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Improving Teacher Performance Through Strengthening School Culture, Transformational Leadership, Managerial Roles, and Work Motivation

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Abstract : This research intends to develop strategies and methods to boost the performance of educators through strengthening School Culture, Transformational Leadership, Managerial Roles, and Work Motivation, and identify the influence of these variables on teacher commitment. This research was conducted in “A” accredited private elementary schools in South Tangerang for 12 months, involving 8 sub-districts. The research method used was a survey with a quantitative approach. Sampling was conducted by stratified random sampling to ensure data representativeness, with 30 teachers as respondents. Primary data were collected through questionnaires designed to measure the variables studied. The data analysis technique used was SITOREM analysis, which allowed the identification of key indicators for each variable. The results of this study indicate that there is a highly significant positive relationship between School Culture, Transformational Leadership, Managerial Role, and Work Motivation on Teacher Performance. Hypothesis testing with the correlational statistical model proved that each of these variables significantly

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influenced the improvement of teacher performance. The results of SITOREM analysis identified key indicators that need to be improved for each variable to improve teacher performance, such as Organizational Values, Intellectual Stimulation, Communication in decision-making, and Work Rewards. The findings can therefore recommend that strengthening school culture and transformational leadership, along with effective management and high work motivation, can significantly improve teachers' performance, which in turn has a positive impact on their commitment to their educational duties.

Keywords: *School Culture; Transformational Leadership; Managerial Role; Work Motivation*

INTRODUCTION

Teachers are the most important element in education. Teachers are very important figures in the world of education, playing a crucial role in shaping future generations. As the spearhead, they are responsible for creating quality human resources, who will become the nation's successors. In facing the challenges of an ever-evolving era, the resulting generation must be ready and able to adapt. To achieve this goal, teachers are needed who have high qualifications, competence and dedication in carrying out their duties. A teacher is not only a teacher, but also a guide and motivator for students. Optimal performance from a teacher is very important to realize a quality and outstanding school. Related to teacher performance, "Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 39 paragraph (2)", states that educators are recognized as professionals who have great responsibilities in various aspects of education. Educators not only function as teachers, but also as planners and implementers of effective learning processes. They are required to appropriately assess student learning outcomes, which is one indicator of the success of the educational process. In addition, educators also have a role in providing guidance and training, which aims to develop students' potential to the fullest. At the university level, the responsibilities of educators are increasingly broad, including research and community service activities.

Teacher performance is closely related to school culture. This culture influences interactions between all members of the school, including students,

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teachers, administrative staff, and school leaders, and creates an environment that supports or inhibits learning and professional growth¹. A positive school culture can improve teacher motivation, engagement, and teaching quality. School culture is instrumental in guiding and impacting the effectiveness of teachers. A school culture that emphasizes collaboration and support between teachers can significantly improve their performance. In addition to a strong school culture, the success of an organization also depends on leadership. Good leadership plays a vital role in leveraging available resources, encompassing human resources and facilities that aid teachers in their activities. Leaders are in charge of supervising and controlling the running of an organization. It is undeniable that leadership is a component that has an important role in an organization as a driving force in creating conducive conditions for its employees to work more enthusiastically and achieve better performance. As leadership where leaders use charisma, intellectual stimulation and leadership traits are in transformational leadership.

The importance of the principal's transformational leadership style in improving quantitatively. With this leadership, teachers feel a sense of value, recognition, respect, integrity, and admiration for the principal, which encourages them to do more than expected. For organizational goals to be achieved effectively and efficiently, leaders must be adept at planning, organizing, directing, and supervising, in other words, leaders need to have a role as managers. In addition to Transformational Leadership, work motivation can also stimulate or stimulate every teacher to perform their responsibilities. A strong sense of motivation will enable teachers to feel satisfied and enthusiastic about their work, resulting in notable growth and progress at the school. Work motivation is an important factor in improving teacher performance. When teachers feel motivated, they tend to be more enthusiastic and committed to carrying out their educational tasks. High work motivation affects the level of creativity and innovation of teachers in developing effective teaching methods. Furthermore, teacher performance will increase further if it is supported by the managerial role of a principal who has a transformational leadership type.

¹ Terrence E Deal and Kent D Peterson, *Shaping School Culture* (John Wiley & Sons, 2016).
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Effective managerial roles, such as transformational leadership, are able to inspire and motivate teachers to achieve higher goals. Principals who use this approach not only provide direction, but also arouse the spirit and shared vision in the school. They encourage teachers to innovate, take measurable risks, and actively participate in school development. With development-focused performance management, teachers feel supported in improving the quality of their teaching, which in turn improves their performance and job satisfaction.

