The Influence of Principal Transformational Leadership, School Culture, and Work Motivation on High School Teacher Performance in Rengat District, Indragiri Hulu Regency

Adek Riani[1*], Priadi Surya[2]
[1] Student Department of Education Management, Universitas Negeri Yogyakarta, Indonesia
[2] Lecturer Department of Education Management, Universitas Negeri Yogyakarta, Indonesia

Address: Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta 55281
Correspondence author: adekriani.2023@student.uny.ac.id

Abstract. This study aims to analyze the effect of transformational leadership of principals, school culture, and work motivation on the performance of high school teachers in Rengat District, Indragiri Hulu Regency. This study uses a quantitative approach. The research population consisted of 110 high school teachers, with a sample of 84 teachers. Data were collected through questionnaires and analyzed using descriptive and inferential statistical techniques. The results of the study partially show that the Transformational Leadership of the Principal does not have a significant effect on the performance of public high school teachers in Rengat District, as indicated by a significance value of 0.766, which is greater than 0.05. The same applies to the School Culture variable, which also has no significant effect on teacher performance, with a significance value of 0.477, which is also greater than 0.05. However, Work Motivation partially has a significant effect on teacher performance, with a significance value of 0.000 which is less than 0.05, thus indicating that Work Motivation is an important factor in improving teacher performance. Simultaneously, Transformational Leadership of the Principal, School Culture, and Work Motivation have a significant effect on teacher performance, as indicated by the F-test significance value of 0.000 which is smaller than 0.05, and the F-count value of 244.399 which is greater than the F-table of 2.717. The analysis results also show that the research model has excellent predictive power, with an R value of 0.902. This indicates that the three independent variables together have a strong influence on the performance of public high school teachers in Rengat District. This finding emphasizes the importance of paying attention to Work Motivation as a top priority in efforts to improve teacher performance, even though the role of Transformational Leadership of the Principal and School Culture in this context has not shown a partially significant contribution.

Keywords: Transformational Leadership of Principals, School Culture, Work Motivation, High School Teacher Performance

1. BACKGROUND

The performance of teachers at the senior high school level is one of the main indicators in determining the quality of education. This performance covers various aspects, ranging from the ability to deliver lesson materials to the influence on student motivation and development. Teachers who perform optimally are able to encourage the achievement of educational goals, including improving students' academic achievement and developing their character (E. Suryadi & Yusup, 2023; Tarigan, 2022). However, various factors, both internal and external, can affect teacher performance. One significant external factor is the leadership of the school principal, especially transformational leadership style. This leadership style has been proven to create a conducive work environment and empower

teachers which ultimately improves their performance (Hartini Rami, 2023; Tantrayana & Putra, 2020).

Transformational leadership focuses on empowerment, motivation, and strong interpersonal relationships between principals and teachers. Principals who implement this style not only create a positive work atmosphere but also increase teachers' commitment to their tasks (Sari et al., 2021). The emotional and intellectual support provided by the principal allows teachers to feel valued, thus motivated to achieve their best performance. Other research shows that transformational leadership not only strengthens relationships among school members, but also creates a healthy organizational climate that is essential for the achievement of educational goals (Maulita et al., 2022; Seniwati et al., 2022). With this approach, principals can facilitate innovation and collaboration among teachers, which ultimately has a positive impact on student learning outcomes (Fanani & Fadli, 2023).

School culture is also a factor that influences teacher performance. A positive school culture acts as a glue between all members of the school community as well as a driver of teacher professionalism. Research shows that a strong school culture increases teacher engagement and motivation in carrying out their duties (Bajrie & Pujiyati, 2023; Jaya, 2021). In addition, a supportive culture enables teachers to collaborate and innovate, creating a productive work environment (Wicaksono et al., 2023). However, a weak school culture is often an obstacle, causing teachers to feel disconnected from their work environment. As a result, their motivation and performance decline, which has an impact on the overall effectiveness of teaching (Zarkasi et al., 2022).

On the other hand, teacher motivation is also an important variable that affects their performance. Teachers who have strong work motivation tend to make maximum contributions to the learning process. Conversely, low motivation often leads to decreased productivity and teaching quality. Factors such as recognition from superiors, opportunities for professional development, and good interpersonal relationships have been shown to increase teacher motivation (Hartini Rami, 2023; Muhammad & Wardhana, 2022). In addition, teachers who feel emotionally supported by the principal are more motivated to give their best in teaching and managing student learning activities (Harahap et al., 2023). High work motivation is also associated with increased job satisfaction and active participation in school activities (Zarkasi et al., 2022).

However, in Rengat District, the implementation of transformational leadership by school principals still faces a number of challenges. Not all principals apply this leadership style consistently, resulting in variations in the effectiveness of school management. This

inconsistency often creates confusion among teachers which has a negative impact on their work motivation and performance (Rahmadona et al., 2021; Sudiarthi, 2022). In addition, the school culture in Rengat District has not fully functioned as a driving force to create a synergistic work environment. A weak school culture causes teachers to feel disconnected and uncommitted to their tasks, which has an impact on the decline in their overall performance (Hartawan, 2020; Krismawati & Manuaba, 2022).

Teacher work motivation in Rengat District also faces various obstacles, especially in facing the increasingly high demands of professionalism. Research shows that low work motivation can be a significant obstacle in achieving optimal performance (Ahyari & Marnisah, 2023). On the contrary, strong motivation allows teachers to be more focused and committed in carrying out their duties, even when facing high work pressure (Rizki, 2023). The support of the principal and the strengthening of the school culture are important elements in increasing teacher motivation. This contributes not only to the individual performance of teachers but also to the achievement of overall educational goals (F. Handayani & Azizah, 2021).

Based on the above description, this study aims to analyze the effect of transformational leadership of principals, school culture, and work motivation on the performance of high school teachers in Rengat District, Indragiri Hulu Regency. Multiple regression methods will be used to identify the relationship between these variables and the contribution of each variable to teacher performance (Arnita et al., 2023; Tarigan, 2022). With a better understanding of the interaction of these three variables, it is hoped that an effective strategy can be formulated to improve teacher performance and the quality of education in the region (Saputra, 2019; Wicaksono et al., 2023).

The research question to be answered is: To what extent do the transformational leadership of the principal, school culture, and work motivation influence the performance of high school teachers in Rengat District, Indragiri Hulu Regency? The answer to this question is expected to make an important contribution to understanding the dynamics of leadership, culture, and motivation in the educational environment and to support efforts to improve the quality of education at the senior high school level (Hasan, 2023; Suroso et al., 2023).

Although many studies have examined the influence of school principals' transformational leadership, school culture, and motivation on teacher performance, studies that comprehensively integrate these three factors at the public high school level in Rengat District, Indragiri Hulu Regency are still very limited. Therefore, this study aims to

understand the extent to which transformational leadership of principals, school culture, and work motivation can influence the performance of high school teachers in Rengat District, Indragiri Hulu Regency. In addition, it also aims to provide a deeper understanding of how transformational leadership of principals, school culture, and work motivation influence teacher performance individually and simultaneously.

2. METHOD

This research method is a quantitative research method. According to (Sugiyono, 2018) Multiple linear regression is used by researchers to predict the state (up and down) of the dependent variable and is performed when the number of independent variables is at least two. The application of the multiple linear regression method uses more than one variable that has one dependent variable. This analysis is used to determine whether there is an effect of the independent variables, namely Transformational Leadership of the Principal (X_1), School Culture (X_2) and Work Motivation (X_3). Meanwhile, the dependent variable in this study is the Performance of High School Teachers.

This study was conducted at SMA Negeri 1, SMA Negeri 2, and SMA Swasta PGRI in Rengat District. This study will be conducted from October to December 2024.

The population is a group of individuals who have the same specific characteristics (Creswell, 2015). The population in this study amounted to 110 teachers, consisting of 60 teachers from Rengat State High School 1, 40 teachers from Rengat State High School 2, and 10 teachers from PGRI Rengat Private High School, Rengat District, Indragiri Hulu Regency, with a total of 110 teachers.

