



THE INFLUENCE OF ORGANIZATIONAL CULTURE AND TRANSFORMATIONAL LEADERSHIP ON PERFORMANCE THROUGH WORK MOTIVATION AS AN INTERVENING VARIABLE (CASE STUDY ON PERMANENT PRIVATE JUNIOR HIGH SCHOOL TEACHERS IN BOGOR CITY, SPECIFICALLY WEST BOGOR, WITH ACCREDITATION STATUS "A")

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ARTICLE INFO

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Key words:

**Organizational Culture,
Transformational
Leadership, Performance,
Work Motivation**

Website:

[https://idm.or.id/JSER/index.
php/JSER](https://idm.or.id/JSER/index.php/JSER)

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ABSTRACT

This study aims to analyze the influence of organizational culture and transformational leadership on teacher performance through work motivation as an intervening variable among permanent private junior high school teachers in Bogor City, specifically West Bogor, with accreditation status "A." The results indicate that organizational culture does not have a significant direct influence on teacher performance. However, there is a positive influence of organizational culture on work motivation. Transformational leadership also does not directly affect teacher performance. On the other hand, transformational leadership positively influences work motivation. Work motivation has a positive effect on teacher performance. Furthermore, there is an indirect influence of organizational culture on teacher performance through work motivation. The indirect influence of transformational leadership on teacher performance through work motivation is also significant. This study concludes that work motivation plays a crucial role as an intervening variable in improving teacher performance. Therefore, enhancing organizational culture and effective transformational leadership can support better teacher performance by considering work motivation as a key factor.

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INTRODUCTION

Curriculum changes are always followed by changes in the learning process, such as administrative formats, teacher roles, and learning objectives. The curriculum in Indonesia has undergone several changes, from the 1947 Curriculum to the current Merdeka Curriculum, which is designed according to the development of the times. Schools are required to adapt to these changes, especially in the face of global competition and rapid technological advancements. A school's competitive advantage greatly depends on the quality of its human resources, particularly teachers. As an educational organization, schools need to continue innovating and developing to compete with other schools that have advantages. The "Reborn" concept is developed to create a competency-based organization that demands teachers remain innovative and creative even though their workloads are increasing due to policy and curriculum changes. This additional workload can affect teachers' performance in the learning process.

There are many factors that affect performance, including motivation, leadership, work environment, work discipline, work professionalism, work culture, communication, commitment, position, quality of work life, training, compensation, job satisfaction, and many other factors. All these factors have an impact, depending on the actual facts, some being dominant and others not (Wahyudin, 2006;2).

The performance evaluation of employees at the organization where the author works is carried out twice a year, where we must meet several evaluation targets that must be completed if we wish to receive a promotion. The mandatory performance target to be completed is the procurement of teacher administration facilitated by the curriculum in the form of a drive link aimed at making it easier for the curriculum to check the completeness of teachers' administration.

In the author's view, the employee performance evaluation is generally still not optimal, both in terms of process and results. There are performance issues, as some teachers have not submitted their teaching administration for the odd semester:

1. In the 2019-2020 academic year, only 70% or about 31 teachers out of 43 completed their administration from the desired target of 100%, which indicates low teacher performance in terms of quantity and timeliness in submitting administration.
2. In the 2020-2021 academic year, only 80% or about 35 teachers out of 43 completed their administration from the desired target of 100%, showing an improvement compared to the previous year.
3. In the 2021-2022 academic year, only 75% or about 33 teachers out of 43 completed their administration, even though the target was expected to be 100%.

This can happen due to the demands and assessments that must be achieved. Not only with administration, but teachers must also conduct assessments every day, and at the end of the semester, they are required to perform a final assessment where they must provide an average score to evaluate students' learning progress. One aspect of teacher performance is carrying out assessments, which involves conducting tests. In addition to conducting assessments, another aspect of teachers' performance is facilitating students who will continue to higher education.

Teacher performance is essentially the quality and quantity of work achieved in carrying out their tasks according to the responsibilities assigned to them. In this case, teachers can also learn through information tools such as peer evaluations,

questionnaires from students, or based on self-evaluation scores conducted by the foundation as an overall assessment for one semester.

