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

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## 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 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 search 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 (Torang 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. 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

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