

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP, TEACHER MOTIVATION, AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE IN PRIVATE VOCATIONAL SCHOOLS IN THE THIRD GROUP OF SOUTH TANGERANG CITY

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Abstract: This study aims to analyze the influence of transformational leadership, teacher motivation, and organizational culture on teacher performance at Private Vocational Schools in Cluster Three of South Tangerang City, as well as to examine the role of organizational culture as a mediating variable. A quantitative approach with an associative design was employed, involving 153 teachers selected through simple random sampling. Data were collected using a Likert-scale questionnaire, tested for validity and reliability, and analyzed using multiple linear regression and path analysis. The findings indicate that transformational leadership, teacher motivation, and organizational culture have a significant positive direct effect on teacher performance ($\beta = 0,216; 0,333; 0,250$). Transformational leadership and teacher motivation also enhance organizational culture ($\beta = 0.572; 0.255$); however, the indirect effects through organizational culture are relatively small ($\beta = 0.143; 0.064$), making it a less effective mediator. Improving teacher performance is more effectively achieved through strengthening transformational leadership and teacher motivation directly, while organizational culture serves as a supporting factor.

Keywords: *Transformational Leadership, Teacher Motivation, Organizational Culture, Teacher Performance, Private Vocational Schools*

Education is a strategic foundation for national development and a long-term investment to improve the quality of human resources (Suhartini & Hasibullah, 2025). Through education, individuals not only gain knowledge, but also develop the skills, character, and competencies needed to contribute to social, economic, and cultural life (Arbi & Amrullah, 2024). In the Indonesian context, the direction of national development as outlined in the 2025–2045 National Long-Term Development Plan (RPJPN) places improving the quality of human resources, including educators, as one of its top priorities (Nasional, 2022). The Merdeka Belajar (Freedom of Learning) policy and the strengthening of the role of school principals in Law No. 20 of 2003 emphasize the importance of adaptive, effective, and quality-oriented education management. Thus, efforts to improve teacher performance are a crucial point in achieving national education goals.

Teacher performance is one of the core factors that determine the quality of the learning process and outcomes for students (Munawir et al., 2022; Susilo et al., 2023). Teachers who have good pedagogical, personal, professional, and social competencies will be able to create meaningful, innovative, and student-centered learning (Selviana et al., 2025). Teacher performance is not only measured by teaching ability, but also by organizational citizenship behavior (OCB) and the ability to avoid counterproductive behavior. Preliminary survey findings on teachers at Private Vocational High Schools (SMK) in Cluster Three of South Tangerang City show that more than 40% of teachers still experience obstacles in these three dimensions. This indicates the need for systematic and targeted interventions to improve their work effectiveness.

Teacher performance is influenced by various internal and external factors, one of which is the leadership of the principal (Sancoko & Sugiarti, 2022). The theory of transformational leadership, as proposed by Bass and Avolio, explains that transformational leaders are able to inspire, motivate, and direct members of an organization to achieve performance that exceeds expectations through four pillars: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Hosna et al., 2021; Puspitawati & Ricky, 2024; Sutanto et al., 2021). In the context of schools, principals who apply a transformational leadership style are expected to be able to create a collaborative and innovative work culture that supports the professional growth of teachers. As stated in (Sofia et al., 2023), principals have a strategic role in influencing the entire school community through example, effective communication, and empowerment.

In addition to transformational leadership, teacher motivation is also an important determinant in improving performance. Herzberg, through his Motivation-Hygiene theory, emphasizes that intrinsic motivation such as achievement, recognition, and interest in work has a greater impact on improving performance quality than extrinsic motivation (Alasyari et al., 2021). (Darani et al., 2023) states that teachers with high motivation will show enthusiasm, creativity, and commitment in learning. (Yanuarsari et al., 2025) also confirm that both intrinsic and extrinsic motivation have a significant effect on the implementation of teaching tasks. However, field findings at SMK Swasta Gugus Tiga show that there are still teachers who lack enthusiasm, initiative, and discipline.

