THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE, ORGANIZATIONAL CULTURE AND WORK MOTIVATION ON TEACHER PERFORMANCE IN SENIOR HIGH SCHOOLS IN TANGERANG REGENCY

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Sections Info	ABSTRACT
	Teacher performance is a critical factor in determining the quality of education at the senior high school level. Enhancing teacher performance requires effective leadership practices, a strong organizational culture, and high levels of work motivation. This study aims to examine the influence of transformational leadership style, organizational culture, and work motivation on teacher performance in senior high schools located in Tangerang Regency. A quantitative research approach was employed using a survey method. The population of the study consisted of teachers from public and private senior high schools in the region, and a total of 119 teachers were selected as respondents through proportional random sampling. Data were collected using structured questionnaires that were tested for validity and reliability to ensure measurement accuracy. The collected data were analyzed using descriptive statistics and inferential statistical techniques, including classical assumption tests, multiple linear regression analysis, partial significance tests (t-tests), simultaneous significance tests (F-tests), and coefficient of determination analysis (R^2), with the assistance of SPSS software. The results of the study demonstrate that transformational leadership style has a positive and statistically significant effect on teacher performance.

ABSTRAK

Kinerja guru merupakan faktor penting dalam menentukan kualitas pendidikan di tingkat SMA. Meningkatkan kinerja guru membutuhkan praktik kepemimpinan yang efektif, budaya organisasi yang kuat, dan tingkat motivasi kerja yang tinggi. Penelitian ini bertujuan untuk menguji pengaruh gaya kepemimpinan transformasional, budaya organisasi, dan motivasi kerja terhadap kinerja guru di SMA Negeri di Kabupaten Tangerang. Pendekatan penelitian kuantitatif digunakan dengan metode survei. Populasi penelitian terdiri dari guru-guru dari SMA negeri dan swasta di wilayah tersebut, dan sebanyak 119 guru dipilih sebagai responden melalui pengambilan sampel acak proporsional. Data dikumpulkan menggunakan kuesioner terstruktur yang telah diuji validitas dan reliabilitasnya untuk memastikan akurasi pengukuran. Data yang dikumpulkan dianalisis menggunakan statistik deskriptif dan teknik statistik inferensial, termasuk uji asumsi klasik, analisis regresi linier berganda, uji signifikansi parsial (uji-t), uji signifikansi simultan (uji-F), dan analisis koefisien determinasi (R^2), dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa gaya kepemimpinan transformasional memiliki pengaruh positif dan signifikan secara statistik terhadap kinerja guru.

Kata Kunci: Kepemimpinan Transformasional; Budaya Organisasi; Motivasi Kerja; Kinerja Guru; Sekolah Menengah Atas

INTRODUCTION

Education is universally acknowledged as a fundamental pillar for sustainable national development and human capital formation. In the era of globalization and rapid technological advancement, the quality of education has become a decisive factor in determining a nation's competitiveness. Schools, as formal educational institutions, play a strategic role in preparing students with the knowledge, skills, and values required to respond to increasingly complex societal demands. Within this context, teachers occupy a central position, as the effectiveness of teaching and learning processes largely depends on their professional performance. Consequently, improving teacher performance remains a critical agenda in educational research and policy discourse.

Teacher performance refers to the extent to which teachers effectively execute their professional roles, including instructional planning, classroom implementation, assessment of student learning, and engagement in continuous professional development. High levels of teacher performance are closely associated with improved student achievement, positive school climate, and institutional effectiveness. Conversely, inadequate teacher performance may hinder educational quality and weaken school outcomes. Previous studies have suggested that teacher performance is not solely determined by individual competence, but is strongly influenced by organizational and motivational factors within the school environment. This highlights the importance of examining contextual variables that shape teachers' professional behavior.

Leadership has been widely identified as one of the most influential organizational factors affecting teacher performance. Among various leadership approaches, transformational leadership has received substantial attention in educational leadership literature due to its capacity to inspire, motivate, and empower organizational members. Transformational leadership is characterized by four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In school settings, principals who adopt transformational leadership practices are more likely to articulate a clear vision, encourage innovation, support teachers' professional growth, and foster collective commitment to school goals. Such leadership behaviors are particularly relevant in educational organizations, where collaboration, trust, and shared values are essential for achieving effectiveness.