The results of the initial research at the Private Dasa School accredited "A" in South Tangerang City found that there were 35% of teachers who had problems in work performance. There are 36% of teachers who have problems in the quality of work. Also, there are 38% of teachers who have problems in work effectiveness. There are around 167 private elementary schools, in South Tangerang with services and education quality that are quite diverse, depending on the foundation that oversees the elementary school. Of the 167 private elementary schools in South Tangerang, 123 or 74% of the schools are accredited "A", 25 or 15% are accredited "B", 5 or 3% are accredited "C", and 14 or 8% of schools have not been accredited. This is unique from the fact that most elementary schools in South Tangerang are accredited "A". However, it is a big question mark as to what is the trigger or trigger for the quality of elementary school education in South Tangerang.

Previous research by² showed that "training and development, organizational communication, and teacher effectiveness" had a significant impact. Meanwhile, the combination of training, effective communication, and continuous development creates a supportive work environment where teachers feel empowered to give their best. Therefore, this research is very interesting to do in order to answer the question of "How does transformational leadership, School Culture, Managerial Role, and Work Motivation affect teacher performance in 'A' accredited private elementary schools in South Tangerang?". The aim of this research is to produce strategies and methods to improve teacher performance through efforts to identify the influence of research variables on

² Esti Susiloningsih et al., "The Analysis Effect of Organizational Communication and Self Development Program on Teacher Performance," *Journal on Education* 5, no. 4 (2023): 14181-86.



teacher commitment. It is anticipated that the findings of this study will greatly enhance the development of managerial and leadership strategies within the educational setting, especially in private elementary schools. In addition, the outcomes of this research can act as a guide for stakeholders in formulating policies and best practices to improve teacher performance, as well as provide insights for further research on factors that influence teacher commitment and performance in various educational contexts.

Regional Geology

Research related to improving teacher performance has been widely studied in various studies, especially focusing on factors that affect performance, such as school culture, transformational leadership, managerial roles, and work motivation. Here is a review of the relevant literature with these components.

School Culture

The term "school culture" pertains to the principles, convictions, and practices that are shared by school residents, which affect teachers' attitudes and behaviors and their performance. ³explains that organizational culture (including school culture) is an invisible force that shapes the way people behave and work. A strong school culture can create an environment that supports teacher professionalism, innovation, and collaboration between teachers. Research by ⁴ shows that schools that have a positive culture tend to have teachers who perform better, because the culture provides space for self-development and support for a shared mission. A concrete example of this can be seen at MAN 1 Pesisir Barat, which applies organizational culture to improve the performance of its teaching staff. In this school, the values of togetherness and kinship are highly upheld⁵. The teachers call each other by their distinctive nicknames, and there is mutual

³ Edgar H Schein, *Organizational Culture and Leadership*, vol. 2 (John Wiley & Sons, 2010).

⁴ Terrence E Deal and Kent D Peterson, *Shaping School Culture: Pitfalls, Paradoxes, and Promises* (John Wiley & Sons, 2010).

⁵ Novita, Sari. "Budaya Organisasi Dalam Meningkatkan Kinerja Guru Di Man 1 Pesisir Barat." Phd Diss., Uin Raden Intan Lampung, 2022.



respect among them, reflecting the value of kinship which is an indicator of a good organizational culture.

The principal of MAN 1 Pesisir Barat also emphasized that the pattern of fostering discipline and increasing solidarity and effective cooperation is realized through various aspects, including effective communication. A harmonious culture among school members can be seen from the routine of handshaking every morning when passing through the school entrance, both between teachers and students and among teachers. The implementation of this positive organizational culture can create a supportive work environment that also contributes to improved performance. When teachers feel valued and connected to each other, they are more motivated to collaborate and achieve shared educational goals, which in turn impacts the quality of teaching and learning in the school.

Transformational Leadership

Transformational leadership refers to a form of leadership that encourages positive change and inspires subordinates (in this context, teachers) to reach their best potential. According to ⁶ transformational leadership involves four main components: idealistic influence, inspirational motivation, intellectual stimulation, and individual attention. Transformational leaders in schools can motivate teachers to work more effectively by providing a clear vision, facilitating professional growth, and strengthening their commitment to school goals. ⁷ found that "transformational leadership has a positive relationship with improved teacher performance", especially in terms of emotional engagement and a feeling of connection to the school. A clear example of transformational leadership is seen in the principal of RA AL-Mahmud Bacem, who managed to have "a positive impact on the behavior and performance of the teachers"⁸. By

⁶ B. J Bass, B. M., & Avolio, "Improving Organizational Effectiveness through Transformational Leadership," *Sage Publications*, 1994.

⁷ Kenneth Leithwood and Doris Jantzi, "Transformational Leadership," *The Essentials of School Leadership* 31 (2005): 43.

⁸ Varelaswi, Retno Shiama, Maisyaroh Maisyaroh, and Burhanuddin Burhanuddin. "Implementasi Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Guru Raudatul Atfal." *Idaarah: Jurnal Manajemen Pendidikan* 7, no. 2 (2023): 395-403.



applying the principles of transformational leadership, teachers' motivation to improve their competence and professionalism increases, which is reflected in their active participation in various school activities, opportunities to express opinions, and guidance given to teachers in the implementation of their duties.

