https://doi.org/10.1080/03055698.2020.1793301>
- Bellibaş, M. Ş., Kılınc, A. Ç., & Polatcan, M. (2021). The Moderation Role of Transformational Leadership in the Effect of Instructional Leadership on Teacher Professional Learning and Instructional Practice: An Integrated Leadership Perspective. *Educational Administration Quarterly*, 57(5), 776–814. <https://doi.org/10.1177/0013161X211035079>
- Bernard M. Bass. (1985). *Leadership and Performance Beyond Expectations*. Glencoe III. The Free Pres.
- Budiyanto. (2022). Peningkatan Kemampuan Guru SMP Negeri 5 Airgegas Dalam Menyusun Rpp Masa New Normal (Covid 19) Melalui Program Supervisi Akademik yang Berkelanjutan. *Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 6(1). <http://aksara.unbari.ac.id/index.php/aksara/article/view/307>
- Chaniago, A. (2017). Pemimpin & Kepemimpinan. Lentera Ilmu Cendikia.
- Cansoy, R. (2018). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies*, 12(1), 37. <https://doi.org/10.5539/ies.v12n1p37>
- Champoux, J. E. (2017). *Organizational Behavior: Integrating Individuals, Groups, and Organizations* - Joseph E. Champoux - Google Buku. In Routledge (Taylor & Francis Group).
- Cholis Sa'dijah, A. R. A. (2021). Kesiapan Guru Melaksanakan Pembelajaran Berbasis HOTS Ditinjau dari Pengetahuan dan Kemampuan Mengemas Perangkat Pembelajaran. *PADARINGAN (Jurnal Pendidikan Sosiologi Antropologi)*, 3(2), 402. <https://doi.org/10.20527/padaringan.v3i2.3422>
- Colquitt, Jason A, Jeffry A. Le Pine, & M. J. W. (2009). *Organizational Behavior*. Harpen and Row.
- Damanik, R. (2019). Hubungan Kompetensi Guru Dengan Kinerja Guru. *Jurnal Serunai Administrasi Pendidikan*, 8(2). <https://doi.org/10.37755/jsap.v8i2.170>
- Daumiller, M., Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2021). Do teachers' achievement goals and self-efficacy beliefs matter for students' learning experiences? Evidence from two studies on perceived teaching quality and emotional experiences. *Learning and Instruction*, 76(2007). <https://doi.org/10.1016/j.learninstruc.2021.101458>
- Dewi, R. (2012). Kinerja Kepala Sekolah: Pengaruh Kepemimpinan Transformasional, Konflik Dan Efikasi Diri. *Jurnal Ilmu Pendidikan*, 8.
- Firman, F., Fitria, H., & Rohana, R. (2021). The Influence of School Leadership Style and Teacher's Motivation toward Teacher's Performance. *Journal of Social Work and Science Education*, 2(1), 1–10. <https://doi.org/10.52690/jswse.v2i1.134>
- Febrina, L., Agusra, D., Lussianda, E. O., & Susanti, A. R. (2021). The Effect of Compensation and Motivation on Employee performance. *Husnayain Business Review*, 1(1), 43–50. <https://doi.org/10.54099/hbr.v1i1.13>

- Fuller, A. L. (2021). *Overcoming Cultural Mismatch: Reaching and Teaching Diverse Children*. Rowman & Littlefield.
- Gunio, M. J. (2021). Determining the Influences of a Hidden Curriculum on Students' Character Development Using the Illuminative Evaluation Model. *Journal of Curriculum Studies Research*, 3(2), 194–206. <https://doi.org/10.46303/jcsr.2021.11>
- Hajar, I. (2015). The Effect of Business Strategy on Innovation and Firm Performance in the Small Industrial Sector. *The International Journal Of Engineering And Science (IJES)*, 4(2), 1–9. <https://theijes.com/papers/v4-i2/A4200109.pdf>
- Harefa, A. O. (2020). Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Smp Negeri 1 Gido Tahun Pelajaran 2014/2015. *J-PiMat : Jurnal Pendidikan Matematika*, 2(1), 126–130. <https://doi.org/10.31932/j-pimat.v2i1.687>
- Hasibuan, M. S. P. (2010). *Manajemen Sumber Daya Manusia*. PT Bumi Aksara.