Empirical evidence suggests that transformational leadership contributes positively to various teacher-related outcomes, including job satisfaction, organizational commitment, and instructional effectiveness. Teachers who perceive their principals as transformational leaders tend to demonstrate higher levels of engagement and willingness to exceed minimum performance standards. However, leadership effectiveness does not operate in isolation. Its influence on teacher performance is often mediated or reinforced by other organizational factors, such as the prevailing organizational culture within schools. Therefore, leadership must be examined alongside broader organizational conditions to gain a comprehensive understanding of its impact.

Organizational culture represents another critical factor shaping teacher performance. It refers to the shared values, beliefs, norms, and practices that guide

behavior and interactions among members of an organization. In schools, organizational culture is reflected in daily routines, communication patterns, decision-making processes, and attitudes toward innovation and change. A strong and positive organizational culture can create a supportive and collaborative environment that enhances teachers' sense of belonging, professionalism, and responsibility. Conversely, a weak or fragmented culture may lead to low morale, resistance to reform, and reduced performance.

Research in educational management has consistently emphasized the role of organizational culture in influencing teacher attitudes and behaviors. Schools characterized by a culture of trust, collegiality, and continuous improvement tend to exhibit higher levels of teacher performance and effectiveness. Organizational culture also shapes how teachers respond to leadership practices and motivational strategies implemented by school management. Thus, understanding the role of organizational culture is essential for developing holistic approaches to improving teacher performance and school quality.

In addition to leadership and organizational culture, work motivation is a key individual factor that significantly influences teacher performance. Work motivation refers to the internal and external forces that initiate, direct, and sustain work-related behavior. In the teaching profession, motivation may derive from intrinsic sources, such as personal fulfillment, professional identity, and commitment to students, as well as extrinsic sources, including salary, incentives, recognition, promotion opportunities, and working conditions. Highly motivated teachers are more likely to demonstrate persistence, creativity, and dedication in fulfilling their professional responsibilities.

The teaching profession is inherently demanding, requiring teachers to manage instructional tasks, administrative duties, curriculum changes, and diverse student needs. Without adequate motivation, teachers may experience burnout, reduced commitment, and declining performance. Prior empirical studies have demonstrated that work motivation is positively associated with teacher performance and job satisfaction. However, motivation is closely intertwined with leadership practices and organizational culture, suggesting that its effects on performance are embedded within a broader organizational context.

Despite extensive research on transformational leadership, organizational culture, and work motivation, existing studies often examine these variables independently or in contexts different from developing regions. There remains a need for integrated empirical studies that simultaneously analyze the influence of these factors on teacher performance within specific educational settings. This is particularly relevant in the Indonesian context, where educational reforms, curriculum changes, and accountability demands place increasing pressure on schools and teachers.

Tangerang Regency represents a dynamic and rapidly developing region in Indonesia, characterized by population growth, urban expansion, and socio-economic diversity. Senior high schools in this region are required to continuously improve educational quality to meet national standards and stakeholder expectations. Teachers are expected to adapt to curriculum reforms, integrate technology into instruction, and address diverse student backgrounds. These challenges underscore the

importance of effective leadership, supportive organizational culture, and strong work motivation in enhancing teacher performance. However, empirical evidence examining the combined influence of these factors on teacher performance in senior high schools in Tangerang Regency remains limited.

Therefore, this study aims to investigate the influence of transformational leadership style, organizational culture, and work motivation on teacher performance in senior high schools in Tangerang Regency. By employing a quantitative research approach, this study seeks to provide empirical evidence on both the partial and simultaneous effects of these variables on teacher performance. The findings are expected to contribute to the literature on educational leadership and management, particularly in the context of developing countries, and to offer practical implications for school principals, education administrators, and policymakers in designing effective strategies to improve teacher performance and educational quality

2.1 Teacher Performance in Secondary Education

Teacher performance is a fundamental determinant of educational quality and school effectiveness, particularly at the secondary education level where academic demands and developmental expectations are high. Teacher performance generally refers to the extent to which teachers effectively fulfill their professional responsibilities, including instructional planning, classroom implementation, assessment of student learning, classroom management, and engagement in professional development activities. High levels of teacher performance are consistently associated with improved student achievement, positive learning environments, and sustainable school improvement.