Another important factor is the school's organizational culture. Organizational culture reflects the values, norms, beliefs, and practices that influence the behavior of all school members. (Nurlina

et al., 2025) explains that a healthy organizational culture characterized by collaboration, open communication, appreciation, and support will create a positive work environment that improves teacher motivation and performance. A strong organizational culture will foster a sense of belonging, commitment, and dedication in teachers to contribute to the school's goals. However, facts in the field show irregularities, absences without clear reasons, and low discipline among some teachers at SMK Swasta Gugus Tiga, which indicates weaknesses in the school's organizational culture.

Several previous studies have discussed the relationship between transformational leadership, work motivation, organizational culture, and teacher performance. Research by confirms that the transformational leadership of school principals has a positive effect on teacher motivation and performance (Riyadi, 2025) also proves that transformational leadership has a significant contribution in improving teacher performance. Research by (Hasibuan & Hadijaya, 2024a; Sari et al., 2021) found that organizational culture has a positive effect on teacher work behavior and performance.

Although various studies have examined these variables, there are several research gaps that form an important basis for this study. First, research that simultaneously examines the influence of transformational leadership, teacher motivation, and organizational culture on teacher performance in private vocational schools is still limited, especially in the context of the Three Cities Cluster in South Tangerang. Second, most previous studies examined the relationship between variables partially, so they did not comprehensively describe the contribution of the three variables in an integrated model. Third, there is a need to reconfirm whether organizational culture acts as a mediating variable in the influence of

transformational leadership and motivation on teacher performance, given that empirical findings in previous studies have shown varying results.

This study conducted a holistic analysis combining the three main variables of transformational leadership, teacher motivation, and organizational culture to examine their simultaneous influence on teacher performance and to test the role of organizational culture as a mediating mechanism in the context of private vocational schools in the Three Cities Cluster of South Tangerang. Thus, this study broadens theoretical understanding and provides practical contributions for schools in designing strategies to improve teacher performance through leadership, motivation, and work culture strengthening approaches.

Although previous studies have examined the influence of transformational leadership, motivation, and organizational culture on teacher performance, most of these studies have only examined these variables partially and have not emphasized the role of organizational culture as an intervening variable in the context of private vocational schools, particularly in Cluster Three of South Tangerang City. This condition indicates that there is room for research that has not been explored much, especially regarding how organizational culture functions as a bridge that strengthens or weakens the influence of transformational leadership and motivation on teacher performance. Thus, this study aims to fill this gap through a more comprehensive and contextual approach.

Therefore, this research is important because the results are expected to provide a deeper understanding of the dynamics of teacher performance in vocational education institutions, while also offering empirical evidence regarding a model for improving performance through synergistic leadership and organizational culture. The findings of this study are expected to not only enrich the scientific knowledge of educational

management, but also provide practical recommendations for school leaders in formulating more effective and sustainable human resource development policies and strategies.

METHOD

This study uses a quantitative approach with an associative research design that aims to analyze the influence of independent and dependent variables (Akbar et al., 2023; Mubarak, 2022), namely the influence of transformational leadership, teacher motivation, and organizational culture on teacher performance at Private Vocational Schools in Cluster Three, South Tangerang City. The research population consisted of 247 teachers from eight accredited vocational schools, with the sample determined using simple random sampling through the Slovin formula, resulting in 153 respondents. Data were collected through a questionnaire instrument in the form of a five-point Likert scale. The instrument was compiled based on the theoretical indicators of each variable, then tested to assess its validity using Product Moment correlation and reliability using Cronbach's Alpha, resulting in valid and reliable statements as research measurement tools.