- Hayata, H., Sugiarto, S., & Rochanah, S. (2021). The Influence of Authentic Leadership and Work Environment on Teachers Performance. *AL- ISHLAH: Jurnal Pendidikan*, 13(1), 689–697. <https://doi.org/10.35445/alishlah.v13i1.564>
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *SAGE Open*, 10(1). <https://doi.org/10.1177/2158244020902081>
- Kaso, N., Mariani, M., Ilham, D., Firman, F., Aswar, N., & Iksan, M. (2021). The Principal's Leadership: How to Improve the Quality of Teaching and Learning Process in State Junior High School of Luwu. *Jurnal Ad'ministrare*, 8(1), 49. <https://doi.org/10.26858/ja.v8i1.19126>
- Krainer, K., Even, R., Park Rogers, M., & Berry, A. (2021). Research on Learners and Teachers of Mathematics and Science: Forerunners to a Focus on Teacher Educator Professional Growth. *International Journal of Science and Mathematics Education*, 19, 1–19. <https://doi.org/10.1007/s10763-021-10189-8>
- Kristiawan, M., Suhono, S., Yussof, M. H. B., & Muslimah, M. (2021). The International School's Culture in Indonesia and Brunei Darussalam. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 6(1), 180–191. <https://doi.org/10.25217/ji.v6i1.1263>
- Lee, Y.-D., & Kuo, C.-T. (2019). Principals' Transformational Leadership and Teachers' Work Motivation: Evidence From Elementary Schools in Taiwan. *The International Journal of Organizational Innovation*, 11(3), 90–113. <https://www.ijoi-online.org/attachments/article/114/0898%20Final.pdf>
- Luh, N., Manik Pratiwi, A., Agung, G., Negara, O., & Putra, M. (2021). Kontribusi Kepemimpinan Kepala Sekolah dan Budaya Sekolah terhadap Kinerja Guru di SD. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(1), 84–90. <https://ejournal.undiksha.ac.id/index.php/JJL/article/download/32884/18333/0>
- Mattar, M. Y. (2021). Combating Academic Corruption and Enhancing Academic Integrity through International Accreditation Standards: The Model of Qatar University. *Journal of Academic Ethics*, 0123456789. <https://doi.org/10.1007/s10805-021-09392-7>
- Navaridas-Nalda, F., Clavel-San Emeterio, M., Fernández-Ortiz, R., & Arias- Oliva, M. (2020). The strategic influence of school principal leadership in the digital transformation of schools. *Computers in Human Behavior*, 112(July). <https://doi.org/10.1016/j.chb.2020.106481>
- Newstrom, J. W. (2011). *Organizational behavior : Human behavior : At work* (12th ed.). McGraw-Hall Companies, Inc.
- Newstrom, John W., Davis, K. (2007). *Perilaku Dalam Organisasi*. Edisi Ke tujuh. Alih bahasa, Agus Dharma. Erlangga.

- Nieves, S. (2021). A Color-Mute Community: An Exploration and Investigation into the Treatment of Three Students of Color in a White School Setting (Doctoral dissertation, New York University). <https://scholarworks.calstate.edu/downloads/70795g31z>
- Normianti, H., Aslamiah, & Suhaimi. (2019). Relationship of Transformational Leaders of Principal, Teacher Motivation, Teacher Organization Commitments With Performance of Primary School Teachers in Labuan Amas Selatan, Indonesia. *European Journal of Education Studies*, 2, 123–141. <https://doi.org/10.5281/zenodo.2583734>
- Octoviani, E. (2022). The Effect of School Environment and Extrinsic Motivation on Teacher Performance. In *International Conference of Education, Sosial, and Humanities (1ST INCESH). Web of Science*, 3(20), 8–17. <https://ejournal.karinosseff.org/index.php/jswse/article/view/261>
- Paian Tamba, Y. M. (2022). [PDF] dari unimal.ac.id The Management of Subject Teacher Forum (MGMP) at The Junior High School Level in Seri Amal Foundation. *Proceedings of Malikussaleh International Conference on Multidisciplinary Studies (MICoMS)*, 3, 2020–2023. <https://proceedings.unimal.ac.id/micoms/article/view/215>
- Prasetya, I., Melfayetty, S., & Dewi, R. (2020). The effect of transformational leadership and academic Optimism culture on teacher empowerment and motivation Along its impact on the effectiveness of medan state junior High school. *International Journal on Language, Research and Education Studies*, 4(2), 276–290. <https://doi.org/10.30575/2017>
- Puri, D. R., Pane, Y. K., Siregar, Y. S., & ... (2022). Efektivitas Budaya Organisasi dalam Mewujudkan Visi dan Misi SMA Swasta UISU Siantar. *BEST Journal (Biology ...)*, 5(2), 1–6. <https://jurnal.uisu.ac.id/index.php/best/article/view/5412>
- Rachmawati, Y., & Suyatno, S. (2021). The effect of principals' competencies on teachers' job satisfaction and work commitment. *Participatory Educational Research*, 8(1), 362–378. <https://doi.org/10.17275/per.21.21.8.1>
- Rapanta, C. (2021). Can teachers implement a student-centered dialogical argumentation method across the curriculum? *Teaching and Teacher Education*, 105, 103404. <https://doi.org/10.1016/j.tate.2021.103404>
- Republik Indonesia. (2005). Undang-Undang Republik Indonesia Nomor 14 tahun 2005 tentang Guru dan Dosen.
- Rivai Veithzal, Detri Karya, E. (2011). Corporate Performance Management dari Teori Ke Praktek. Raja Grafindo Persada.
- Rivai Veithzal, Detri Karya, Elfindri, D. (2011). Corporate Performance Management, dari Teori dan Praktik, Solusi Tepat dan Mudah Memajukan Perusahaan dengan Menilai Kinerja Perusahaan. Ghalia Indonesia.