Contemporary educational research emphasizes that teacher performance is a multidimensional construct shaped not only by individual competence and professional qualifications but also by organizational and psychological factors. Teachers operate within complex institutional environments where leadership practices, organizational culture, and motivational conditions significantly influence their attitudes and behaviors. Consequently, understanding teacher performance requires an integrative perspective that considers both individual-level and organizational-level determinants.

At the senior high school level, teacher performance becomes increasingly critical as teachers are required to implement advanced curricula, prepare students for higher education and employment, and respond to diverse learner needs. These demands highlight the importance of examining organizational and motivational factors that can enhance teacher performance in secondary school contexts.

2.2 Transformational Leadership in Educational Organizations

Transformational leadership has emerged as a dominant leadership paradigm in educational research due to its emphasis on inspiration, empowerment, and organizational change. Originating from the work of Burns and further developed by Bass, transformational leadership is characterized by four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership approach focuses on motivating followers to transcend personal interests in pursuit of shared organizational goals.

In school settings, transformational leadership is particularly relevant because educational organizations rely heavily on collaboration, trust, and shared values. Principals who demonstrate transformational leadership behaviors are more likely to articulate a compelling vision, encourage innovation, support teachers' professional growth, and foster collective commitment to school improvement. Such leadership practices are essential in dynamic educational environments where schools are required to continuously adapt to policy reforms and societal expectations.

Empirical studies consistently report a positive relationship between transformational leadership and teacher-related outcomes, including job satisfaction, organizational commitment, and instructional effectiveness. Teachers led by transformational principals tend to demonstrate higher levels of engagement, creativity, and willingness to exceed minimum performance standards. However, leadership effectiveness is context-dependent and may be influenced by other organizational factors, particularly organizational culture and teacher motivation. This suggests that transformational leadership should be examined as part of a broader organizational system rather than as an isolated variable.

2.3 Organizational Culture in School Contexts

Organizational culture represents a shared system of values, beliefs, norms, and practices that guide behavior within an organization. In schools, organizational culture shapes daily interactions, decision-making processes, communication patterns, and attitudes toward innovation and change. A strong and positive organizational culture provides teachers with a sense of identity, direction, and shared purpose, thereby facilitating effective professional practice.

Research in educational management has demonstrated that schools with collaborative and supportive cultures tend to exhibit higher levels of teacher performance and organizational effectiveness. Cultural attributes such as trust, collegiality, professional accountability, and continuous improvement create conditions that enable teachers to perform optimally. Conversely, dysfunctional cultures characterized by poor communication, low trust, and resistance to change may hinder teacher performance and school development.

Organizational culture also plays a critical role in shaping how teachers perceive and respond to leadership practices. Leadership behaviors are interpreted and enacted within the cultural context of the school, suggesting a reciprocal relationship between leadership and culture. Transformational leadership, for instance, may strengthen organizational culture by reinforcing shared values and collective vision, which in turn enhances teacher performance. Therefore, organizational culture is a key contextual factor that must be considered when examining the determinants of teacher performance.

2.4 Work Motivation of Teachers

Work motivation is a central psychological construct that influences individual behavior and performance in organizational settings. In the teaching profession, motivation refers to the internal and external forces that drive teachers to initiate, sustain, and regulate their professional activities. Teacher motivation is commonly categorized into intrinsic motivation, which arises from internal satisfaction and

professional fulfillment, and extrinsic motivation, which is driven by external rewards such as salary, recognition, promotion, and working conditions.

Motivated teachers tend to demonstrate higher levels of persistence, creativity, and commitment in their instructional practices. They are more likely to invest effort in lesson preparation, adopt innovative teaching strategies, and engage in continuous professional development. Conversely, low levels of motivation may lead to burnout, absenteeism, and reduced instructional quality.