Performance evaluation refers to a formal and structured system that measures, assesses, and influences job-related behaviors and outcomes, including absenteeism. The focus of performance evaluation is to determine how productive a teacher is and whether there is improvement in each semester. Below is the data on the teacher performance evaluations the author has taken in the last three semesters.

Table 1. Average Teacher Performance Evaluation Results Based on Teacher Performance Indicators

No	SCHOOL	ODD 2021/2022	EVEN 2021/2022	ODD 2022/2023	MEAN
1	PESAT	71,66	71,24	71,03	71,31
2	BBS	66,73	67,33	67,01	67,02
3	AL GOZALY	69,56	70,76	70,02	70,11
MEAN		69,32	69,78	69,35	69,48

Source: TAS 2022

Table 2. Teacher Performance Assessment Categories

Weight	Predicate
≥ 70	Very good
58 - 68	Good
47 - 57	Enough
≤ 46	Not Enough

Source: TAS Des 2022

Based on the data from Table 1, covering the academic years 2021/2022 to 2022/2023, the average performance score of teachers has not yet met the foundation's expectations, where teacher performance is expected to be rated as excellent every semester. In the odd semester of the 2021/2022 academic year, the performance evaluation of PESAT school teachers was excellent, but it declined in the even semester of the same year. The decline continued in the odd semester of the 2022/2023 academic year.

In contrast, SMPIT BBS school maintained a good performance rating in both the odd and even semesters of the 2021/2022 academic year and the even semester of the 2022/2023 academic year, indicating that teacher performance still fell short of expectations.

Meanwhile, at SMPIT Al-Gozaly, teacher performance was rated good in the odd semester of 2021/2022 but improved to excellent in the even semester of the same academic year. However, it declined to good again in the even semester of the 2022/2023 academic year.

Averaging the performance ratings of all three schools reveals a downward trend in teacher performance each semester, indicating that it has not yet reached the foundations' expectations.

Several factors need to be met for teachers to achieve good performance ratings, including organizational culture, leadership, work motivation, and performance. The performance evaluation system used is a rating scale, which involves recording performance decisions on a scale based on semesterly performance evaluations.

METHODS

This research uses a survey method with a quantitative approach. The population comprises 99 permanent teachers from private junior high schools across West Bogor City. The sampling technique used was random sampling, with a total sample of 83 respondents. The respondents for the teacher performance questionnaire were school principals, while the respondents for the organizational culture questionnaire were teachers. Data collection involved distributing questionnaires to teachers and principals from Yayasan Pesat Birrulwalidain, SMP IT Al Yasmin, and SMP IT Al-Ghozaly.

RESULT AND DISCUSSION

Outer Model

Construct Validity

The interpretation of Composite Reliability (CR) is similar to Cronbach's Alpha, where a threshold >0.6 is acceptable, and >0.8 is highly satisfactory. Another measure, Average Variance Extracted (AVE), reflects the proportion of variance captured by a latent construct from its indicators

Table 3. Average Variance Extracted (AVE)

Construcs		Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)	Criteria
Organizational Culture	BOR	0,917	0,819	0,932	0,634	Valid
Transformational Leadership	KTR	0,828	0,834	0,886	0,660	Valid
Work Motivation	MOK	0,879	0,885	0,913	0,768	Valid
Taacher Performnce	KPG	0,876	0,879	0,907	0,620	Valid

Table 3. Average Variance Extracted (AVE) shows that the variable with the highest AVE is work motivation at 0.768, followed by transformational leadership at 0.660, organizational culture at 0.634, and teacher performance (KPG) at 0.853. Since all values exceed the standard AVE threshold of 0.50, they are considered valid.