Managerial Roles

Managerial roles are concerned with how a school leader (principal) carries out management functions, including planning, organizing, supervising, and controlling. ⁹argued that managers have several key roles, including as leaders, decision-makers, and liaisons. the principal serves an important managerial role in developing conditions that help teachers work to their full potential. A study by ¹⁰ shows that school principals who are effective in their managerial roles can influence teacher performance through resource management, clear direction, and continuous professional development. For example, at SD Negeri 3 Awirarangan Kuningan, the principal performs his managerial role to improve teacher performance¹¹. In terms of planning, the principal prepares a clear and directed "Medium-Term Work Plan (RKJM)" and "School Budget Work Plan (RKAS)". Providing support for teachers to accomplish the educational goals that have been outlined. Furthermore, in the organizing aspect, principals distribute tasks and authority to teachers and school staff in accordance with the organizational structure that has been prepared and agreed upon. This helps to create an organized and efficient work system.

The principal also plays a role in movement, where he creates a conducive school environment by paying attention to both intrinsic and extrinsic motivation of all school members. Good motivation will encourage teachers to be more enthusiastic in teaching and innovating. Finally, in terms of supervision, the principal supervises the administration and all activities in the school organizational unit, as well as conducting special managerial supervision of

⁹ H. Mintzberg, "The Nature of Managerial Work.," *Harper & Row*, 1973.

¹⁰ Philip. Hallinger, "Leadership for Learning: Lessons from 40 Years of Empirical Research," *Journal of Educational Administration* 49.2, 2011.

¹¹ Solehudin, Deny. "Kompetensi Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Guru Pendidikan Jasmani Olah Raga dan Kesehatan." *Jurnal Pendidikan Indonesia* 2, no. 04 (2021): 608-624.



Physical Education, Sport and Health teachers. In this way, principals can ensure that all aspects of teachers' tasks and jobs are running well, but also provide the necessary support to improve teachers' performance.

Work Motivation

Work motivation is an important factor that affects how much effort teachers give in carrying out their duties. According to ¹², work motivation is impacted by motivators like achievement, acknowledgment, and responsibility, as well as by sustaining elements, such as workplace conditions and interactions with others. Motivated teachers tend to have higher work morale, better productivity, and greater job satisfaction. Research by ¹³ on self-determination theory shows that intrinsic motivation, such as a sense of personal achievement and meaning at work, is closely related to better performance, especially in the context of education. Like the research at Madrasah Aliyah Swasta Aisyiyah Medan, the role of teacher motivation in improving performance is very significant¹⁴. The motivation of teachers in this school is impacted by two forms (intrinsic and extrinsic) with intrinsic motivation proving to be the strongest. The principal also has an important role in improving teacher motivation, which is seen through various forms of attention, praise and appreciation given to each teacher. Such actions not only boost teacher morale but also build a sense of attachment to the school's mission.

The impact of good motivation can be observed from two aspects: process and outcome. In terms of process, high motivation encourages teachers to be more active in teaching, innovating and collaborating with their peers. In terms of results, improved teacher performance can be seen in students' academic achievement and a more conducive learning atmosphere. In addition, there are supporting factors that contribute to improving teacher performance, both from

¹² F. Herzberg, "The Motivation to Work,," John Wiley & Sons., 1959.

¹³ Richard M Ryan and Edward L Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (2020): 101860.

¹⁴ Mustofa, Amril. "Peran motivasi kerja dalam meningkatkan kinerja guru di madrasah aliyah swasta Aisyiyah Medan." *SABILARRASYAD: Jurnal Pendidikan dan Ilmu Kependidikan* 3, no. 2 (2018): 105-118.



internal and external elements. Adequate facilities and infrastructure, a relevant curriculum and innovative teaching methods are important elements. A positive learning environment, supported by good relationships between teachers and students, also has a major influence on teacher motivation and performance.

The Relationship Between These Factors and Teacher Performance

Many studies show that teacher performance is influenced by the interaction of various factors above.¹⁵ emphasized that teacher performance is not only determined by individual abilities, but also by a supportive work environment, effective leadership, and strong motivation. A good school culture, effective transformational leadership, as well as professional managerial roles can strengthen teachers' motivation, which ultimately improves their performance.

RESEARCH METHODS

The study took place in "A" Accredited Private Elementary Schools located in South Tangerang, covering eight sub-districts. The primary objective of this research was to investigate the advancement of teacher performance through strengthening aspects such as Transformational Leadership, School Culture, Managerial Roles, and Work Motivation. The research process lasted for twelve months. South Tangerang is known as a fast-growing region with a diverse population and an ever-improving education infrastructure. Schools in the region generally have good accreditation standards, with many institutions achieving "A" accreditation. The hallmarks of "A" accredited private primary schools in the region are the implementation of innovative curricula, the utilization of technology in the learning process, and the emphasis on student character development. In this study, the subject population is all "A" accredited madrasah aliyah teachers in Bekasi City, which are spread across eight sub-districts, including "Pondok Gede, Jatisampurna, Jatiasih, Mustika Jaya, East Bekasi, South Bekasi, West Bekasi, and North Bekasi". To select respondents, the researcher applied a purposive sampling method. This method allows researchers to select individuals based on certain criteria that are considered relevant to the research objectives. As such, the characteristics of the sample of teachers involved varied widely, covering different ranges of experience, from one to fifteen years. In

¹⁵ J. Scheerens, "School Leadership Effects Revisited: Review and Meta-Analysis of Empirical Studies," *Springer*, 2012.



addition, the teachers came from different subject areas, such as religious education, mathematics, science, language and arts.