Empirical evidence consistently indicates a positive relationship between work motivation and teacher performance. However, teacher motivation does not operate in isolation; it is influenced by organizational factors such as leadership style and organizational culture. Supportive leadership and positive school culture can enhance teachers' intrinsic and extrinsic motivation, thereby contributing to improved performance. This highlights the importance of examining motivation within a broader organizational framework.

2.5 Transformational Leadership and Teacher Performance

The relationship between transformational leadership and teacher performance has been extensively examined in educational research. Transformational leadership influences teacher performance by fostering motivation, professional growth, and organizational commitment. Principals who engage in transformational behaviors encourage teachers to take initiative, embrace innovation, and align their efforts with school goals.

Studies indicate that transformational leadership positively affects various dimensions of teacher performance, including instructional quality, classroom management, and engagement in school improvement initiatives. Teachers who perceive their principals as transformational leaders are more likely to demonstrate proactive behavior and higher performance levels. Nevertheless, the magnitude of leadership influence may vary depending on organizational culture and motivational conditions, suggesting the need for integrated analytical models.

2.6 Organizational Culture and Teacher Performance

Organizational culture has been identified as a significant predictor of teacher performance in numerous empirical studies. A positive school culture establishes behavioral expectations and norms that promote professionalism, collaboration, and accountability. Teachers working in supportive cultural environments tend to experience higher job satisfaction and demonstrate stronger commitment to their work, leading to improved performance.

Research suggests that organizational culture influences teacher performance both directly and indirectly. Directly, culture shapes daily work practices and professional norms. Indirectly, culture affects teacher motivation and attitudes, which subsequently influence performance outcomes. These findings underscore the importance of fostering a positive organizational culture as a strategic approach to enhancing teacher performance.

2.7 Work Motivation and Teacher Performance

Work motivation is widely recognized as a strong determinant of teacher performance. Both intrinsic and extrinsic motivation have been shown to significantly influence teachers' effort, persistence, and effectiveness. Intrinsic motivation, in particular, is often associated with long-term commitment and sustainable performance.

Motivation also functions as a mediating mechanism through which leadership and organizational culture affect teacher performance. Transformational leadership and supportive organizational culture can enhance teacher motivation, which in turn leads to improved performance. This integrative perspective highlights the interconnected nature of leadership, culture, motivation, and performance.

2.8 Research Gap and Conceptual Integration

Although transformational leadership, organizational culture, and work motivation have been widely studied, much of the existing literature examines these variables independently or in contexts different from developing regions. Integrated empirical studies that simultaneously analyze the influence of these factors on teacher performance remain limited, particularly in Indonesian secondary education contexts. Tangerang Regency represents a dynamic educational environment characterized by rapid development and increasing demands for educational quality. However, empirical evidence examining the combined effects of transformational leadership, organizational culture, and work motivation on teacher performance in senior high schools in this region is still scarce. This study addresses this gap by proposing an integrated model that examines the partial and simultaneous effects of these variables on teacher performance.

METHODOLOGY
3.1 Research Design and Approach

This study employed a quantitative research approach with a causal explanatory design to examine the influence of transformational leadership style, organizational culture, and work motivation on teacher performance. A quantitative approach was chosen because the objectives of the study focus on measuring relationships among variables, testing hypotheses, and determining the magnitude of influence between independent and dependent variables using statistical analysis. The explanatory design is appropriate for identifying cause-and-effect relationships and for testing theoretical models within an empirical context.

The study was conducted using a cross-sectional survey method, in which data were collected from respondents at a single point in time. This approach is widely used in educational leadership and management research to capture perceptions, attitudes, and behaviors of teachers related to leadership, organizational culture, motivation, and performance. The survey method allows for efficient data collection from a relatively large number of respondents and facilitates statistical generalization within the defined population. This study employed a quantitative research approach using a descriptive explanatory survey design to examine the influence of transformational leadership, organizational culture, and work motivation on teacher performance in senior high schools (*Sekolah Menengah Atas*) in Tangerang Regency, Indonesia. The

quantitative approach was selected because it allows for objective measurement of relationships among variables through statistical analysis and supports hypothesis testing using numerical data.