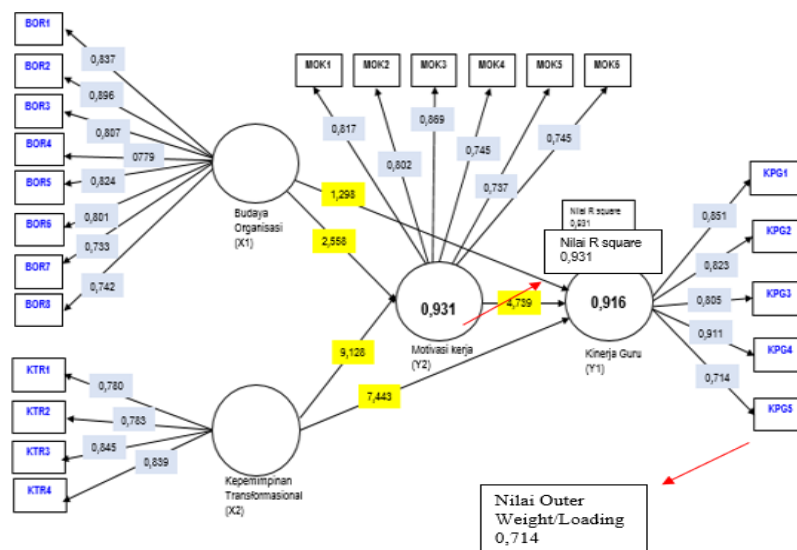


Figure 1. Outer Model (AVE Value, Outer Weight and Path Coefficient)

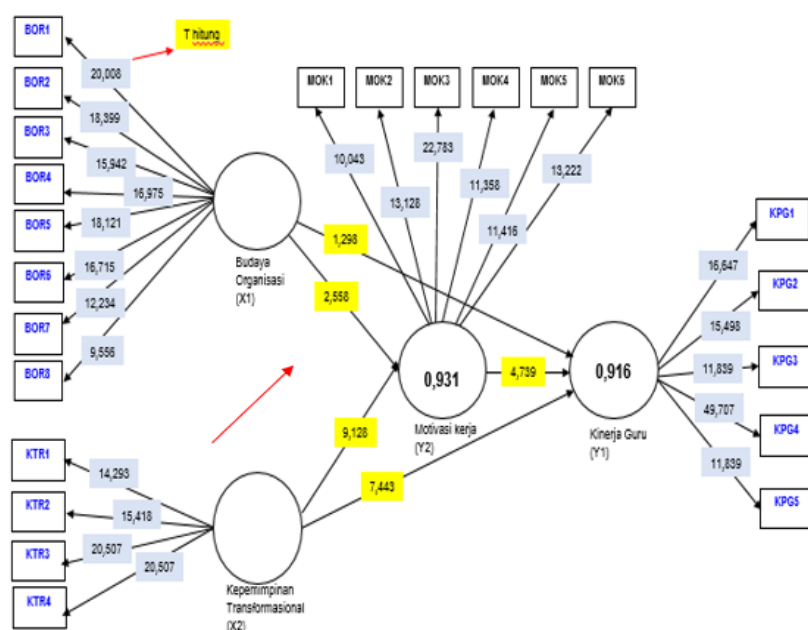


Figure 2. T-Value of Outer Loading for Each Indicator

Based on the data processing results using SmartPLS, the values that can be identified include the Outer Loading values for all indicators in each variable and the R-square values of Work Motivation at 0.931 and Teacher Performance at 0.916. The Outer Loading value for indicator BOR 1 is 0.837 with a t-value of 20.008 and a p-value of 0.000. The t-value for the outer loading of each indicator can be calculated using the formula: the original sample value divided by its standard deviation. Therefore, the t-value for BOR 1 is obtained by dividing 0.837 by 0.042, resulting in a t-value of 20.008. Subsequently, using the same method, the t-values for the other indicators from the analysis can be seen in the following table:

Table 4. Means, STDV T Value dan P Value

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	CL 2,5%	CL 97,5%
BOR1 <- X1	0.837	0.836	0,042	20,008	0.000	0,743	0,904
BOR2 <- X1	0.836	0,834	0,045	18,399	0.000	0,732	0,910
BOR3 <- X1	0.807	0,807	0,051	15,942	0.000	0,698	0,895
BOR4 <- X1	0.779	0,778	0,046	16,975	0.000	0,680	0,858
BOR5 <- X1	0.824	0,824	0,045	18,121	0.000	0,725	0,903
BOR6 <- X1	0.801	0,798	0,048	16,715	0.000	0,695	0,878
BOR7 <- X1	0.733	0,733	0,060	12,234	0.000	0,602	0,836
BOR8 <- X1	0.742	0,745	0,077	9,556	0.000	0,582	0,878
KPG1 <- Y1	0.851	0,860	0,061	16,647	0.000	0,732	0,931
KPG2 <- Y1	0.823	0,826	0,063	15,498	0.000	0,711	0,917
KPG3 <- Y1	0.805	0,804	0,070	11,506	0.000	0,648	0,919
KPG4 <- Y1	0.911	0,913	0,018	49,707	0.000	0,874	0,945
KPG5 <- Y1	0.714	0,711	0,060	11,839	0.000	0,575	0,809
KTR1 <- X2	0.780	0,774	0,055	14,293	0.000	0,650	0,864
KTR2 <- X2	0.783	0,779	0,051	15,418	0.000	0,661	0,860
KTR3 <- X2	0.845	0,847	0,042	20,355	0.000	0,754	0,915
KTR4 <- X2	0.839	0,840	0,041	20,507	0.000	0,750	0,911
MOK1<- Y1	0.817	0,817	0,081	10,043	0.000	0,629	0,941
MOK2<- Y1	0.802	0,801	0,061	13,128	0.000	0,662	0,903
MOK3<- Y1	0.869	0,870	0,038	22,783	0.000	0,789	0,936
MOK4<- X6	0.745	0,747	0,066	11,358	0.000	0,606	0,859
MOK5<- X6	0.737	0,731	0,065	11,416	0.000	0,582	0,836
MOK6<- X4	0.745	0,742	0,056	13,222	0.000	0,613	0,832

Hasil analisis yang ditampilkan pada tabel tersebut diatas, diketahui untuk setiap indikator memiliki nilai *outer loading* dengan nilai P-value yang signifikan yaitu $< 0,05$ atau seluruh indikator masing-masing dengan nilai $> 0,70$. Misalnya untuk indikator pertama dari Budaya Organisasi (BOR 1) dengan nilai *outerloading* sebesar 0,837 dimana indikator ini dengan nilai probabilitas (P value) sebesar 0,000 lebih kecil dari 0,05. Begitu juga untuk indikator lainnya untuk masing-masing variabel memiliki nilai $> 0,70$ dan dengan nilai probabilitas P value $< 0,05$ dengan demikian data dinyatakan bahwa indikator yang digunakan cukup valid, atau dapat dinyatakan bahwa indikator merupakan representasi dari variabel yang digunakan. Selanjutnya, nilai masing-masing Alpha Cronbach untuk setiap variabel berturut-turut adalah $X1 = 0,718$; $X2 = 0,826$; $Y = 0,876$; dan $Z = 0,879$ dimana setiap variabel nilai Alpha Cronbach terlihat lebih besar dari 0,60.

Discriminant Validity

Another measure of discriminant validity is that the square root of AVE should exceed the correlation between the constructs.

Table 5. Discriminant Validity

Indicator	Organizational Culture	Transformational Leadership	Work Motivation	Teacher Performance
BOR1	0,837	0,714	0,751	0,753
BOR2	0,836	0,729	0,741	0,743
BOR3	0,807	0,663	0,698	0,670
BOR4	0,779	0,748	0,729	0,629
BOR5	0,824	0,685	0,698	0,716
BOR6	0,801	0,677	0,677	0,631
BOR7	0,733	0,732	0,749	0,627
BOR8	0,742	0,768	0,715	0,754
KTR1	0,712	0,780	0,731	0,648
KTR2	0,517	0,783	0,745	0,713
KTR3	0,839	0,845	0,812	0,841
KTR4	0,830	0,839	0,825	0,826
MOK1	0,820	0,767	0,817	0,762
MOK2	0,716	0,686	0,802	0,794
MOK3	0,694	0,803	0,869	0,846
MOK4	0,836	0,761	0,746	0,761
MOK5	0,683	0,735	0,746	0,608
MOK6	0,820	0,742	0,743	0,676
KPG1	0,739	0,729	0,763	0,851
KPG2	0,789	0,759	0,713	0,823
KPG3	0,736	0,758	0,631	0,805
KPG4	0,752	0,835	0,892	0,911
KPG5	0,562	0,775	0,705	0,714