The research method in this study is a survey method with a quantitative approach. ¹⁶ states numerical research on trends, attitudes, and opinions from a small group or sample of a population. For this study, the research design chosen was cross-sectional, where data was collected at a single point in time from a variety of different respondents. Before conducting research, it is necessary to prepare a plan or proposal by outlining the involvement of elements of philosophy, research design and special methods¹⁷. ¹⁸revealed that path analysis can be said to stand for multiple regression analysis, although based on history there is a basic difference between path analysis that is independent of statistical procedures in determining causal relationships; while linear regression is indeed a statistical procedure used to analyze relationships.

Furthermore, SITOREM analysis was conducted, which is an approach used to analyze the research results in more depth. Through this analysis, researchers can identify aspects that require immediate improvement and determine which indicators need to be maintained or even further developed. In general, SITOREM Analysis can be understood as a scientific method that is focused on identifying certain variables, which are related to existing theories. This method is very relevant in conducting "Operation Research" in the field of Education Management, as it can help in formulating more effective strategies and actions to improve the quality of education ¹⁹.

In this research, the type of data used is primary data, which means that the data is obtained directly from the original source without involving intermediaries. This primary data is recognized as the most authentic information because it is taken directly from individuals or groups who are the subject of research. According to Sugiyono (2016), primary sources are entities that directly provide data to researchers, so the data obtained has high accuracy and relevance to the issue being studied. In addition to primary data, this research also relies on

¹⁶ P D Sugiyono, "Cara Mudah Menyusun: Skripsi, Tesis, Dan Disertasi" (Bandung: CV. Alfabeta, 2015).

¹⁷ et al. Creswell, Antonia, "Generative Adversarial Networks: An Overview.," *IEEE Signal Processing Magazine* 35.1, 2018.

¹⁸ and Budi Suharno. Setyaningsih, Wahyu, "Perkembangan Psikososial Anak Usia 3-4 Tahun Di Daycare.," *Aulad: Journal on Early Childhood* 3.3, 2020.

¹⁹ Soewarto Hardhienata, "The Development of Scientific Identification Theory to Conduct Operation Research in Education Management," in *IOP Conference Series: Materials Science and Engineering*, vol. 166 (IOP Publishing, 2017), 12007.



other sources to enrich the information obtained. This additional data is taken from various literatures, including previous research and books relevant to the topic raised. The data collection technique according to ²⁰ in this study uses a questionnaire or questionnaire. The instrument used to measure the bound variable (Y), namely teacher performance and the independent variable, namely transformational leadership (X1), School Culture (X2), group work pattern (X3), and teacher performance (X4).

The research instrument trial was conducted on 30 teachers who were not included in the selected sample group. Instrument trials were conducted to determine the validity and reliability of the instruments that had been made. Validity test is a degree that shows an instrument can measure what you want to measure. The reliability test is carried out after the validity test where valid statement items are tested using the Cronbach Alpha formula. This quantitative research constellation uses the Path Analysis technique. Path Analysis refers to a statistical approach for evaluating the causal connections between multiple variables using linear equations. The path analysis model in this study includes several specific variables. Independent variables include "transformational leadership, school culture, managerial roles, and work motivation". While the dependent variable is "teacher performance". The hypothesis proposed is that transformational leadership, school culture, managerial roles, and work motivation positively affect teacher performance, where these relationships are expected to be interrelated in the path analysis model.

However, this study also has limitations. One of them is the ability to generalize the findings to a wider field of education. The results of this study may not be universally applicable to other schools with different characteristics. In addition, the potential presence of confounding variables such as external factors that may affect teacher performance may affect the results of the analysis and interpretation. As a suggestion for future research, it is recommended to explore other areas that can broaden the understanding of teacher performance. Research could focus on factors related not only to the school environment, but also individual aspects, such as teachers' personal characteristics, as well as the broader social and cultural context. By exploring these variables, future research could provide a more in-depth and comprehensive insight into the influence of various factors on teacher performance across different educational contexts.

²⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Alfabeta, 2016).