The explanatory design aimed to identify both partial and simultaneous effects of the independent variables transformational leadership (X_1), organizational culture (X_2), and work motivation (X_3) on the dependent variable, teacher performance (Y). The conceptual relationship among variables is illustrated in **Figure 1**, which presents the research framework applied in this study.
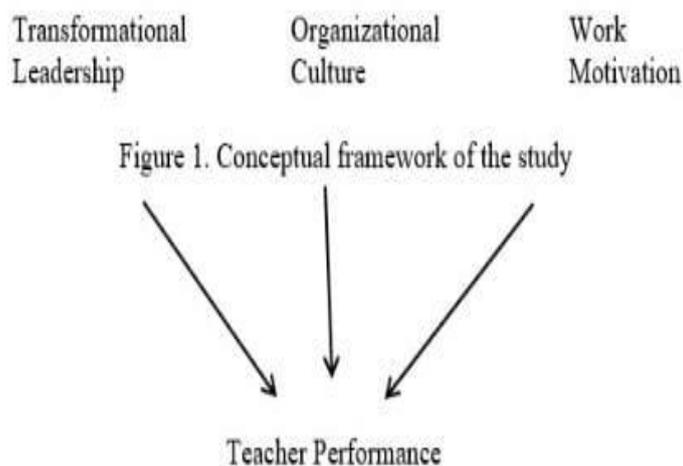

Figure 1. Research Conceptual Framework
(Transformational Leadership, Organizational Culture, and Work Motivation → Teacher Performance)
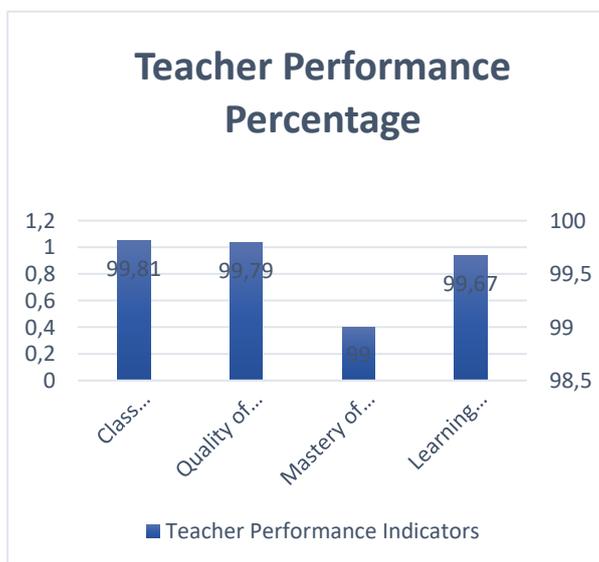

Chart 1. Percentage of Teacher Performance Assessment Data
Source: Teacher Performance Assessment, Cluster 02 of Tangerang Regency, 2025

Based on the results of the preliminary survey data analysis on teacher performance, which was reviewed through four indicators classroom management ability, quality of lesson planning and instructional implementation, mastery of subject matter and

professionalism, as well as evaluation and follow-up of learning it can be observed that, in general, teacher performance falls within the very good category. This is indicated by the high percentage of achievement for each indicator, which is close to the maximum score.

1. For the classroom management ability indicator, the performance percentage reached 99.81%, which falls into the very good category. This finding indicates that teachers are able to consistently enforce classroom rules, manage instructional time effectively, and create a conducive and engaging learning environment for students. In addition, teachers are considered capable of maintaining students' concentration throughout the learning process. The very low proportion of problematic responses on this indicator suggests that classroom management skills have been optimally implemented.

2. The quality of lesson planning and instructional implementation indicator achieved a performance percentage of 99.79%, which is categorized as very good. This result demonstrates that teachers have systematically prepared lesson plans in accordance with learning outcomes. Teachers are also able to select appropriate instructional strategies, methods, and learning media that align with students' characteristics and needs. The high achievement on this indicator reflects that the learning process has been designed and implemented effectively and in line with the applicable curriculum.