- Rivai, V., & Sagala, E. J. (2010). Manajemen Sumber Daya Manusia. Cetakan ke tiga. Jakarta. PT. Raja Grafindo Persada.
- Riyanto, S., Endri, E., & Herlisha, N. (2021). Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement. *Problems and Perspectives in Management*, 19(3), 162–174. [https://doi.org/10.21511/ppm.19\(3\).2021.14](https://doi.org/10.21511/ppm.19(3).2021.14)
- Robbins, S. (2010). Organizational Behavior. In *International Review of Industrial and Organizational Psychology 2010* (Vol. 25). <https://doi.org/10.1002/9780470661628>.
- Rofifah, S., Sirojuddin, A., Ma`arif, M. A., & Mitra Zuana, M. M. (2021). The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(1), 27–40. <https://doi.org/10.31538>.

- Romlah, O. Y., & Latief, S. (2021). Empowering the Quality of School Resources in Improving the Quality of Education. *Bulletin of Science Education*, 1(1), 37–41. <https://attractivejournal.com/index.php/bse/article/view/109>
- Sabbidine, R. T. (2021). American University of Beirut Increasing Principals ' Autonomy in Administrative Decisions in Lebanese Public. September.
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Sirait, D. (2021). The Influence of Principal Transformational Leadership, Work Culture and Work Environment on Teacher Performance in State Senior High Schools throughout *J Adv Educ Philos*, 5(12), 391–400. <https://doi.org/10.36348/jaep.2021.v05i12.004>
- Suhardi, M. (2021). Pengaruh Optimisme dan Kepuasan Kerja terhadap Kinerja Guru Sekolah Menengah Atas (SMA) Swasta di Kecamatan Praya Lombok Tengah. *ACADEMIA: Jurnal Inovasi Riset Akademik*, 1(1), 117– 124. <https://jurnalp4i.com/index.php/academia/article/view/530>
- Supartha, W. G., & Sintaasih, D. K. (2017). Pengantar Perilaku Organisasi. CV. Setia Bakti: Jakarta.
- Supartha, W. gede, & Sintaasih, D. K. (2017). Pengantar perilaku Organisasi; Teori, kasus dan Aplikasi penelitian. In Universitas Udayana.
- Susilawati, Y. (2021). Relationship of Transformational Leadership, Interpersonal Communication with Teacher Performance through Teacher Discipline. *J Adv Educ Philos*, 5(11), 357–363. <https://doi.org/10.36348/jaep.2021.v05i11.004>
- Suwandi, Indrawati, F. Y., & Yusup. (2020). Pengaruh Kompetensi Pedagogik , Kompetensi Kepribadian , Kompetensi Profesional , Kompetensi Sosial Guru Terhadap Motivasi Belajar Siswa Di SMPN 1 Karangampel Indramayu. *Jurnal Manajemen*, 15(1), 54–68. <https://journal.unpas.ac.id/index.php/pendas/article/view/8062>
- Syamsir, T. (2013). Organisasi dan Manajemen: Perilaku, Struktur, Budaya dan Perubahan Organisasi. Alfabeta.
- Tamsah, H., Ilyas, J. B., & Yusriadi, Y. (2021). Create teaching creativity through training management, effectiveness training, and teacher quality in the covid-19 pandemic. *Journal of Ethnic and Cultural Studies*, 8(4), 18–35. <https://doi.org/10.29333/ejecs/800>
- Tasnim, L. (2021). Leadership Role of Head Teachers in Government Primary Schools Of Bangladesh To Achieve.
- Telaumbanua, S. M. (2022). Analisis Potensi Sektor Pariwisata di Kota Gunungsitoli, Pulau Nias Provinsi Sumatera Utara (Doctoral dissertation, UNIMED). *Journal Information*, 10, 1–16. [https://www.researchgate.net/publication/327399277 Analisis Strategi Pengembangan Kawasan Pariwisata di Kabupaten Nias](https://www.researchgate.net/publication/327399277_Analisis_Strategi_Pengembangan_Kawasan_Pariwisata_di_Kabupaten_Nias)
- Triwahyuningsih, T. (2021). The Right to Freedom of Express Opinions in Public Based on Pancasila. *Journal of Transcendental Law*, 3(1), 1–14. <https://doi.org/10.23917/jtl.v3i1.15682>
- Uno, B. H. (2011). Teori Motivasi dan Pengukuran Analisis di Bidang Pendidikan. Bumi Aksara.
- Wijaya, C. (2017). Perilaku Organisasi (N. S. Chaniago (ed.)). Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Yalçınkaya, S., Dağlı, G., Aksal, F. A., Gazi, Z. A., & Kalkan, Ü. (2021). The effect of leadership styles and initiative behaviors of school principals on teacher motivation. *Sustainability (Switzerland)*, 13(5), 1–19. <https://doi.org/10.3390/su13052711>
- Yukl, G. (2010). Kepemimpinan dalam organisasi (Budi & Supriyanto (eds.)). PT. Indeks.