Based on the results of the discriminant validity analysis shown in Table 4, the cross-loading values indicate the presence of discriminant validity. The cross-loading measure compares the correlation of indicators with their constructs and other block constructs. If the correlation between an indicator and its construct is higher than the correlation with other block constructs, it indicates that the construct predicts measurements in its block better than in others. It can be concluded that the cross-loading analysis results in the table above show no issues with discriminant validity.

Construct Reliability

In this study, the structural model used is the outer model or measurement model to assess validity and reliability. A construct can be considered reliable if its composite reliability value exceeds 0.60.

Table 6. Composite Reliability

Variabel	Composite Reliability	Kriteria
Organizational Culture /BOR (X1)	0.918	Reliabel
Transformational Leadership /KTR (X2)	0.834	Reliabel
Work Motivation /MOK (Y)	0.879	Reliabel
Teacher Performance /KPG (Z)	0.885	Reliabel

Table 6 presents the composite reliability values for each tested variable. All constructs are considered reliable as their values are above 0.60, indicating that all estimated constructs meet the reliability criteria.

Table 7. Cronbach's Alpha

Variabel	Cronbach's Alpha	Kriteria
Organizational Culture /BOR (X1)	0,917	Reliabel
Transformational Leadership /KTR (X2)	0,826	Reliabel
Work Motivation /MOK (Y)	0,876	Reliabel
Teacher Performance /KPG (Z)	0,879	Reliabel

The reliability criterion in Cronbach's Alpha is > 0.60 . Based on Table 6, it shows that the Cronbach's Alpha values for all estimated constructs reveal that two variables scored lower than 0.60. Specifically, the variable Transformational Leadership (KTR = X2) has a lower Cronbach's Alpha value compared to the others, but it still exceeds 0.60, indicating reliability.

Inner Model

The interpretation of the R^2 value in linear regression represents the extent of endogenous variable variability explained by exogenous variables. The R^2 results for the endogenous latent variables in the structural model indicate whether the model is strong, moderate, or weak. The significance and R-square values for the dependent constructs were assessed using t-tests and the significance of the structural path coefficient parameters.

Table 8. R-Square value

Konstruk	R Square	Adjusted R Square
Work Motivation (Y)	0,931	0,930
Teacher Performance (Z)	0,916	0,912

The analysis results presented in Table 8 show that the R-square value for the dependent variable Work Motivation (Y) is 0.931, while for the dependent variable Teacher Performance (Z) it is 0.916. This means that the variability in the Teacher Performance construct can be explained by Work Motivation by 91.60%, while the remaining 8.40% is explained by other variables not included in the study. Furthermore, the variability in the Work Motivation construct (Y) can be explained by the variables Organizational Culture (X1) and Transformational Leadership (X2) by 93.10%, while the remaining 6.90% is explained by other variables not examined in the study. It is evident that the coefficient for the influence of Work Motivation on Teacher Performance has decreased, indicating that the management of work motivation among teachers is still not optimal or fully effective.

Hypothesis Testing

Direct Effect Hypothesis Testing

This study uses a confidence level of 95% or a significance level of 5% ($\alpha = 0.05$). The hypothesis reference criteria are as follows:

- If the P-value < 0.05 , the hypothesis is accepted.
- If the P-value > 0.05 , the hypothesis is rejected.

The t-test criteria used are:

- If the calculated t-value (t-value) $< t$ -table, the hypothesis is rejected.
- If the calculated t-value $> t$ -table, the hypothesis is accepted.