RESEARCH RESULT

Hypothesis testing is done for simple correlation testing From the test obtained the following

1. The Relationship between School Culture (X1) and Teacher Performance (Y)

Table 1. Results of Calculation of Significance Test Correlation of X1 and Y Variables

Correlations		Teacher Performance	School Culture
Teacher Performance	Pearson Correlation	1	.509**
	Sig. (2-tailed)		0.000
	N	94	94
School Culture	Pearson Correlation	.509**	1
	Sig. (2-tailed)	0.000	
	N	94	94

** . Correlation is significant at the 0.01 level (2-tailed).

In line with the research hypothesis, the analysis of the relationship between School Culture (X1) and Teacher Performance (Y) using the product moment correlation technique yielded a correlation coefficient of $r_{y.1} = 0.509$. This value falls into the strong correlation category, indicating that as School Culture increases, Teacher Performance also improves. Conversely, a decline in School Culture correlates with a decrease in Teacher Performance.

2. The Relationship between Transformational Leadership (X_2) and Teacher Performance (Y)

Table 2. Results of the Calculation of the Significance Test of the Correlation Test of Variables X_2 and Y

b	Teacher Performance	Transformational Leadership
Teacher Performance	Pearson Correlation	1
	Sig. (2-tailed)	.507**
	N	94
Transformational Leadership	Pearson Correlation	.507**
	Sig. (2-tailed)	0.000
	N	94

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Consistent with the research hypothesis, the analysis of the relationship between Transformational Leadership (X_2) and Teacher Performance (Y) using the product moment correlation technique revealed a correlation coefficient of $r_{y.1} = 0.507$. This result indicates a strong correlation, suggesting that as Transformational Leadership increases, Teacher Performance also improves. Conversely, lower levels of Transformational Leadership are associated with decreased Teacher Performance.

3. The Relationship between Managerial Role (X_3) and Teacher Performance (Y)

Table 3. Results of the Calculation of the Variable Correlation Significance Test (X_3) and Y

Correlations	Teacher Performance	Managerial Roles	
Teacher Performance	Pearson Correlation	1	.535**
	Sig. (2-tailed)		0.000
	N	94	94
Managerial Roles	Pearson Correlation	.535**	1
	Sig. (2-tailed)	0.000	
	N	94	94

** . Correlation is significant at the 0.01 level (2-tailed).

In alignment with the research hypothesis, the analysis of the relationship between Managerial Role (X_3) and Teacher Performance (Y) using the product moment correlation technique produced a correlation coefficient of $r_{y.1} = 0.535$. This indicates a strong correlation, meaning that an increase in the Managerial Role corresponds with an increase in Teacher Performance. Conversely, a decrease in the Managerial Role is associated with a decline in Teacher Performance.

4. The Relationship between Work Motivation (X_4) and Teacher Performance (Y)

Table 4. Results of the Calculation of the Significance Test of Variable

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Correlation and $X_4 Y$			
	Teacher Performance	Work Motivation	
Teacher Performance	Pearson Correlation	1	.617**
	Sig. (2-tailed)		0.000
	N	94	94
Work Motivation	Pearson Correlation	.617**	1
	Sig. (2-tailed)	0.000	
	N	94	94
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Output SPSS 26 (2024)

In line with the research hypothesis, the analysis of the relationship between Work Motivation (X_4) and Teacher Performance (Y) using the product moment correlation technique resulted in a correlation coefficient of $r_{y.2} = 0.617$. This value indicates a medium-strength relationship between the two variables.

5. The Relationship between *Work Motivation School Culture* (X_1) dan (X_4)

The calculation of the variable correlation test and *Work Motivation* (X_4) obtained the following results:

Table 1. Test of Significance Correlation of School Culture (X_1) and Work Motivation variables (X_4)

	School Culture	Work Motivation
School Culture	Pearson Correlation	1
	Sig. (2-tailed)	.518**
	N	94
Work Motivation	Pearson Correlation	.518**
	Sig. (2-tailed)	0.000
	N	94

Source: Output SPSS 26 (2024)

In accordance with the statistical results, the relationship between *School Culture* (X_1), and *Work Motivation* (X_4) using the product moment correlation technique was obtained correlation coefficient This shows a strong relationship



between the variables $r_{1.4}ry_{1.2.3.4} = 0,518$. of *School Culture*, and *Work Motivation* (X_1)(X_4).

6. Relationship between *Transformational Leadership* *Work Motivation* (X_2) and (X_4)

The calculation of the correlation test of the variables of *Transformational Leadership* (X_2) and *Work Motivation* (X_4) obtained the following results:

Table 6. Test of the Correlation between *Transformational Leadership* (X_2) and *Work Motivation* (X_4)

Correlations			
		Transformational Leadership	Work Motivation
Transformational Leadership	Pearson Correlation	1	.469**
	Sig. (2-tailed)		0.000
	N	94	94
Work Motivation	Pearson Correlation	.469**	1
	Sig. (2-tailed)	0.000	
	N	94	94

** . Correlation is significant at the 0.01 level (2-tailed).

Source : Output SPSS 26 (2024)

In accordance with the statistical results, the relationship between *Transformational Leadership*(X_2), and *Work Motivation* (X_4) using the product moment *correlation technique* was obtained correlation coefficients This shows a strong relationship between the variables $r_{2.4} = 0,469$ of *School Culture* X_1 and *Work Motivation* (X_4).