The data collection technique is a way of obtaining data in research. The techniques used in this study are questionnaires and documentation. The questionnaire in this study is a tool used to measure the independent variables, namely: Transformational Leadership of the Principal (X1), School Culture (X2), and Work Motivation (X3). The researcher used questionnaires in this study because the resulting data was quantitative data, which is one of the requirements in quantitative research and correlation analysis. Documentation is the method of data collection used in this study. Documentation is used to determine the number of teachers, school accreditation status, and high school teacher performance.

The questionnaire in this study is seen from the point of view of how to answer, including a closed questionnaire using a Likert scale. The Likert scale is used to measure the attitudes, opinions and perceptions of an individual or group of people about social phenomena (Sugiyono, 2015). The scores used in this study are based on the Likert scale.

The modified Likert scale has five alternative answers provided, namely: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1).

Validity refers to the extent to which a measuring instrument is able to measure what it is supposed to measure. Reliability, on the other hand, refers to the extent to which the instrument consistently measures what it measures. Before this study was conducted, the researcher would first conduct an instrument trial. The instrument trial is intended to determine whether the instrument is indeed a good instrument, as indicated by its level of validity and reliability. The instrument trial was carried out using a Google form at a high school in Pelalawan Regency. The respondents for the instrument trial were 30 high school teachers in Pelalawan Regency.

An instrument is said to be constructively valid if the items of the instrument measure every aspect of thinking that has been mentioned in the specific instructional objectives. The construct validity test was carried out using expert judgment. This is because in preparing the questionnaire instrument, the words used must be simple and easy for respondents to understand. The expert judgment in this study was provided by two lecturers, Dr. Tina Rahmawati, M.Pd. and Dr. Endang Sri Budi Herawati, M.Pd., as validators of the material and instrument. This was intended to provide input on the research material and instrument so that any errors or weaknesses in the instrument made by the researchers would be identified.

In this study, a significance level of 5% was used. According to Sugiyono, (2012) The minimum requirement to be considered qualified is if $r > 0.3$. The correlation of the item with the total score is less than 0.361, then the item in the instrument is declared invalid.

To calculate r or the correlation coefficient and its level of significance, computer program assistance can be used through IBM SPSS Statistic 25. The testing conditions use a comparison of the r value with the r table. If the r value of the calculation is greater than the r table or the r calculation > r table, the question item is declared valid and vice versa if the r calculation < r table, the question item is declared invalid. The validity test in this study uses the product moment correlation technique.

According to Sugiyono (2018: 238) data analysis is the activity after data from all respondents or other data sources has been collected. The activities carried out in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable under study,

performing calculations to answer the problem formulation, and testing the hypotheses that have been proposed.

The hypothesis proposed by the researcher to be tested in this study is the relationship of Principal Supervision (X1), School Culture (X2), and Work Motivation (X3) on High School Teacher Performance (Y), both individually and simultaneously. In quantitative research, the data analysis technique used is directed at answering the problem formulation or testing the hypothesis that has been formulated.

A hypothesis is a statement used to explain the relationship between two variables that are related to a particular case and is a temporary assumption that needs to be tested to determine the truth of the conjecture in a study and has benefits for the research process to be effective and efficient. If the opinion is specifically related to the sample and population, then the hypothesis is called a statistical hypothesis. (Sugiyono, 2015) argues about the temporary answer to the formulation of the research problem, where in a problem formulation, stated in the form of a question sentence, it is said to be temporary because the answer given is only based on relevant theory, and has not been based on empirical facts obtained through data collection.

The first, second, and third hypothesis testing uses simple linear regression analysis techniques using SPSS software to determine the relationship and correlation of each independent variable with the dependent variable. Meanwhile, the fourth hypothesis is tested using multiple regression analysis to determine the relationship between three or more independent variables and one dependent variable simultaneously or together.

The calculation to determine the strength of the relationship between the independent variable and the dependent variable can be calculated using the correlation coefficient. This type of correlation can only be used in the relationship of straight-line variables using the Pearson product moment correlation

In the simultaneous test, a test will be carried out on the relationship of the two independent variables together against the dependent variable. The test statistic used during simultaneous testing is the F test. The F value from the calculation results is then compared with the F table or F obtained using a risk level or significance of 5% and the degree of freedom of numerators and denominators, namely $V1 = M$ and $V2 = (n-m-1)$ where the criterion used is if F count $\leq$ F table then the data is accepted, This means that there is no significant relationship of the independent variables together (simultaneously) on the dependent variable, and if F count $>$ F table then the data is rejected, meaning that there is

a significant relationship of the independent variables together (simultaneously) on the dependent variable.

3. RESULTS

Descriptive Analysis of Research Variables

The description of the analysis results illustrates the research data in the form of descriptive statistical analysis. This statistical analysis then presents the results of the hypothesis test as a starting point for decision making. This descriptive analysis presents the data in variables that are examined in a table distribution with calculations through the minimum (Min), maximum (Max), mean (M), median (Me), mode (Mo), standard deviation (SD), and criterion score (Cresswell, 2012). The instrument measurement in this study uses a rating scale, for favorable (positive) items the range is between 5 to 1, so that data is obtained as in Table 1.

Table 1. Summary of Statistical Data Description

Statistics				
	Transformational Leadership for School Principals (X1)	School Culture (X2)	Work Motivation (X3)	High school teacher performance (Y)
Valid	84	84	84	84
Missing	0	0	0	0
Mean	69.2500	69.9643	69.5833	69.3929
Median	72.0000	73.0000	70.5000	70.0000
Mode	80.00	80.00	80.00	80.00
Std. Deviation	12.46187	12.63429	10.78621	11.76683
Variance	155.298	159.625	116.342	138.458
Minimum	18.00	19.00	21.00	17.00
Maximum	80.00	80.00	80.00	80.00
Sum	5817.00	5877.00	5845.00	5829.00

The value of each variate of the research is calculated using the formula of dividing the total score per variate of the research by the criterion score then multiplied by 100% or the value per variate = then categorized according to the qualification of the results of the questionnaire per variate to make a conclusion per variable. $\frac{Skor\ total\ pervariabel}{Skor\ kriterium} x100$

The value of each question item is calculated using the formula of the total score per question item from the questionnaire filler then divided by the maximum number of scores per question item multiplied by 100% or the value per question item = , then categorized according to the qualification of the questionnaire results per question item

obtained from the respondents to make conclusions per question item. $\frac{Skor\ total\ per\ item\ pertanyaan}{Skor\ maksimal\ per\ item\ pertanyaan} x 100$

The qualifications of values per variable and per item use assessment criteria (Arikunto, 2009), as shown in the following table:

Table 2. Percentage of Grades

Percentage of score obtained	Category
81 – 100 %	Very High
61 – 80 %	Tall
41 – 60 %	Enough
21 – 40 %	Low
0 – 20 %	Very Low

The explanation of the variables of Transformational Leadership of School Principal (X1), School Culture (X2), Work Motivation (X3), and High School Teacher Performance (Y) in this study is as follows:

Principal Transformational Leadership (X1)

The Variaebel of Transformational Leadership of School Principals was measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The results of the calculation of the Principal's Transformational Leadership question items or statements were obtained with a maximum value of 80.00, a minimum score of 18.00, a mean of 69.25, a median of 72.00, a mode of 80.00, a variance of 155.298, and a standard deviation of 9.05368.

Based on the data obtained, the total score of the Principal's Transformational Leadership variate score is 5817 and the principal's Transformational Leadership variational criterion score is 8080. Then the variate value of Transformational Leadership of School Principals is analyzed using a percentage formula to determine the category, as follows:

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimal} x 100 = \frac{5817}{6720} x 100 = 86.56$$ in a very high category.

The total score per question item is 69.25 and the score of each question item, presentation per question item and value categories per question item of the Principal's Transformational Leadership variables can be seen in Table 3.