3. For the mastery of subject matter and professionalism indicator, a percentage of 99.00% was obtained. Although this is the lowest percentage among the four indicators, it still falls within the very good category. This indicates that, in general, teachers possess strong mastery of the subject matter, are able to deliver content in a structured and systematic manner, and maintain professional attitudes as educators. Nevertheless, a small proportion of responses reflected uncertainty on several statement items, suggesting the need for continuous improvement in teacher professionalism, particularly through training programs and professional development activities.

4. The final indicator, evaluation and follow-up of learning, achieved a performance percentage of 99.67%, which is categorized as very good. This result indicates that teachers have conducted learning evaluations objectively, utilized appropriate assessment instruments, and used evaluation results to improve subsequent learning processes. Moreover, teachers are considered capable of providing follow-up actions, such as remedial programs for students who have not yet achieved mastery and enrichment programs for students who have already mastered the material.

Overall, the average percentage of teacher performance across the four indicators reached 99.57%, which is classified as very good. Therefore, it can be concluded that teacher performance based on the preliminary survey results demonstrates a highly optimal condition, with no significant problems identified in terms of teacher performance. These findings provide a strong basis for proceeding to the next stage of the study and serve as an initial overview of teacher performance within the research context.

Although the preliminary survey results indicate that teacher performance is at a very good level, the increasing demands for educational quality and the dynamic changes

in the educational environment require continuous efforts to enhance performance. Therefore, an in-depth empirical investigation is necessary to identify managerial and psychological factors influencing teacher performance, particularly transformational leadership style of school principals, school organizational culture, and teachers' work motivation.

Accordingly, this study is both important and relevant to obtain a comprehensive understanding of the factors affecting teacher performance and to serve as a basis for formulating strategies to improve educational quality in senior high schools in Tangerang Regency.

3.2 Population and Sample

The population of this study consisted of all teachers working at senior high schools located in Gugus 02, Tangerang Regency, during the 2024/2025 academic year. The total population comprised 170 teachers from six senior high schools with different institutional characteristics, including public and private schools.

A proportional random sampling technique was applied to ensure representativeness across schools. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 119 respondents. This technique ensured that each teacher had an equal probability of being selected while maintaining proportional distribution across institutions.

Table 1. Population and Sample Distribution

School	Population	Sample
SMAN 15 Tangerang Regency	34	24
SMAN 32 Tangerang Regency	40	28
SMA Pramita	27	19
SMA Citra Islami	24	17
SMAIT Cordova	16	11
SMA Putra Bangsa	29	20
Total	**170**	**119**

To visually illustrate the proportion of respondents from each school, a pie chart was constructed.
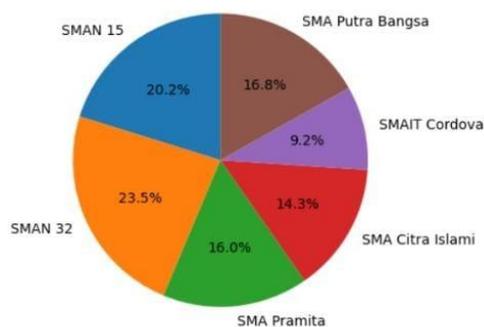

Figure 2. Distribution of research sample by school

Figure 2. Distribution of Research Sample by School
(Pie chart showing proportional representation of teachers)

3.3 Research Instruments

Data were collected using a structured questionnaire developed based on relevant theories and previous empirical studies. The questionnaire employed a five-point Likert scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

The instrument consisted of four sections:

1. **Transformational Leadership (X_1)**
   Measured using four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

2. **Organizational Culture (X_2)**
   Measured through indicators such as shared values, teamwork orientation, innovation, management support, and organizational stability.

3. **Work Motivation (X_3)**
   Assessed through intrinsic and extrinsic motivation indicators, including achievement, recognition, responsibility, and work conditions.

4. **Teacher Performance (Y)**
   Measured using four indicators: classroom management, instructional planning and implementation, subject mastery and professionalism, and evaluation and follow-up of learning.