The research procedure included instrument development, instrument testing, questionnaire distribution, data collection, and statistical data analysis. Data processing and analysis were performed using multiple linear regression to test the effect of independent variables on dependent variables and to test the research hypothesis. The time and place of the research were determined in advance according to the school's academic calendar so as not to interfere with learning activities. With systematic procedures and instruments that have been tested for validity and reliability, this research method was designed to ensure that the research results are scientifically accountable, have high measurement accuracy, and can be used as a basis for

decision making in the development of education management at SMK Swasta Gugus Tiga Kota Tangerang Selatan.

RESULT

The first test conducted was a prerequisite analysis using the Lilliefors method to test the normality of estimation errors. This test aimed to ensure that the distribution of standard estimation errors in each regression equation was normal so that the regression model could be used to test the hypothesis. The test was conducted on five equations, namely the estimated error of teacher performance (Y) on transformational leadership (X1), teacher motivation (X2), and organizational culture (X3), as well as the estimated error of organizational culture (X3) on transformational leadership (X1) and teacher motivation (X2). In all tests, the Lcount value was smaller than Ltable at a significance level of 0.05, so H_0 was accepted and H_a was rejected. This shows that all standard errors of estimation originate from a normally distributed population.

Based on these results, it can be concluded that all variables in this study meet the normality prerequisite, as summarized in the following table. This condition indicates that the regression model to be used is in accordance with the basic assumptions of parametric statistical analysis, so that the process of testing the relationship and influence between variables can proceed to the next stage of analysis without requiring data transformation. Thus, the results of this normality test ensure that the regression model used in the study is valid, feasible, and meets the classical assumptions required in multiple linear regression analysis.

The results of the homogeneity of variance test using the Bartlett test on all pairs of research variables show that all data groups have homogeneous variance. The test was conducted on five variable relationships, namely teacher performance (Y) on transformational leadership (X1), teacher motivation (X2), and organizational culture (X3), as well as organizational culture (X3) on

transformational leadership (X1) and teacher motivation (X2). In each test, the calculated χ^2 value was smaller than the table χ^2 value and the significance value was greater than 0.05, so H_0 was accepted and H_a was rejected. Thus, all data groups compared had the same or homogeneous variance. This condition indicates that the assumption of homogeneity as a prerequisite for parametric statistical analysis has been met, so that all variables are suitable for further analysis using multiple linear regression analysis techniques. This is shown in the following table:

Table 1 Summary of normality tests for standard error estimates

No	Variable	N	L_calculated	L_table (0.05)	Requirement (L_calculated < L_table)	Conclusion
1	Variable Y on X ₁	153	0.0694	0.0716	0.0694 < 0.0716 (H ₀ accepted, H _a rejected)	Normally distributed
2	Variable Y on X ₂	153	0.0714	0.0716	0.0714 < 0.0716 (H ₀ accepted, H _a rejected)	Normally distributed
3	Variable Y on X ₃	153	0.0653	0.0716	0.0653 < 0.0716 (H ₀ accepted, H _a rejected)	Normally distributed
4	Variable X ₃ on X ₁	153	0.0471	0.0716	0.0471 < 0.0716 (H ₀ accepted, H _a rejected)	Normally distributed
5	Variable X ₃ on X ₂	153	0.0700	0.0716	0.0700 < 0.0716 (H ₀ accepted, H _a rejected)	Normally distributed

Significance and linearity testing of the regression equation was conducted to ensure that the relationship between the independent and dependent variables was linear, making it suitable for analysis using linear regression. The test results show that all simple regression models involving teacher performance (Y) with transformational leadership (X1), teacher motivation (X2), and organizational culture (X3) have a calculated F value smaller than the F table at a significance level of 0.05. These findings indicate that H_0 is rejected and H_a is accepted in each test, so it can be concluded that the three relationships are linear. Thus, the regression equation models $Y = 8.0924 + 0.9351 X_1$, $Y = 22.919 + 0.8138 X_2$, and $Y = 14.792 + 0.8807 X_3$ meet the linearity requirements and can be used to predict teacher performance based on these three variables.