Table 3. Categories of Transformational Leadership Variables Questions for Principals

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,48	89,52	Very High
2.	P2	4,43	88,57	Very High
3.	P3	4,36	87,14	Very High
4.	P4	4,50	90,00	Very High
5.	P5	4,44	88,81	Very High
6.	P6	4,29	85,71	Very High
7.	P7	4,37	87,38	Very High
8.	P8	4,30	85,95	Very High
9.	P9	4,29	85,71	Very High
10.	P10	4,31	86,19	Very High
11.	P11	4,32	86,43	Very High
12.	P12	4,31	86,19	Very High
13.	P13	4,35	86,90	Very High
14	P14	4,12	82,38	Very High
15	P15	4,08	81,67	Very High
16	P16	4,32	86,43	Very High

Based on the data on the variables above, it can be concluded that the question items in the Transformational Leadership Variables of School Principals are all in the very high category with a score above 81%.

School Culture (x2)

School Culture Variability was measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The results of the calculation of the question items or statements of School Culture were obtained with a maximum value of 80, a minimum value of 19, a mean of 69.9643, a median of 73, a mode of 80, a variance of 159.625, and a standard deviation of 12.63429.

Based on the data obtained, the total score of the variate of School Culture is 5877 and the criterion score of the variate of School Culture is 6720. Then the variable value of Work Motivation is analyzed using the percentage formula to determine the category, as follows:

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimal} x100 = \frac{7525}{6720} x100 = 87.46$$ in the very high category.

The final calculation amount per question item is 69.96 and the score of each question item, presentation per question item and value categories per question item from the School Culture variables can be seen in Table 5.

Table 4. Category Per Item Questions Varied School Culture

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,27	85,48	Very High
2.	P2	4,42	88,33	Very High
3.	P3	4,45	89,05	Very High
4.	P4	4,37	87,38	Very High
5.	P5	4,37	87,38	Very High
6.	P6	4,33	86,67	Very High
7.	P7	4,37	87,38	Very High
8.	P8	4,42	88,33	Very High
9.	P9	4,33	86,67	Very High
10.	P10	4,49	89,76	Very High
11.	P11	4,30	85,95	Very High
12.	P12	4,33	86,67	Very High
13.	P13	4,43	88,57	Very High
14	P14	4,36	87,14	Very High
15	P15	4,20	84,05	Very High
16	P16	4,52	90,48	Very High

The data on the variaebel above, it can be concluded that the question items in the School Culture variables are all in a very high category with a score above 81%.

Work Motivation (x3)

Variate Work Motivation was measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The total score per question item is 69.58 and the score of each question item, presentation per question item and value categories per question item of the Work Motivation variables can be seen in Table 6.

Table 5. Categories Per Item Varied Questions Work Motivation

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,33	86,67	Very High
2.	P2	4,37	87,38	Very High
3.	P3	4,45	89,05	Very High
4.	P4	4,25	85,00	Very High
5.	P5	4,04	80,71	Tall
6.	P6	4,15	83,10	Very High
7.	P7	4,52	90,48	Very High
8.	P8	4,46	89,29	Very High
9.	P9	4,35	86,90	Very High
10.	P10	4,38	87,62	Very High
11.	P11	4,32	86,43	Very High
12.	P12	4,40	88,10	Very High

13.	P13	4,36	87,14	Very High
14	P14	4,37	87,38	Very High
15	P15	4,37	87,38	Very High
16	P16	4,45	89,05	Very High

Based on the data on the variables above, it can be concluded that the question items in the Work Motivation variable are mostly in the very high category, and only 1 item in the high category. The value of the Work Motivation question item which belongs to the category is very high in question items number 1,2, 3, 4,6,7,8,9,10,11,12,13,14,15, and 16 with a score in the range of 81-100%. The value of the Work Motivation question item which is in the high category in question item number 5 with a score above 61-80%.

High School Teacher Performance (Y)

Variate High School Teacher Performance was measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The results of the calculation of question items or statements of High School Teacher Performance were obtained with a maximum value of 80, a minimum value of 17, a mean of 69.3929, a median of 70.00, a mode of 80, a variance of 138,458, and a standard deviation of 11.76683.

Based on the data obtained, the total number of variable scores for High School Teacher Performance is 5829 and the criterion score for variable scores for High School Teacher Performance is 9840. Then the variable value of High School Teacher Performance is analyzed using a percentage formula to determine the category, namely:

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimal} x100 = \frac{5829}{6720} x100 = 86.74$$ in a very high category.

The total score per question item is 69.39 and the score of each question item, presentation per question item and value categories per question item from the variation of High School Teacher Performance can be seen in Table 7.

Table 6. Category Per Item Varied Questions High School Teacher Performance

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,61	92,28	Very High
2.	P2	4,66	93,27	Very High
3.	P3	4,63	92,67	Very High
4.	P4	4,65	93,07	Very High
5.	P5	4,57	91,49	Very High
6.	P6	4,79	95,84	Very High
7.	P7	4,72	94,46	Very High

8.	P8	4,68	93,66	Very High
9.	P9	4,69	93,86	Very High
10.	P10	4,59	91,88	Very High
11.	P11	4,72	94,46	Very High
12.	P12	4,59	91,88	Very High
13.	P13	4,47	89,31	Very High
14	P14	4,60	92,08	Very High
15	P15	4,59	91,88	Very High
16	P16	4,51	90,30	Very High

Based on the data on the variables above, it can be concluded that the question items in the High School Teacher Performance variables are all in the very high category with a score above 81%.

Hypothesis Test Results

Hypothesis testing is analyzed with the help of excel and SPSS program applications. Hypothesis testing uses a simple regression technique to determine the influence of each free variate with a bound variable, and multiple regression analysis to determine the influence together and multiple correlations. A summary of the results of the research hypothesis test can be seen in Table 8 and Table 9.

Table 7. Partial Hypothesis Testing

Hypothesis	T-Count	Sig.	Information
X1 to Y	-.299	.766	No Influence
X2 Against Y	.714	.477	No Influence
X3 Against Y	15.301	.000	There is Influence

Source : Primary Data 2025

Table 8. Simultaneous Hypothesis Testing

Hypothesis	F-Calculate	Sig.	Information
X1, X2 and X3 Against Y	244.399	0.000	There is Influence

Source: Primary data processed by 2025

The explanation of the results of the analysis to be able to find out the influence between each variable is as follows:

The first hypothesis formulated in this study is that there is no significant influence of Principal's Transformational Leadership on the Performance of High School Teachers in Rengat Indragiri Hulu District. Based on a hypothesis test, the partial influence of Principal's Transformational Leadership on the Performance of High School Teachers in Rengat Indragiri Hulu District. Based on the significance value of the Coefficients Table, the significance value of the Principal's Transformational Leadership variables was 0.766

> 0.05, so that it can be stated that Ho was accepted and Ha was rejected. This means that the Transformational Leadership Variables of School Principals (X1) do not have a significant effect on the Performance Variables of High School Teachers (Y).

The second hypothesis formulated in this study is that there is no significant influence of School Culture on the Performance of High School Teachers in Rengat Indragiri Hulu District. Based on a hypothesis test, the partial influence of School Culture on the Performance of High School Teachers in Rengat Indragiri Hulu District. Based on the significance value from the Coefficients Table, the significance value of the School Culture variance was 0.477 > 0.05, so that it can be stated that Ho is accepted and Ha is rejected. This means that the School Culture variable (X2) does not have a significant effect on the High School Teacher Performance variable (Y).

The second hypothesis formulated in this study is that there is an influence of Work Motivation on the Performance of High School Teachers in Rengat Indragiri Hulu District. Based on a hypothesis test, the effect of Work Motivation on the Performance of High School Teachers in Rengat Indragiri Hulu District. Based on the significance value from the Coefficients Table, the significance value in the Work Motivation variable is 0.000 < 0.05, so that it can be stated that Ho is rejected and Ha is accepted. This means that the variation of Work Motivation (X3) has a significant effect on the variation of High School Teacher Performance (Y).