Table 9. Path Coefficient; Means, STDV, T Value, P Value

Path (Jalur)	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Organizational Culture (X1) -> Teacher Performance (Z)	-0,008	-0,007	0,119	1,298	0,194
Organizational Culture (X1) -> Work Motivation (Y)	0,222	0,229	0,087	2,558	0,011
Transformational Leadership (X2) -> Teacher Performance (Z)	0,287	0,273	0,159	7,443	0,000
Transformational Leadership (X2) -> Work Motivation (Y)	0,761	0,754	0,063	9,128	0,000
Work Motivation (X2) -> Teacher Performance (Z)	0,686	0,699	0,145	4,739	0,000

Based on Table 9 Path Coefficient above, the hypothesis testing in this study can be explained as follows:

Tabel 10. Hypothesis Explanation

Path (Jalur)	Hipotesis	T statistics (O/STDEV)	P values	Keputusan Hipotesis
X1 ->Y1	There is an influence of organizational culture on teacher performance.	1,298 (1,298 < 1,96)	0,194	Ditolak, Nilai P value > 0,05
X1 ->Y2	There is an influence of organizational culture on work motivation.	2,558 (2,558 > 1,96)	0,011	Diterima, Nilai P value < 0,05
X2 ->Y1	There is an influence of transformational leadership on teacher performance.	(7,443 < 1,96)	0,000	Diterima, Nilai P value < 0,05
X2 ->Y2	There is an influence of transformational leadership on work motivation.	9,128 (9,128 > 1,96)	0,000	Diterima, Nilai P value < 0,05
Y2 ->Y1	There is an influence of work motivation on teacher performance.	4,739 (4,739 > 1,96)	0,000	Diterima, Nilai P value < 0,05

A brief explanation based on Table 9 and Table 10 is as follows:

1. The Influence of Organizational Culture on Teacher Performance

The influence of organizational culture on teacher performance can be observed from the analysis results, showing a P-value of $0.194 > 0.05$ and a t-statistic of $1.298 < 1.960$ (5% significance T-table). Therefore, it can be concluded that $H_a(1)$ is rejected, meaning there is no positive influence of organizational culture on teacher performance. Thus, in this study, organizational culture does not directly affect teacher performance.

2. The Influence of Organizational Culture on Work Motivation

The analysis results show a P-value of $0.011 < 0.05$ and a t-statistic of $2.558 > 1.960$ (5% significance T-table). Therefore, it can be concluded that $H_a(2)$ is accepted, indicating a positive influence of organizational culture on work motivation.

3. The Influence of Transformational Leadership on Teacher Performance

The analysis results reveal a P-value of $0.000 < 0.05$ with a t-statistic of $7.443 > 1.960$ (5% significance T-table). Thus, it can be concluded that $H_a(3)$ is accepted, indicating a positive influence of transformational leadership on teacher performance. Therefore, in this study, the transformational leadership variable directly affects teacher performance.

4. The Influence of Transformational Leadership on Work Motivation

Based on Table 4.17, the analysis results show a P-value of $0.000 < 0.05$ and a t-statistic of $9.128 > 1.960$ (5% significance T-table). Therefore, it can be concluded that $H_a(4)$ is accepted, indicating a positive influence of transformational leadership on work motivation. Hence, this study demonstrates that transformational leadership directly influences financial performance.

5. The Influence of Work Motivation on Teacher Performance

The analysis results show a P-value of $0.000 < 0.05$ with a t-statistic of $4.739 > 1.960$ (5% significance T-table). Therefore, it can be concluded that $H_a(5)$ is accepted, indicating a positive influence of work motivation on teacher performance. Thus, this study proves that work motivation directly affects teacher performance.

Based on the analysis results and explanations above, it can be observed that some independent variables do not have a direct influence, specifically organizational culture on teacher performance and transformational leadership on teacher performance.

Indirect Effect Hypothesis Testing

Table 11. Indirect Influence of Variable X on Y2 through Y1

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Keputusan
X1 -> Z -> Y	0,023	0,023	0,011	2,097	0,037	Diterima
X2 -> Z -> Y	0,031	0,030	0,014	2,260	0,024	Diterima

This test aims to prove whether there is an additional contribution from the intervening variable, in this case, work motivation, in maximizing or enhancing the influence of organizational culture and transformational leadership variables on teacher performance compared to the indirect effect of these variables on teacher performance through the intervening variable, which is work motivation.