In addition, linearity testing on regression models involving organizational culture (X3) as a dependent variable on transformational leadership (X1) and teacher

motivation (X2) also showed consistent results. The Fcount values for each regression were below the Ftable, so H_a was accepted and the model was declared linear. The regression equations $X_3 = 19.618 + 0.8485X_1$ and $X_3 = 23.51 + 0.8094X_2$ show that organizational culture can be predicted linearly by transformational leadership and teacher motivation. Overall, all regression models in this study have met the significance and linearity tests, making them suitable for use in further analysis to test the contribution of these variables. As summarized in the table:

Table 2 Summary of variance analysis of regression equation linearity test

Relationship Between Variables	Regression Equation	Linearity of regression equations		Conclusion
		Fcalculated	Ftable 0,05	
Y on X_1	$Y = 8,0924 + 0,9351X_1$	1,465	2,665	F _{calculated} < F _{table} means that the regression equation between Y and X_1 is linear.
Y on X_2	$Y = 22,919 + 0,8138X_2$	1,506	2,665	F _{calculated} < F _{table} means that the regression equation between Y and X_2 is linear.
Y on X_3	$Y = 14,792 + 0,8807X_3$		2,665	F _{calculated} < F _{table} means that the regression equation between Y and X_3 is linear.
X_3 on X_1	$X_3 = 19,618 + 0,8485X_1$	1,465	2,665	F _{calculated} < F _{table} means that the regression equation between X_3 and X_1 is linear.
X_3 on X_2	$X_3 = 23,51 + 0,8094X_2$	1,465	2,665	F _{calculated} < F _{table} means that the regression equation between X_3 and X_2 is linear.

Significance requirement: Fcount < Ftable or p-value > $\alpha = 0.05$.
If the results indicate non-significance, then the conclusion is that the regression equation is non-linear.

Based on the results of path analysis using the trimming model, this study shows that all independent variables, namely transformational leadership (X1), teacher motivation (X2), and organizational culture (X3), have a direct, positive, and significant effect on teacher performance (Y), with significance values of $0.000 < 0.05$, so the hypothesis is accepted and the model does not need to be revised. In addition, transformational leadership and teacher motivation also have a significant direct effect on organizational culture, with path coefficients of 0.572 and 0.255, respectively. The test results show that the correlation between variables is very strong and significant, so that the structural model can be used to predict teacher performance based on these three variables.

Analysis of the indirect effect through organizational culture as an intervening variable shows that the indirect effect of transformational leadership and teacher motivation on teacher performance is 0.142 and 0.064, respectively, which is smaller than the direct effect, so that organizational culture is not effective as a mediator. Thus, improving teacher performance is more effective when done directly through strengthening transformational leadership, teacher motivation, and organizational culture separately, while the path model used explains 98.6% of the data diversity, confirming that this model is able to predict teacher performance very well.

The results of statistical hypothesis testing show that transformational leadership (X1), teacher motivation (X2), and organizational culture (X3) have a positive and significant direct effect on teacher performance (Y), with t-values of 2.636, 14.034; and 13.176, greater than the t-table of 1.976 and significance < 0.05 , so H_0 is rejected and H_1 is accepted. In addition, transformational leadership and teacher motivation also have a significant positive direct effect on organizational culture, with t-values of 8.307 and 2.255, respectively. Analysis of the indirect effect through organizational culture shows that transformational leadership and teacher motivation also indirectly affect teacher performance through organizational culture, with influence values of 0.143 and 0.064, respectively, which are smaller than their direct effects, so that organizational culture functions as a partial mediator. Thus, improving teacher performance can be done directly by strengthening transformational leadership, teacher motivation, and organizational culture, while the indirect influence through organizational culture is relatively smaller. As shown in the table:

Table 3 Results of the calculation of the indirect effect of teacher motivation variables on teacher performance through organizational culture.