The fourth hypothesis formulated in this study is the influence of Transformational Leadership Leadership of School Principals, School Culture, and Work Motivation on the Performance of High School Teachers in Rengat Indragiri Hulu District. The calculation of the double linear regression analysis was carried out using the SPSS 25 program.

The R number of 0.950 shows that there is an influence between the dependent variables of high school teachers' performance and all the independent variables, namely the principal's leadership, work motivation, and the availability of practice infrastructure facilities simultaneously (together). The R Square number or Coefficient of Determination has a positive value of 0.902 (derived from 0.950 x 0.950). This means that the variation in the performance of high school teachers can be explained by the variation of the principal's leadership, work motivation, and the availability of practice infrastructure facilities simultaneously (together) by 95%, while the rest of the (100-95 = 5 or 5% is explained by other factors).

The results of the F test showed a significance value of 0.000 < 0.05. As for the F-calculation, it is known that the value is 244,399, which is greater than the value of F-Table

F (k:n-k) = F (3:81). The value of F-Count 244,399 is greater than the value of F-Table at the significance level of 5% using the formula F (k:n-k) = F (3:81) with 84 samples, then the F-Table value of 2,717 is obtained. This means that Ho is rejected and Ha is accepted, thus showing that the X1, X2 and X3 variants have a simultaneous effect on the Y variant.

4. DISCUSSION

The Influence of Principal's Transformational Leadership on the Performance of High School Teachers

In this study, the main focus is to explore the influence of transformational leadership of school principals on teacher performance at the high school level. The results of the hypothesis test show that the significance value for the transformational leadership variable of the principal is 0.766, which is greater than 0.05. Therefore, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected, which means that the transformational leadership of the principal did not have a significant effect on the performance of State High School teachers. These findings raise important questions regarding other factors that may affect teacher performance, as well as the relevance of transformational leadership in the context of education.

Transformational leadership is often considered a leadership style that can motivate and inspire its followers to achieve higher performance. However, in the context of this study, the results obtained suggest that although transformational leadership has the potential to improve performance, in this case, the influence is not significant. Previous research has also shown mixed results regarding the influence of transformational leadership on performance. For example, research by Asriani et al. shows that transformational leadership can affect performance and job satisfaction, but with different intervening variables (Asriani et al., 2020). This shows that context and other variables can play an important role in determining the outcome.

Furthermore, Supardi and Anshari in their research found that transformational leadership and organizational culture have a significant influence on employee performance collectively, but not individually (Supardi & Anshari, 2022). This suggests that there may be an interaction between leadership and organizational culture that needs to be considered in further research. In addition, Feri et al. emphasized the importance of motivation and organizational culture as intervening variables that can mediate the relationship between transformational leadership and performance (Feri et al., 2020). In

this context, perhaps the performance of State High School teachers is influenced by other factors such as work motivation, school culture, and support from colleagues.

Asbari et al. examined the role of readiness to change as a mediator in the relationship between transformational leadership and employee performance. Their findings suggest that readiness to change can increase the influence of transformational leadership on performance (Asbari et al., 2020). This indicates that in the context of education, teachers' readiness to accept the changes proposed by the principal can also affect their performance outcomes. Further research can explore how readiness to change among teachers can contribute to their performance in the context of transformational leadership.

On the other hand, Pratama found that transformational and transactional leadership can affect employee performance, but with a different approach (Pratama et al., 2024). This research suggests that a more holistic leadership approach, which combines elements from different leadership styles, may be more effective in improving performance. In this context, principals may need to consider combining transformational leadership styles with elements from other leadership styles to achieve better outcomes.

In research by Gazali et al., it was found that a ready-to-change mentality can play a role as a mediator in the relationship between transformational leadership and employee performance (Gazali et al., 2020). This suggests that to improve teacher performance, principals may need to focus on developing a ready-to-change mentality among teachers. Thus, this study shows that while transformational leadership has the potential to improve performance, other factors such as readiness to change and organizational culture also need to be considered.

Research by Asiah and Sabaruddinsah shows that transformational leadership, management control systems, and organizational culture have a significant influence on the performance of government apparatus (Asiah & Sabaruddinsah, 2021). These findings indicate that in the context of education, school principals need to pay attention to school culture and existing control systems to improve teacher performance. Further research can explore how school culture can interact with transformational leadership to influence teacher performance.

Rahima in her research shows that transformational leadership and work discipline have an influence on teacher performance in elementary schools (Rahima et al., 2023). This shows that work discipline can also be an important factor that needs to be considered in the context of teacher performance in high school. This research underscores the

importance of considering various factors that can affect teacher performance, including work discipline, motivation, and support from the principal.

In this context, Anwar et al. examined the influence of transformational leadership of early childhood education heads on the quality of educators and found that transformational leadership can improve the quality of education (Anwar et al., 2022). Although this study was conducted at different levels of education, the results suggest that transformational leadership has the potential to improve performance in educational contexts, but may require different approaches depending on the context.

Iskandar in his research shows that transformational leadership and organizational culture have a significant influence on employee performance (Iskandar & Hasbi, 2024). This shows that in the context of education, school principals need to pay attention to the organizational culture in schools to improve teacher performance. Further research can explore how organizational culture can interact with transformational leadership to influence teacher performance.

Hidayah examines the influence of transformational leadership and organizational commitment in improving employee performance at Jabal Noor Plus Junior High School (Hidayah et al., 2024). These findings show that organizational commitment can also play an important role in improving teacher performance. In this context, school principals need to pay attention to how to build commitment among teachers to achieve better performance.

Sya'Diyyah researched the implementation of visionary and transformational leadership styles in Annihayah Junior High School, showing that different leadership styles can affect teacher performance in different ways (Sya'diyyah et al., 2024). This suggests that principals need to consider the leadership style that best suits the school's context and the teacher's needs to improve performance.

In research by Annabila, it was found that the transformational leadership of school principals and school culture has an important role in supporting teacher performance (Annabila et al., 2024). This shows that principals need to pay attention to school culture and how it can interact with transformational leadership to improve teacher performance.

Anggaristi examines the relationship between organizational commitment and transformational leadership style on organizational citizenship behavior (Anggaristi & Sahrah, 2024). These findings suggest that organizational commitment can influence how teachers behave in schools, which in turn can affect their performance. Further research can explore how building organizational commitment among teachers can improve their performance.

Kholifah and Fadli show that transformational leadership and work-life balance can affect employee work engagement and performance (Kholifah & Fadli, 2022). In the context of education, this shows that school principals need to pay attention to teachers' work-life balance to improve their performance. Further research can explore how work-life balance can interact with transformational leadership to influence teacher performance.

Sudarmadi researched the influence of transformational leadership and organizational culture on the quality of work life and its impact on employee performance (Sudarmadi et al., 2024). These findings show that the quality of work life can also affect teacher performance. Further research can explore how improving the quality of teachers' work lives can contribute to improved performance.

In research by Rusmiati, it was found that transformational leadership can affect employee performance (Rusmiati et al., 2024). These findings suggest that although transformational leadership did not have a significant effect in this study, there is potential to improve teacher performance through a more holistic approach.

Transformational leadership has the potential to improve performance, but the results of this study show that the influence is not significant and the t-count value is negative. Therefore, it is important to consider other factors that can affect teacher performance, such as organizational culture, motivation, and commitment. Further research is needed to explore the interaction between transformational leadership and other factors in the context of education to achieve better outcomes.

2. The Influence of School Culture on the Performance of High School Teachers

In this study, the main focus is to explore the influence of school culture on teacher performance at the high school level. The results of the hypothesis test show that the significance value for the school culture variable is 0.477, which is greater than 0.05. Therefore, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected, which means that school culture did not have a significant effect on the performance of State High School teachers. These findings invite further discussion about the complexity of the relationship between school culture and teacher performance, as well as other factors that may play a role in this context.