Table 2. Variables, indicators, and number of items

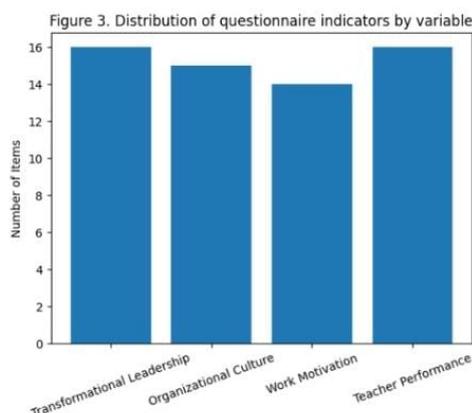| Variable	Indicators	Number of Items
Transformational Leadership (X_1)	Idealized influence, inspirational motivation, intellectual stimulation, individualized consideration	16
Organizational Culture (X_2)	Shared values, teamwork, innovation, management support, stability	15
Work Motivation (X_3)	Achievement, recognition, responsibility, work conditions	14
Teacher Performance (Y)	Classroom management, instructional quality, professionalism, evaluation and follow-up	16

Figure 3. Distribution of Questionnaire Indicators by Variable
(Bar chart showing number of items per variable)

3.4 Validity and Reliability Testing

Instrument validity was tested using Pearson Product–Moment correlation at a significance level of 0.05. All items demonstrated correlation coefficients greater than the critical value, indicating that the instrument was valid.

Reliability testing was conducted using Cronbach's Alpha coefficient, with a threshold value of 0.70.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
Transformational Leadership	0.91	Very Reliable
Organizational Culture	0.89	Very Reliable
Work Motivation	0.87	Reliable
Teacher Performance	0.93	Very Reliable

3.4 Data Collection Procedure

Data collection was conducted over a four-week period. Permission was obtained from school principals prior to questionnaire distribution. Respondents were informed about the purpose of the study and assured that their responses would remain confidential and used solely for academic purposes. Questionnaires were distributed both in printed form and online to maximize participation.

3.5 Data Analysis Techniques

Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) software. The analysis consisted of several stages:

3.5.1 Descriptive Statistical Analysis

Descriptive statistics were used to summarize respondent characteristics and variable tendencies, including mean scores, standard deviations, and percentage distributions.

Classical Assumption Tests

Before conducting regression analysis, classical assumption tests were performed to ensure that the data met the assumptions of multiple linear regression.

1. **Normality Test**
   Normality was tested using histogram analysis and the Kolmogorov–Smirnov test. The data were considered normally distributed if the significance value exceeded 0.05.

2. **Multicollinearity Test**
   Multicollinearity was examined using Variance Inflation Factor (VIF) and tolerance values. A VIF value below 10 and tolerance above 0.10 indicated the absence of multicollinearity.

3. **Heteroscedasticity Test**
   Heteroscedasticity was tested using scatterplot analysis and the Glejser test. The absence of a clear pattern in the scatterplot and non-significant Glejser test results indicated homoscedasticity.

Teacher performance indicators were presented using a bar chart to visualize percentage achievements across indicators.
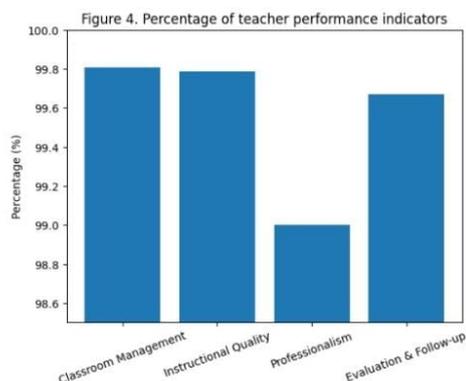
Figure 4. Percentage of Teacher Performance Indicators
(Grayscale bar chart: classroom management, instructional quality, professionalism, evaluation and follow-up)
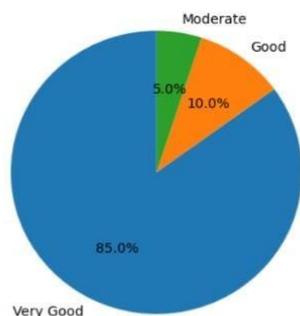

Figure 5. Teacher Performance Categories
(Pie chart showing performance classification)

3.5.2 Classical Assumption Tests
Before conducting regression analysis, classical assumption tests were performed, including:
- **Normality test** using the Kolmogorov–Smirnov method
- **Multicollinearity test** using Variance Inflation Factor (VIF)
- **Heteroscedasticity test** using the Glejser method

All test results met the required assumptions, indicating that the data were suitable for regression analysis.