7. Relationship between *Managerial Roles* (X_3) and *Work Motivation* (X_4)

The calculation of the variable correlation test and *Work Motivation* (X_4) obtained the following results :

Table 7. Correlation Test of *Managerial Role variables* (X_3) and *Work Motivation* (X_4)

Correlations		
	Managerial Roles	Work Motivation

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Managerial Roles	Pearson Correlation	1	.254*
	Sig. (2-tailed)		0.013
	N	94	94
Work Motivation	Pearson Correlation	.254*	1
	Sig. (2-tailed)	0.013	
	N	94	94
*. Correlation is significant at the 0.05 level (2-tailed).			

Source : Output SPSS 26 (2024)

According to the statistical results, the relationship between Managerial Roles (X_3), and Work Motivation (X_4) By using the product moment correlation technique, correlation coefficients were obtained $r_{3.4} = 0,254$. This shows a strong relationship between the Managerial Role variables(X_3), and Work Motivation (X_4)

8. School Cultural Relations (X_1) with Teacher Performance (Y) with Work Motivation (X_4) as a controller

The results of the analysis are summarized as follows:

Table 8. Results of the Correlation Test between School Culture (X_1) with Teacher Performance (Y) with Work Motivation (X_4) as a controller

		Correlations			
Control Variables			Teacher Performance	School Culture	Work Motivation
-none ^a	Teacher Performance	Correlation	1.000	0.494	0.606
		Significance (2-tailed)		0.000	0.000
		df	0	92	92
	School Culture	Correlation	0.494	1.000	0.518
		Significance (2-tailed)	0.000		0.000
		df	92	0	92
	Work Motivation	Correlation	0.606	0.518	1.000
		Significance (2-tailed)	0.000	0.000	
		df	92	92	0
		Correlation	1.000	0.266	



Work Motivation	Teacher Performance	Significance (2-tailed)	0.010	
		df	0	91
		Correlation	0.266	1.000
	School Culture	Significance (2-tailed)	0.010	
		df	91	0
a. Cells contain zero-order (Pearson) correlations.				

The table above shows the results of the partial correlation test between *School Culture* (X_1) with Teacher Performance (Y) before there is *Work Motivation* (X_4) as a controller, the correlation coefficient is obtained ($r_{y \cdot 1.2}$) = 0,494 with a significance value of 0.00. Results of the partial correlation test between *School Culture* (X_1) with Teacher Performance (Y) with *Work Motivation* (X_4) as a controller, there is a decrease in the correlation coefficient ($r_{y \cdot 1.2}$) = 0,494 with a significance value 0,01.

Based on the discussion in the partial correlation test above, it is known that the presence of work motivation as a control variable will have an influence on the relationship between *School Culture* (X_1) with Teacher Performance (Y).

To test the significance of the partial correlation coefficient between *School Culture* (X_1) with Teacher Performance (Y) with *Work Motivation* as the controller, a t test is carried out, with significant conditions being $t_{hitung} > t_{tabel}$. From table 4.30 it can be seen that t_{hitung} (6.819) greater than t_{tabel} at a significance level of 0.05 (1.971) and greater than t_{tabel} at the level of signification 0,05 (1,66123)²¹.

9. The Relationship between *Transformational Leadership* (X_2) with Teacher Performance (Y) with *Work Motivation* (X_4) as a controller

Table 9. Results of the Correlation Test between *Transformational Leadership* (X_2) with Teacher Performance (Y) with *Work Motivation* (X_4) as a controller

		Correlations		
Control Variables		Teacher Performance	Transformational Leadership	Work Motivation
-none ^a	Correlation	1.000	0.494	0.606

²¹ Sugiyono.



	Teacher Performance	Significance (2-tailed)	0.000	0.000
		df	0	92
	Transformational Leadership	Correlation	0.494	1.000
		Significance (2-tailed)	0.000	0.000
	Work Motivation	df	92	0
		Correlation	0.606	0.469
		Significance (2-tailed)	0.000	0.000
		df	92	92
		Correlation	1.000	0.299
		Significance (2-tailed)	0.004	0.004
		df	0	91
		Correlation	0.299	1.000
		Significance (2-tailed)	0.004	0.004
		df	91	0

a. Cells contain zero-order (Pearson) correlations.

Table 9 shows the results of the partial correlation test between *School Culture* (X_1) with Teacher Performance (Y) before there is Work Motivation (X_4) as a controller, the correlation coefficient is obtained ($r_{y1.2}$) = 0,494 with a significance value of 0.00. Results of the partial correlation test between *Transformational Leadership* (X_2) with Teacher Performance (Y) with Work Motivation (X_4) as a controller, there is a decrease in the correlation coefficient ($r_{y1.2}$) = 0,299 with a significance value of 0.04.

Based on the discussion in the partial correlation test above, it is known that the presence of work motivation as a control variable will have an influence on the relationship between *Transformational Leadership* (X_2) with Teacher Performance (Y).