School culture is often considered an important factor that can affect teacher performance. However, in the context of this study, the results obtained suggest that although school culture has the potential to influence performance, in this case, the influence is not significant. Previous research by Febriantina et al. has shown that there is a positive influence between organizational culture on teacher performance, but these

results may differ depending on the context and type of school studied (Febriantina et al., 2018). This suggests that other variables, such as principal leadership and work motivation, may be more influential in certain contexts.

Zuldesiah et al. also emphasized the importance of the principal's leadership style and the implementation of supervision in improving teacher performance (Zuldesiah et al., 2021). The study suggests that while school culture has a role, factors such as leadership and supervision may have a greater impact on teacher performance. Therefore, it is important to consider the interaction between school culture and other factors in further research.

In a study by Timor, it was found that principal leadership and teacher performance have a significant relationship, which suggests that effective leadership can improve teacher performance (Timor, 2018). This shows that school principals need to create a culture that supports and motivates teachers to achieve better performance. This research underscores the importance of the role of school principals in shaping a positive school culture, which in turn can affect teacher performance.

Aisyafarda and Sarino found that the principal's situational leadership style and organizational culture have a positive and significant influence on teacher performance simultaneously (Aisyafarda & Sarino, 2019). These findings suggest that to improve teacher performance, principals need to consider leadership styles that fit the existing school culture. In this context, the principal may need to adapt his or her leadership approach to create a supportive environment for teachers.

Nasution in his research shows that organizational culture and incentives also affect teacher performance (Nasution et al., 2024). This study shows that a positive school culture can contribute to teacher performance, but incentive factors also need to be considered. This shows that to improve teacher performance, school principals need to create a supportive culture and provide adequate incentives.

Adzkiya examines the influence of the principal's transformational leadership style, school climate, and teachers' professional commitment on teacher performance (Adzkiya, 2021). These findings suggest that a positive school climate can improve teacher performance, but transformational leadership styles also play an important role. In this context, school principals need to create a climate that supports and motivates teachers to achieve better performance.

Fitriyanti et al. examined the influence of principal supervision and work motivation on teacher performance, and found that principal supervision has an effect on

teacher performance (Fitriyanti et al., 2022). This shows that although school culture does not have a significant effect, good supervision can improve teacher performance. Therefore, school principals need to focus on strengthening supervision to improve teacher performance.

Nadyanti emphasized that motivation also plays an important role in improving teacher performance (Nadyanti & Dewi, 2024). This study shows that work motivation can contribute to teacher performance, which shows that school principals need to pay attention to motivational factors in an effort to improve performance. In this context, a supportive school culture can contribute to increasing teacher motivation.

Kartini in her research shows that the implementation of religious culture in schools can have a positive effect on teacher performance (Kartini et al., 2024b). This suggests that a strong school culture can contribute to teacher performance, but in the context of this study, the effect is not significant. Therefore, it is important to further explore how school culture can be optimized to improve teacher performance.

Herry et al. found that the principal's leadership and teacher commitment have a positive influence on teachers' professional performance (Herry et al., 2020). These findings suggest that principals need to build commitment among teachers to achieve better performance. In this context, a supportive school culture can contribute to increased teacher commitment.

Annabila researched the influence of principal's transformational leadership and school culture on teacher performance, and found that transformational leadership has no significant effect on teacher performance (Annabila et al., 2024). This suggests that while transformational leadership has the potential to improve performance, in certain contexts, its influence may not be significant.

Rami researched the relationship between principal leadership and technological abilities on teacher performance, and found that good leadership can improve teacher performance (Hartini Rami, 2023). This shows that school principals need to pay attention to technological aspects in an effort to improve teacher performance. In this context, a school culture that supports the use of technology can contribute to improved performance.

Abdullah researched the implementation of school organizational culture on teacher performance, and found that a strong organizational culture can contribute to teacher performance (Abdullah et al., 2024). This suggests that although school culture did not have a significant effect in this study, a strong organizational culture can have a positive impact on teacher performance.

Kholifah and Fadli found that transformational leadership and work-life balance can affect employee performance (Kartini et al., 2024a). In the context of education, this shows that school principals need to pay attention to teachers' work-life balance to improve their performance. Further research may explore how work-life balance can interact with school culture to influence teacher performance.

In research by Sudarmadi, it was found that transformational leadership and organizational culture have a significant influence on the quality of work life and its impact on employee performance (Prabowo et al., 2024). This shows that school principals need to pay attention to the quality of teachers' work life to improve their performance. In this context, a supportive school culture can contribute to improving the quality of work life.

In research by Rusmiati, it was found that transformational leadership can affect employee performance (Bajrie & Pujiyati, 2023). These findings suggest that although school culture did not have a significant effect in this study, there is potential to improve teacher performance through a more holistic approach.

Transformational leadership has the potential to improve performance, but the results of this study show that the influence is not significant and the t-count value is positive. Therefore, it is important to consider other factors that can affect teacher performance, such as organizational culture, motivation, and commitment. Further research is needed to explore the interaction between school culture and other factors in the context of education to achieve better outcomes.

The Effect of Work Motivation on the Performance of High School Teachers

In this study, the main focus is to explore the influence of work motivation on teacher performance at the high school level. The results of the hypothesis test showed that the significance value for the work motivation variable was 0.000, which was smaller than 0.05. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted, which means that work motivation had a significant effect on the performance of State High School teachers. These findings are in line with many previous studies that show that work motivation is a key factor in improving individual performance, including in the context of education.

Work motivation can be defined as an internal drive that drives individuals to achieve certain goals in their work. Research by Iba et al. shows that motivation has a positive influence on teacher performance, where motivated teachers tend to show better performance in their teaching tasks (Iba et al., 2021). This is in line with research by Jufrizen which found that high work motivation can improve overall employee

performance (Jufrizen, 2021). Thus, work motivation not only plays a role in the context of education, but also in various other sectors.

Furthermore, research by Dawam et al. confirms that work motivation can serve as a mediator in the relationship between the managerial competence of school principals and teacher performance (Dawam et al., 2022). This shows that principals who are able to create an environment that motivates teachers can improve their performance. In this context, school principals need to understand the importance of creating a supportive work environment and motivating teachers to achieve optimal results.

In addition, research by Amalia shows that work motivation is also influenced by external factors such as compensation and the work environment (Amalia et al., 2024). This shows that to increase teachers' work motivation, school principals need to pay attention to these aspects. A positive work environment and fair compensation can contribute to increased work motivation, which in turn can improve teacher performance.

Pamungkas et al. also emphasized the importance of work motivation in mediating the influence of organizational climate and work discipline on employee performance (Pamungkas et al., 2022). This study shows that work motivation plays an important role in improving performance, especially in the context of organizations that have a supportive climate. In the context of education, school principals need to create a positive organizational climate to increase teachers' work motivation.

Furthermore, research by Hadiyanto shows that the competence of school principals and organizational culture also affect teachers' work motivation (Hadiyanto et al., 2024). This shows that school principals need to have good competence in leading and creating a supportive organizational culture to increase teachers' work motivation. Thus, the development of the principal's competence is important in an effort to improve teacher performance.

In a study by Fitriyanti et al., it was found that principal supervision and work motivation have an effect on teacher performance (Fitriyanti et al., 2022). This study shows that good supervision can increase teachers' work motivation, which in turn has a positive impact on their performance. Therefore, school principals need to provide effective supervision to increase teachers' work motivation.

The results of the study by Hidayat show that the democratic leadership style of school principals and teachers' work motivation have an effect on teacher performance (Hidayat & Prabowo, 2024). This shows that principals who apply a democratic leadership style can increase teachers' work motivation, which will ultimately improve their

performance. In this context, it is important for school principals to implement a leadership style that suits the needs of teachers.