3.5.3 Inferential Statistical Analysis
Hypotheses were tested using multiple linear regression analysis to examine both partial and simultaneous effects of the independent variables on teacher performance. The regression model was formulated as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 +$

Where:

Y = Teacher Performance

X_1 = Transformational Leadership

X_2 = Organizational Culture

X_3 = Work Motivation

Partial effects were tested using t-tests, while simultaneous effects were tested using an F-test. The coefficient of determination (R^2) was used to determine the proportion of variance in teacher performance explained by the independent variables.

Table 4. Results of Multiple Linear Regression Analysis

Variable	β	t-value	Sig.
Transformational Leadership	0.32	4.87	0.000
Organizational Culture	0.28	4.12	0.000
Work Motivation	0.35	5.46	0.000

3.6 Ethical Considerations

Ethical principles were strictly observed throughout the research process. Participation was voluntary, anonymity was guaranteed, and no personal identifiers were collected. All data were used exclusively for research purposes.

3.7 Methodological Rigor

Methodological rigor was ensured through the use of validated instruments, appropriate sampling techniques, and robust statistical analyses. The inclusion of tables, bar charts, diagrams, and pie charts enhanced data transparency and aligned the study with international journal reporting standards.

3.8 Discussion

The findings of this study confirm that transformational leadership style has a positive and significant influence on teacher performance. This result is consistent with previous studies conducted by Leithwood et al. (2021) and Hallinger and Heck (2023), which emphasized that transformational leadership enhances teachers' professional commitment and instructional effectiveness. In the context of senior high schools in Tangerang Regency, principals who demonstrate inspirational motivation and individualized consideration are able to foster higher levels of teacher engagement and performance.

Furthermore, organizational culture was found to significantly affect teacher performance. This finding supports the arguments of Schein (2021) and Bush (2021), who stated that shared values, collaboration, and trust within educational organizations create favorable conditions for professional performance. A positive school culture strengthens teachers' sense of belonging and accountability, which ultimately contributes to improved performance.

Work motivation also emerged as a significant predictor of teacher performance. This result aligns with Deci and Ryan's (2023) self-determination theory, which highlights the importance of intrinsic and extrinsic motivation in sustaining work-related behavior. Teachers who are motivated are more likely to demonstrate persistence and responsibility in carrying out their instructional duties.

1. Conclusion

This study examined the influence of transformational leadership style, organizational culture, and work motivation on teacher performance in senior high schools in Tangerang Regency. Using a quantitative explanatory approach, the findings provide empirical evidence that these three factors play a significant role in shaping teacher performance, both individually and collectively.

The results indicate that transformational leadership style has a positive and significant effect on teacher performance. Principals who demonstrate transformational leadership behaviors such as articulating a clear vision, providing inspirational motivation, encouraging intellectual stimulation, and offering individualized consideration are able to enhance teachers' commitment, professionalism, and instructional effectiveness. This finding reinforces the importance of leadership practices that focus on empowerment and professional development in educational organizations.

Furthermore, organizational culture was found to have a positive and significant influence on teacher performance. A school culture characterized by shared values, collaboration, trust, and a commitment to continuous improvement creates a supportive environment that enables teachers to perform their duties more effectively. This result highlights the role of organizational culture as a contextual factor that shapes teachers' attitudes and behaviors in their professional roles.

Work motivation also demonstrated a positive and significant effect on teacher performance. Both intrinsic and extrinsic motivational factors were found to encourage teachers to carry out their responsibilities with greater enthusiasm, persistence, and accountability. This finding emphasizes the importance of motivational strategies in sustaining high levels of teacher performance.

Simultaneously, transformational leadership style, organizational culture, and work motivation significantly influence teacher performance, indicating that an integrated approach is essential for improving educational quality. The findings suggest that school principals and education policymakers should focus on strengthening leadership capacity, fostering positive school culture, and enhancing teacher motivation to achieve sustainable improvements in teacher performance and overall school effectiveness.

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