Furthermore, by calculating the contribution of the independent variables in increasing the influence of organizational culture and transformational leadership on teacher performance, the analysis results are explained as follows:

1. Hypothesis Testing of the Influence of Organizational Culture on Teacher Performance through Work Motivation

Empirically, the intervening variable plays a role as a mediator between the independent variable and the endogenous variable. The results show that the independent variable, organizational culture, has a positive influence on teacher performance through work motivation, with a P-value of $0.042 < 0.05$ and a T-value of $2.034 > T\text{-table } 1.960$. Thus, it can be concluded that work motivation can serve as a mediating variable for teacher performance.

2. Hypothesis Testing of the Influence of Transformational Leadership on Teacher Performance through Work Motivation

Briefly, the indirect influence of transformational leadership on teacher performance through work motivation shows a P-value of $0.024 < 0.05$ and a T-value of $2.260 > T\text{-table } 1.960$. Therefore, it can be stated that work motivation can positively mediate the relationship between transformational leadership and teacher performance.

CONCLUSION

This study has successfully identified strategies and methods to improve employee performance by identifying the strength of relationships among the research variables. Furthermore, the study has produced findings regarding the research variable indicators that need to be improved and maintained. The detailed conclusions of this study are as follows:

1. There is no direct positive influence of organizational culture on teacher performance. The analysis results show a P-value of $0.0945 > 0.05$ and a t-statistic value of $0.067 < 1.960$ (T-table significance 5%).
2. There is a positive influence of organizational culture on work motivation. The analysis results show a P-value of $0.011 < 0.05$ and a t-statistic value of $2.558 > 1.960$ (T-table significance 5%).
3. There is no positive influence of transformational leadership on teacher performance. The analysis results show a P-value of $0.072 > 0.05$ with a t-statistic value of $1.801 < 1.960$ (T-table significance 5%).
4. There is a positive influence of transformational leadership on work motivation. The analysis results show a P-value of $0.000 < 0.05$ and a t-statistic value of $9.128 > 1.960$ (T-table significance 5%).
5. There is a positive influence of work motivation on teacher performance. Based on the analysis results, the P-value is $0.000 < 0.05$ with a t-statistic value of $4.739 > 1.960$ (T-table significance 5%).
6. There is an indirect influence of organizational culture on teacher performance through work motivation. The analysis results show a P-value of 0.037 with a t-statistic value of 2.097 .
7. There is an indirect influence of transformational leadership on teacher performance through work motivation. The analysis results show a P-value of 0.024 with a t-statistic value of 2.260 .

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8. There is no direct positive influence of organizational culture on teacher performance. The analysis results show a P-value of $0.0945 > 0.05$ and a t-statistic value of $0.067 < 1.960$ (T-table significance 5%).
9. There is a positive influence of organizational culture on work motivation. The analysis results show a P-value of $0.011 < 0.05$ and a t-statistic value of $2.558 > 1.960$ (T-table significance 5%).
10. There is no positive influence of transformational leadership on teacher performance. The analysis results show a P-value of $0.072 > 0.05$ with a t-statistic value of $1.801 < 1.960$ (T-table significance 5%).
11. There is a positive influence of transformational leadership on work motivation. The analysis results show a P-value of $0.000 < 0.05$ and a t-statistic value of $9.128 > 1.960$ (T-table significance 5%).
12. There is a positive influence of work motivation on teacher performance. Based on the analysis results, the P-value is $0.000 < 0.05$ with a t-statistic value of $4.739 > 1.960$ (T-table significance 5%).
13. There is an indirect influence of organizational culture on teacher performance through work motivation. The analysis results show a P-value of 0.037 with a t-statistic value of 2.097 .
14. There is an indirect influence of transformational leadership on teacher performance through work motivation. The analysis results show a P-value of 0.024 with a t-statistic value of 2.260 .

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