Furthermore, research by Ginting shows that work motivation, work discipline, and organizational culture have an effect on job satisfaction and teacher performance (Ginting et al., 2024). This study shows that high work motivation can increase teachers' job satisfaction, which in turn has a positive impact on their performance. Therefore, it is important to create a supportive work environment to increase teachers' motivation and job satisfaction.

In research by Irawadi, it was found that work motivation affects teacher performance, and job satisfaction also plays an intervening variable (Irawadi, 2022). This suggests that high work motivation can increase teachers' job satisfaction, which in turn can improve their performance. Therefore, it is important to pay attention to factors that can increase teachers' motivation and job satisfaction.

Research by Siregar et al. also shows that work motivation and work discipline have a significant effect on employee performance (Siregar, 2023). This shows that high work motivation can improve teachers' work discipline, which in turn has a positive impact on their performance. Therefore, it is important to create an environment that supports teachers' work discipline and work motivation.

In this context, research by Hura shows that work communication, work motivation, and work environment have an effect on employee performance (Hura & Yanti, 2023). This suggests that good communication can increase work motivation, which in turn can improve teachers' performance. Therefore, it is important to establish effective communication between principals and teachers.

Overall, the results of this study show that work motivation has a significant and positive influence on the performance of State High School teachers. Therefore, it is important for school principals to create a supportive work environment, provide good supervision, and implement appropriate leadership styles to increase teachers' work motivation. Further research can explore other factors that can affect teachers' work motivation and performance in the context of education.

The Influence of Principal Supervision, School Culture, and Work Motivation on High School Teacher Performance

In this study, the results of the F test showed that the significance value was 0.000 and the F-count value was 244,399, which was greater than the F-table 2,717. This shows that the independent variables, namely Principal's Transformational Leadership, School

Culture, and Work Motivation, simultaneously have a significant effect on the performance of high school teachers. These findings are very important because they show that these three variables have a significant contribution in improving teacher performance, which is a key element in achieving educational goals in schools.

These results are in line with research by Handayani and Rasyid who found that principal leadership, teacher motivation, and organizational culture have a significant influence on teacher performance (T. Handayani & Rasyid, 2015). The study confirms that a good leadership style can create a positive work environment, which in turn can improve teacher motivation and performance. Thus, school principals need to implement transformational leadership styles to motivate teachers and create a supportive school culture.

Furthermore, research by Oupen et al. shows that transformational leadership, organizational culture, and work motivation have a significant contribution to teachers' organizational commitment (Oupen et al., 2020). This shows that when principals implement transformational leadership and create a positive organizational culture, teachers will be more motivated and committed to improving their performance. Therefore, it is important for school principals to pay attention to these aspects in an effort to improve teacher performance.

In this context, research by Mariatie et al. also supports the finding that principal leadership and compensation have an effect on teacher performance through work motivation (Mariatie et al., 2021). This study shows that work motivation functions as a mediator that connects the principal's leadership and teacher performance. Thus, school principals need to create an environment that motivates teachers to achieve optimal performance.

The results of this study are also in line with research by Jaya which shows that teacher performance is influenced by the principal's leadership style and work motivation (Jaya, 2021). This study emphasizes the importance of good leadership in creating high work motivation among teachers. Therefore, school principals need to develop effective leadership skills to improve teacher motivation and performance.

In addition, research by Suryadi shows that organizational culture, work motivation, and work discipline affect teacher performance (R. N. Suryadi, 2020). These findings suggest that a positive school culture can increase teachers' work motivation, which in turn will have an impact on their performance. Therefore, school principals need to create a supportive school culture to improve teacher performance.

Research by Devi and Wiyasa also shows that the leadership of school principals and the work environment have an effect on teacher performance (Prasisca Devi & Wiyasa, 2021). This shows that a good work environment and effective leadership can improve teacher motivation and performance. Thus, school principals need to pay attention to these factors in an effort to improve teacher performance.

In a study by Zulkarnaen et al., it was found that school culture, transformational leadership style, and work motivation have a significant influence on teacher performance (Zulkarnaen et al., 2020). This study shows that these three variables interact with each other and contribute to improving teacher performance. Therefore, it is important for principals to integrate these three aspects in the school's management strategy.

The results of this study are also in line with research by Badaruddin which shows that the leadership of school principals and work culture have an effect on teacher performance (Badaruddin, 2022). These findings suggest that a good work culture can improve teacher performance, and principals need to create a positive work culture to achieve optimal results.

Furthermore, research by Kurniawati shows that the transformational leadership of madrasah heads, work motivation, and work discipline affect teacher performance (Kurniawati, 2023). This study confirms that good leadership can increase teachers' work motivation, which in turn will have a positive impact on their performance. Therefore, school principals need to implement transformational leadership styles to improve teacher performance.

In this context, research by Muliati shows that transformational leadership can affect teacher motivation and performance (Muliati, 2022). These findings suggest that good leadership can increase teachers' work motivation, which in turn will improve their performance. Therefore, school principals need to pay attention to the leadership style applied to achieve optimal results.

Thus, the results of this study show that Transformational Leadership of School Principals, School Culture, and Work Motivation simultaneously have a significant and positive effect on the performance of high school teachers. This means that with a positive influence, with an increase in the variables of Principal, School Culture, and Work Motivation, the Teacher Performance variable will also increase.

Therefore, it is important for school principals to implement transformational leadership styles, create a positive school culture, and increase teachers' work motivation to achieve optimal performance. Further research can explore the interaction between these

three variables and other factors that can influence teacher performance in an educational context.

5. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the transformational leadership of the principal and school culture do not have a significant effect on the performance of State High School Teachers in Rengat District, Indragiri Hulu Regency. Meanwhile, work motivation has a great influence on the performance of State High School teachers in Rengat District, Indragiri Hulu Regency. In addition, the test results in the Summary Model showed that the R value of 0.902 showed that there was an influence between the performance variables of high school teachers and all their independent variables simultaneously (together).

Based on the results of the study, it is recommended that school principals evaluate and improve transformational leadership approaches by increasing direct involvement in teacher coaching and creating effective communication. In addition, schools need to revitalize a positive work culture through training, rewards, and strengthening the value of togetherness to support teacher professionalism. Considering that work motivation has proven to have a significant effect on performance, schools and education offices can focus on providing incentives, awards, and improving teacher welfare. A holistic approach through strengthening leadership, school culture, and work motivation is needed to improve teacher performance optimally. Further research is recommended to examine other factors that may be more influential, such as professional competence and technological support, as well as to expand the context of the research to other regions.

BIBLIOGRAPHY

Abdullah, E., Sumarni, S., Saputri, L., Jumiati, J., Mirawati, M., Sulastri, E., Parioga, H., & Wardani, J. A. (2024). Implementasi budaya organisasi sekolah terhadap kinerja guru di SMP Negeri 1 Majauleng. *Journal of Human and Education (JAHE)*, 4(1), 6–9. https://doi.org/10.31004/jh.v4i1.529

Adzkiya, A. (2021). Pengaruh gaya kepemimpinan transformasional kepala sekolah, iklim sekolah dan komitmen profesional guru terhadap kinerja guru (Studi kasus di MTs Ma'arif NU Kabupaten Banyumas). *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 22(4), 492–500. https://doi.org/10.32424/jeba.v22i4.1772

Ahyari, I., & Marnisah, L. (2023). Pengaruh motivasi, kompensasi, dan lingkungan kerja guru di SMK N 1 Lempuing. *Cakrawala Repositori IMWI*, 6(6), 2365–2383. https://doi.org/10.52851/cakrawala.v6i6.546

Aisyafarda, J., & Sarino, A. (2019). Gaya kepemimpinan situasional kepala sekolah dan budaya organisasi sebagai determinan kinerja guru. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 228. https://doi.org/10.17509/jpm.v4i2.18018