10. Managerial Role Relationship (X_3) with Teacher Performance (Y) with Work Motivation (x_4) as a controller

Table 10. Results of Correlation Test between *Managerial Roles* (X_3) with Teacher Performance (Y) with Work Motivation (x_4) as a controller

Correlations			
Control Variables	Teacher Performance	Managerial Roles	Work Motivation



-none ^a	Teacher Performance	Correlation	1.000	0.543	0.606
		Significance (2-tailed)		0.000	0.000
		df	0	92	92
	Managerial Roles	Correlation	0.543	1.000	0.254
		Significance (2-tailed)	0.000		0.013
		df	92	0	92
	Work Motivation	Correlation	0.606	0.254	1.000
		Significance (2-tailed)	0.000	0.013	
		df	92	92	0
Work Motivation	Teacher Performance	Correlation	1.000	0.506	
		Significance (2-tailed)		0.000	
		df	0	91	
	Managerial Roles	Correlation	0.506	1.000	
		Significance (2-tailed)	0.000		
		df	91	0	

a. Cells contain zero-order (Pearson) correlations.

Table 10 shows the results of the partial correlation test of *Managerial Roles* (X_3) with Teacher Performance (Y) before there is *Work Motivation* (X_4) as a controller, the correlation coefficient is obtained ($r_{y \cdot 1.2}$) = 0,506 with a significance value of 0.00. Results of partial correlation test between *Managerial Roles* (X_3) with Teacher Performance (Y) with *Work Motivation* (X_4) As a controller, there is an increase in the correlation coefficient ($r_{y \cdot 1.2}$) = 0,543 with a significance value of 0.01.

Based on the discussion in the partial correlation test above, it is known that the presence of *Work Motivation* (X_4) as a control variable will have an influence on the relationship between *Managerial Roles* (X_3) with Teacher Performance (Y).



DISCUSSION

Positive Relationship of School Culture (X1) to Teacher Performance (Y)

The initial research hypothesis suggests that a “positive relationship exists between School Culture and Teacher Performance”. The findings from the hypothesis test indicate a strong and significant positive correlation, represented by the research model $Y = 68.020 + 0.576X_1$. This hypothesis has been validated through correlational statistical analysis.

According to the findings of earlier research conducted by ²² and ²³, all of them concluded that “the School Culture variable has a very significant positive relationship with Performance”. ²⁴ The results of these previous studies support the proof of the first hypothesis of this study. Drawing from the outcomes of the SITOREM analysis, it shows that the indicators of Transformational Leadership, namely Building Shared Vision, Team Learning, are indicators that are priorities to be improved in order to improve Teacher Performance. Meanwhile, other indicators of School Culture, namely Personal Mastery, System Thinking, and Mental Models, are indicators that need to be maintained so that Teacher Performance can be improved. Based on the concluded results, to improve teacher performance through the school culture factor, steps can be taken to improve existing indicators including identifying values that should be instilled, understanding existing habits, and implementing best practices in the learning process and school management. Thus, efforts to improve these aspects will potentially improve teacher performance.

Positive Relationship of Transformational Leadership (X2) to Teacher Performance (Y)

The initial research hypothesis stated that there is a “positive relationship between Transformational Leadership and Teacher Performance”. Findings from the hypothesis testing showed a strong and highly significant correlation

²² Zamroni Zamroni et al., “Improving Teacher Performance by Strengthening Personality, Organizational Culture, and Achievement Motivation,” *Opción: Revista de Ciencias Humanas y Sociales*, no. 22 (2019): 1411–34.

²³ Manuel Leonard Sirait, Anggraini Sukmawati, and I Made Sumertajaya, “Pengaruh Organisasi Pembelajaran Dan Inovasi Terhadap Peningkatan Kinerja Ukm Di Kota Bogor,” *Jurnal Manajemen* 19, no. 2 (2015): 290–303.

²⁴ Widodo Sunaryo, Nancy Yusnita, and Mustofa Mustofa, “Improving Job Performance through Strengthening the Organizational Culture and Interpersonal Communication,” *Jurnal Konseling Dan Pendidikan* 8, no. 3 (2020): 145–50.



accepting the hypothesis, represented by the research model $\hat{Y}=97,777+0,391X_2$. This hypothesis has been validated through correlational statistical analysis. According to the findings of earlier research conducted by ^{25,26} And ²⁷, all concluded that “Transformational Leadership variables have a very significant positive relationship with performance”. The results of these previous studies support the initial hypothesis in this study. Drawing from the outcomes of the SITOREM analysis, it shows that the indicators of Transformational Leadership, namely Intellectual Stimulation, Inspirational Motivation, Individualized Consideration, are indicators that are priorities to be improved in order to improve Teacher Performance. Meanwhile, other indicators of Managerial Roles are intellectual stimulation and individual consideration.