Amalia, V. M., Alamanda, D. T., Jumiati, & Yulia, H. (2024). Pengaruh kompetensi, motivasi kerja dan kompensasi terhadap kinerja pegawai melalui kepuasan kerja di Dinas Pemadam Kebakaran Kabupaten Garut. *Jurnal Ilmiah Manajemen Publik dan Kebijakan Sosial*, 8(2), 108–124. https://doi.org/10.25139/jmnegara.v8i2.8550

Anggaristi, D. D., & Sahrah, A. (2024). Hubungan antara komitmen organisasi dan gaya kepemimpinan transformasional terhadap organizational citizenship behavior pada customer service PT. "X." *Journal of Comprehensive Science (JCS)*, 3(6), 1170–1185. https://doi.org/10.59188/jcs.v3i6.752

Annabila, S., Sunarni, S., & Juharyanto, J. (2024). Kurikulum Merdeka di Sekolah Penggerak: Sumbangan kepemimpinan transformasional kepala sekolah dan budaya sekolah terhadap kinerja guru tingkat Sekolah Menengah Pertama (SMP). *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 6(4), 322. https://doi.org/10.17977/um027v6i42023p322

Anwar, R. N., Mulyadi, M., & Soleh, A. K. (2022). Kepemimpinan transformasional kepala PAUD untuk meningkatkan mutu pendidik. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2852–2862. https://doi.org/10.31004/obsesi.v6i4.1577

Arnita, H., Hendriani, S., & Afriyani, D. (2023). Pengaruh supervisi akademik dan motivasi kerja guru terhadap keterampilan guru dalam mengelola kelas. *Edukatif: Jurnal Ilmu Pendidikan*, 5(5), 1789–1806. https://doi.org/10.31004/edukatif.v5i5.5577

Asbari, M., Novitasari, D., Silitonga, N., Sutardi, D., & Gazali. (2020). Pengaruh kepemimpinan transformasional terhadap kinerja karyawan: Peran kesiapan untuk berubah sebagai mediator. *Jurnal Manajemen*, 10(2), 84–99. https://doi.org/10.30656/jm.v10i2.2371

Asiah, N., & Sabaruddinsah, S. (2021). Pengaruh kepemimpinan transformasional dan management control system serta budaya organisasi terhadap kinerja aparatur pemerintah daerah. *Jurnal Akuntansi Bisnis Pelita Bangsa*, 6(01), 34–46. https://doi.org/10.37366/akubis.v6i01.225

Asriani, A., Mintarti, S., & ZA, S. Z. (2020). Pengaruh gaya kepemimpinan transformasional dan budaya organisasi terhadap kinerja dan kepuasan kerja sebagai variabel intervening. *Jurnal Bisnis dan Manajemen*, 217–234. https://doi.org/10.23960/jbm.v16i3.126

Badaruddin, K. (2022). Pengaruh kepemimpinan kepala sekolah dan budaya kerja terhadap kinerja guru pendidikan agama Islam. *Jurnal Intelektualita: Keislaman, Sosial dan Sains*, 11(2), 256–260. https://doi.org/10.19109/intelektualita.v11i2.15130

Bajrie, F. Z., & Pujiyati, W. (2023). Pengaruh gaya kepemimpinan kepala sekolah dan budaya sekolah terhadap kinerja guru sekolah dasar di Kecamatan Gabuswetan Kabupaten Indramayu. *Edum Journal*, 6(2), 44–55. https://doi.org/10.31943/edumjournal.v6i2.129

Creswell, J. W. (2015). *Penelitian kualitatif & desain riset*. Pustaka Pelajar.

Dawam, D., Bastian, A., & Heri, H. (2022). Pengaruh kompetensi manajerial dan kepemimpinan demokratik kepala sekolah terhadap kinerja guru melalui motivasi kerja. *Lectura: Jurnal Pendidikan*, 13(1), 65–85. https://doi.org/10.31849/lectura.v13i1.9330

Eldiana Harahap, F., Khairinal, K., & Rosmiati, R. (2023). Pengaruh kepemimpinan kepala sekolah, budaya sekolah, dan motivasi kerja terhadap kinerja guru pada Sekolah Menengah Pertama Negeri (SMPN) 11 Kota Jambi. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 4(2), 625–636. https://doi.org/10.38035/jmpis.v4i2.1621

Fanani, S. A., & Fadli, W. (2023). Faktor determinasi kinerja guru madrasah (Studi di MTs se-Kecamatan Slahung). *Excelencia: Journal of Islamic Education & Management*, 3(01), 137–148. https://doi.org/10.21154/excelencia.v3i01.1820

Febriantina, S., Lutfiani, F. N., & Zein, N. (2018). Pengaruh budaya organisasi terhadap kinerja guru. *Tadbir Muwahhid*, 2(2), 120. https://doi.org/10.30997/jtm.v2i2.1313

Feri, S., Rahmat, A., & Supeno, B. (2020). Pengaruh motivasi, gaya kepemimpinan transformasional dan budaya organisasi terhadap kinerja karyawan melalui kepuasan kerja sebagai variabel intervening (Studi pada PT. Champion Kurnia Djaja Technologies). *Inobis Jurnal Inovasi Bisnis dan Manajemen Indonesia*, 4(1), 134–151. https://doi.org/10.31842/jurnalinobis.v4i1.172

Fitriyanti, F., Haryati, S., & Zuhairi, A. (2022). Pengaruh supervisi kepala sekolah dan motivasi kerja terhadap kinerja guru sekolah dasar. *Jurnal Basicedu*, 6(1), 1243–1251. https://doi.org/10.31004/basicedu.v6i1.2184

Gazali, G., Asbari, M., & Novitasari, D. (2020). Peran readiness for change mentality terhadap kinerja pegawai kontrak industri alas kaki. *Widya Cipta: Jurnal Sekretari dan Manajemen*, 4(2), 169–182. https://doi.org/10.31294/widyacipta.v4i2.8823

Ginting, Y. M., Fitria, F., & Chandra, T. (2024). Pengaruh gaya kepemimpinan, motivasi kerja, dan budaya organisasi terhadap kepuasan kerja dan kinerja guru aparatur sipil negara SMA Negeri se-Kecamatan Rupat dan Kecamatan Rupat Utara Kabupaten Bengkalis. *Manis: Jurnal Manajemen dan Bisnis*, 7(2), 84–102. https://doi.org/10.30598/manis.7.2.84-102

Hadiyanto, N., Yuliejantiningsih, Y., & Sudana, I. M. (2024). Pengaruh kompetensi kepala sekolah, budaya organisasi dan kompensasi terhadap motivasi kerja guru SMP swasta di wilayah Kendal Timur Kabupaten Kendal. *Jurnal Inovasi Pembelajaran di Sekolah*, 5(1), 201–208. https://doi.org/10.51874/jips.v5i1.210

Handayani, F., & Azizah, S. N. (2021). Pengaruh lingkungan kerja non fisik, motivasi dan disiplin kerja terhadap kinerja guru SMP Negeri 1 Karangsambung pada masa pandemi Covid-19. *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi (JIMMBA)*, 3(3), 495–509. https://doi.org/10.32639/jimmba.v3i3.873

Handayani, T., & Rasyid, A. A. (2015). Pengaruh kepemimpinan kepala sekolah, motivasi guru, dan budaya organisasi terhadap kinerja guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277. https://doi.org/10.21831/amp.v3i2.6342

Hartawan, H. A. (2020). Meningkatkan motivasi kinerja guru melalui kepala sekolah. *Jurnal Ilmiah Pendidikan Profesi Guru*, 3(2), 386. https://doi.org/10.23887/jippg.v3i2.29087

Hartini, R. (2023). Hubungan kepemimpinan dan manajerial kepala sekolah serta kemampuan teknologi terhadap kinerja guru SMK di Kecamatan Rappocini. *Jurnal Pendidikan Terapan*, 65–69. https://doi.org/10.61255/jupiter.v1i3.176