Based on the findings, to achieve improved teacher performance, it is important for school leaders to focus on developing several key indicators of Transformational Leadership. These indicators include Intellectual Stimulation, which encourages teachers to think creatively and critically in the learning process; Inspirational Motivation, which inspires and motivates teachers to give their best; and Individualized Consideration, which emphasizes attention and support to each teacher according to their needs.

Positive Relationship of Managerial Role X_3 to Teacher Performance (Y)

The initial hypothesis of the study indicated that there is a “positive relationship between Managerial Role and Teacher Performance”. The results of the hypothesis testing showed that the hypothesis was accepted or there was a strong and highly significant correlation, as represented by the research model $\hat{Y}=107,946+0,328X_3$. This hypothesis has been validated through correlational

²⁵ Sunaryo, Yusnita, and Mustofa, “Improving Job Performance through Strengthening the Organizational Culture and Interpersonal Communication.”

²⁶ Zamroni et al., “Improving Teacher Performance by Strengthening Personality, Organizational Culture, and Achievement Motivation.”

²⁷ Sirait, Sukmawati, and Sumertajaya, “Pengaruh Organisasi Pembelajaran Dan Inovasi Terhadap Peningkatan Kinerja Ukm Di Kota Bogor.”



statistical analysis. Referring to the results of past research conducted by ²⁸, ²⁹ and ³⁰, all of them concluded that the variable “Managerial Role has a very significant positive relationship with Performance”. The results of these previous studies support the proof of the hypothesis of this study.

Drawing from the outcomes of the SITOREM analysis, it shows that the indicators of Managerial Role, namely Strong Desire, Will, Need to Succeed, Need to Work, are indicators that are priorities to be improved in order to improve Teacher Performance. Meanwhile, the Encouragement indicators are indicators that need to be maintained so that Teacher Performance can be improved. Based on the findings, to improve teacher performance, it is important to focus on strengthening various indicators of the managerial role. Indicators that should be improved include good communication in decision-making, resource management, creativity and innovation, and adherence to ethics and values.

Positive Relationship of X₄ Work Motivation to Teacher Performance (Y)

The initial research hypothesis stated that “Work Motivation has a positive relationship with Teacher Performance”. The results of hypothesis testing show that the hypothesis is accepted or there is a strong and statistically significant relationship, represented by the research model $Y \hat{=} 90,984 + 0,435X_4$. This hypothesis has been confirmed through correlational statistical analysis. Drawing on the findings from earlier studies by ³¹, ³² And ³³, all of them concluded that the variable “Work Motivation has a very significant positive relationship with Performance”. The results of these previous studies support the proof of the hypothesis of this study. Drawing from the outcomes of the SITOREM analysis,

²⁸ Sunaryo, Yusnita, and Mustofa, “Improving Job Performance through Strengthening the Organizational Culture and Interpersonal Communication.”

²⁹ Zamroni et al., “Improving Teacher Performance by Strengthening Personality, Organizational Culture, and Achievement Motivation.”

³⁰ Sirait, Sukmawati, and Sumertajaya, “Pengaruh Organisasi Pembelajaran Dan Inovasi Terhadap Peningkatan Kinerja Ukm Di Kota Bogor.”

³¹ Sunaryo, Yusnita, and Mustofa, “Improving Job Performance through Strengthening the Organizational Culture and Interpersonal Communication.”

³² Zamroni et al., “Improving Teacher Performance by Strengthening Personality, Organizational Culture, and Achievement Motivation.”

³³ Sirait, Sukmawati, and Sumertajaya, “Pengaruh Organisasi Pembelajaran Dan Inovasi Terhadap Peningkatan Kinerja Ukm Di Kota Bogor.”



it shows that the indicators of Work Motivation, namely Strong Desire, Willingness, Need for Success, Need to Work, are indicators that are priorities to be improved in order to improve Teacher Performance. Meanwhile, the Encouragement indicators are indicators that need to be maintained so that Teacher Performance can be improved.

Based on the findings, to improve teacher performance, it is important to focus on strengthening the indicators that influence work motivation. First, rewards that include recognition of teachers' achievements can increase their sense of worth and encourage achievement. Second, career development through training and seminars provides opportunities for teachers to update skills. Third, good job security creates certainty and stability, allowing teachers to focus without worrying about losing their jobs. By improving rewards, career development opportunities and creating a secure work environment, teacher performance is expected to improve significantly.

CONCLUSION

The results of this study demonstrate a strong positive relationship between School Culture, Transformational Leadership, Managerial Role, and Work Motivation on Teacher Performance. These findings underscore the importance of fostering a supportive and stimulating school environment, providing effective leadership, and implementing appropriate managerial practices to enhance teacher effectiveness. Still, one must acknowledge the study's limitations, particularly regarding the sample size and the cross-sectional research approach. Upcoming research may explore the causal relationships between these variables and examine the generalizability of the findings to different educational contexts. Overall, this study's findings present significant insights for educational professionals and policymakers who are looking to boost teacher effectiveness. By tackling the identified variables, schools can foster a more supportive learning environment and improve the overall quality of education.



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