Hasan, A. (2023). Hubungan antara kepemimpinan kepala sekolah dan motivasi kerja guru dengan penampilan mengajar. *Syntax Literate: Jurnal Ilmiah Indonesia*, 8(2), 877. https://doi.org/10.36418/syntax-literate.v8i2.11344

Herry, H., Lian, B., & Fitriani, Y. (2020). Pengaruh kepemimpinan kepala sekolah dan komitmen guru terhadap kinerja profesional guru. *Jurnal Pendidikan Tambusai*, 4(2), 1658–1666. https://doi.org/10.31004/jptam.v4i2.630

Hidayah, A., Maunah, B., & Patoni, A. (2024). Kepemimpinan transformasional dan komitmen organisasi dalam meningkatkan kinerja pegawai di SMP Plus Jabal Noor Pogalan Trenggalek. *ACADEMIA: Jurnal Inovasi Riset Akademik*, 4(1), 24–32. https://doi.org/10.51878/academia.v4i1.2939

Hidayat, M. S., & Prabowo, R. J. (2024). Pengaruh gaya kepemimpinan demokratis kepala sekolah dan motivasi kerja guru terhadap kinerja guru ASN SMAN 1 Cikalongwetan. *Journal of Social and Economics Research*, 5(2), 1546–1556. https://doi.org/10.54783/jser.v5i2.248

Hura, P., & Yanti, N. (2023). Pengaruh komunikasi kerja, motivasi kerja dan lingkungan kerja terhadap kinerja karyawan PT. Telkom Padang. *Ekasakti Matua Jurnal Manajemen*, 1(4), 326–338. https://doi.org/10.31933/emjm.v1i4.970

Iba, Z., Saifuddin, S., Marwan, M., & Konadi, W. (2021). Pengaruh motivasi, budaya organisasi, lingkungan, dan kepuasan kerja terhadap kinerja guru SMA Kota Juang. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(1), 75–84. https://doi.org/10.21831/jamp.v9i1.36970

Irawadi, B. (2022). Pengaruh iklim kerja dan motivasi berprestasi terhadap komitmen afektif pegawai Dinas Pendidikan Kota Medan. *Journal Economic Management and Business*, 1(1), 89–95. https://doi.org/10.46576/jfeb.v1i1.2777

Iskandar, R., & Hasbi, H. (2024). Pengaruh kepemimpinan transformasional dan budaya organisasi terhadap kinerja karyawan. *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 5(3), 265–278. https://doi.org/10.38035/jmpis.v5i3.1939

Jaya, W. S. (2021). Kinerja guru ditinjau dari gaya kepemimpinan kepala sekolah dan motivasi kerja. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1286–1294. https://doi.org/10.31004/obsesi.v6i3.1738

Jufrizen, J. (2021). Pengaruh fasilitas kerja dan disiplin kerja terhadap kinerja karyawan melalui motivasi kerja. *Sains Manajemen*, 7(1), 35–54. https://doi.org/10.30656/sm.v7i1.2277

Kartini, D., Bafadal, I., Burhanuddin, B., & Akbar, S. (2024). Penerapan doa pagi bersama untuk peningkatan kinerja guru di SMPN 1 Singosari. *Syntax Literate: Jurnal Ilmiah Indonesia*, 9(6), 3577–3583. https://doi.org/10.36418/syntax-literate.v9i6.16505

Kartini, K., Yusuf, F. A., & Umalihayati, U. (2024). The role of learning facilities, accountability of Islamic religious education (PAI) teachers on the role of school principals by a climate of collaboration in Cilegon City elementary school. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 7(2). https://doi.org/10.20961/shes.v7i2.83752

Kholifah, A. N., & Fadli, J. A. (2022). Pengaruh kepemimpinan transformasional dan work-life balance terhadap keterikatan kerja dan kinerja karyawan. *SIBATIK Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan*, 1(10), 2301–2318. https://doi.org/10.54443/sibatik.v1i10.340

Krismawati, N. K. A., & Manuaba, I. S. (2022). Kontribusi lingkungan kerja dan motivasi kerja terhadap kepuasan kerja guru. *Indonesian Journal of Instruction*, 3(2), 92–104. https://doi.org/10.23887/iji.v3i2.44517

Kurniawati, N. R. (2023). Pengaruh gaya kepemimpinan transformasional kepala madrasah, motivasi kerja dan disiplin kerja terhadap kinerja guru madrasah aliyah. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 583–595. https://doi.org/10.54371/jiip.v6i1.1395

Mariatie, N., Hasanah, S., Syarifuddin, S., Fanggidae, E., & Wardani, R. (2021). Pengaruh kepemimpinan kepala sekolah dan kompensasi terhadap kinerja guru dengan mediasi motivasi kerja. *MASTER: Jurnal Manajemen Strategik Kewirausahaan*, 1(2), 101–112. https://doi.org/10.37366/master.v1i2.182

Maulita, D., Framita, D. S., & Nailufaroh, L. (2022). Faktor-faktor yang mempengaruhi kualitas laba. *Jurnal Economina*, 1(1), 1–12. https://doi.org/10.55681/economina.v1i1.9

Muhammad, B. A. R., & Wardhana, A. (2022). Motivasi dan lingkungan kerja terhadap kinerja guru SMA Muhammadiyah 1 Surabaya. *Improvement: Jurnal Manajemen Dan Bisnis*, 2(1), 26. https://doi.org/10.30651/imp.v2i1.12806

Muliati, A. (2022). Pengaruh kepemimpinan transformasional terhadap motivasi dan kinerja guru yang dimoderasi oleh iklim sekolah di MTSN 1 Medan. *Islamic Education*, 2(1), 25–30. https://doi.org/10.57251/ie.v2i1.368

Nadyanti, N., & Dewi, E. F. (2024). Peranan motivasi dalam meningkatkan kinerja guru SMK di Kota Surabaya. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(3), 9. https://doi.org/10.47134/ptk.v1i3.476

Nasution, S. L., Mesiono, M., & Rifa'i, M. (2024). Pengaruh budaya organisasi dan insentif terhadap kinerja guru sekolah menengah pertama negeri. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *10*(1), 376. https://doi.org/10.29210/1202424230 Oupen, S. M., Agung, A. A. G., & Yudana, I. M. (2020). Kontribusi kepemimpinan transformasional, budaya organisasi, disiplin kerja, dan motivasi kerja terhadap komitmen organisasional guru SD. *Jurnal Administrasi Pendidikan Indonesia*, *11*(1), 34–43. https://doi.org/10.23887/japi.v11i1.3167

Pamungkas, W. A., Mulyanti, R. Y., & Puspa, T. (2022). Peran motivasi kerja dalam memediasi pengaruh iklim organisasi dan disiplin kerja terhadap kinerja pegawai di masa pandemi COVID-19. *Jurnal Ekobis: Ekonomi Bisnis & Manajemen*, *12*(2), 211–231. https://doi.org/10.37932/j.e.v12i2.586

Prabowo, B., Sembiring, R. G. P. B., & Irawati, L. (2024). Pengaruh komunikasi dan budaya organisasi terhadap kinerja dosen. *Lensa Ilmiah: Jurnal Manajemen dan Sumberdaya*, *3*(1), 9–13. https://doi.org/10.54371/jms.v3i1.354

Prasisca Devi, I. A. G. D., & Wiyasa, I. K. N. (2021). Kontribusi kepemimpinan kepala sekolah dan lingkungan kerja terhadap kinerja guru. *Jurnal Ilmiah Pendidikan Profesi Guru*, *4*(2), 278–287. https://doi.org/10.23887/jippg.v4i2.32814

Pratama, Y. A., Putri, R. H., Nurokhim, F. R., & Paramarta, V. (2024). Pengaruh kepemimpinan transformasional dan transaksional terhadap kinerja pegawai di PT. Pertamina Eksplorasi dan Produksi Sangatta. *Jurnal Inspirasi Ilmu Manajemen*, *2*(2), 81. https://doi.org/10.32897/jiim.2024.2.2.3057