Variables	N	Beta		PL Value	PL Calculating
		$\beta_1/ \beta_2, \beta_3/ \beta_4, \beta_5$	β_3		
$X_2 \rightarrow X_3 \rightarrow Y$	153	0,255	0,250	-	$0,255 \times 0,250 = 0,064$

DISCUSSION

Based on the results of the study, it can be discussed that transformational leadership, teacher motivation, and organizational culture have a significant positive influence on teacher performance, both directly and indirectly, although the effectiveness of the role of organizational culture as a mediator is limited. First, the direct influence of transformational leadership on teacher performance is proven to be significant with a path coefficient value of 0.216 and a regression equation of $Y = 126.49 + 0.0299X_1$, which shows that every increase in transformational leadership score will improve teacher performance. This finding is in line with research (Arsini et al., 2023; Putri et al., 2024; Ridani & Sudadi, 2025) which emphasizes that the transformational leadership of school principals can encourage improved teacher performance through the creation of an inspiring work environment and staff empowerment. Furthermore, teacher motivation also has a significant direct effect on teacher performance, with a path coefficient of 0.333 and a regression equation of $Y = 108.118 + 0.173X_2$, indicating that an increase in teacher motivation has a real impact on improving their performance, as supported by studies by Yunia et al. (2024) and Murti, Widyastuti, and Gunawan (2024), which show a significant relationship between motivation and teacher performance.

In addition, organizational culture was found to have a direct positive effect on teacher performance with a path coefficient of 0.250 and a regression equation of $Y = 113.371 + 0.127X_3$. This indicates that any increase in organizational culture scores will

improve teacher performance, consistent with the findings (Hasibuan & Hadijaya, 2024b; Mariyanto, 2025; Rusi et al., 2025), which confirms that a good organizational culture can encourage teacher performance through the creation of a conducive working climate and a supportive organizational structure. The results of the study also show that transformational leadership and teacher motivation have a positive effect on organizational culture, with path coefficients of 0.572 and 0.255, respectively. The regression equations $X_3 = 34.378 + 0.733X_1$ and $X_3 = 46.382 + 0.167X_2$ show that an increase in transformational leadership and teacher motivation can strengthen organizational culture, as stated by (Akpa et al., 2021; Jerab & Mabrouk, 2023; Virgiawan et al., 2021) who emphasize the importance of leadership and motivation in building an organizational culture that supports performance.

However, when analyzed through indirect pathways, the role of organizational culture as a mediator between transformational leadership and teacher motivation on teacher performance proved to be less effective. The indirect influence of transformational leadership through organizational culture is only 0.143, which is smaller than the direct influence of 0.216, while the indirect influence of teacher motivation through organizational culture is 0.0637, which is smaller than the direct influence of 0.333. This indicates that improvements in teacher performance are more dominantly influenced directly by transformational leadership and teacher motivation, while the mediating role of organizational culture is limited. These findings are in line with previous research (Airyq et al., 2023; Daeli et al., 2024; Firman et al., 2024; Sappara et al., 2022) which shows that the effects of leadership and motivation on performance tend to be direct and strong, while indirect influences through organizational culture are not always significant.

Overall, the research results confirm that strategies to improve teacher performance should focus on strengthening inspirational transformational leadership practices and directly increasing teacher motivation. Meanwhile, organizational culture development remains important as a supporting factor, but cannot be fully relied upon as a significant mediator in the relationship between transformational leadership and teacher motivation with teacher performance. This has practical implications that school principals and education stakeholders need to prioritize empowering leadership and effective motivation strategies, while continuing to build a conducive organizational culture, thereby creating an optimal work environment for continuously improving teacher performance.

Thus, this study provides empirical evidence that although organizational culture plays a role in supporting teacher performance, its main influence remains on transformational leadership and teacher motivation, which act as dominant factors in encouraging improvements in the quality of work and professionalism of educators in schools. This conclusion emphasizes the importance of strategic leadership and motivation management as the foundation for creating superior teacher performance.

CONCLUSION

Based on the results of the study, it can be concluded that transformational leadership, teacher motivation, and organizational culture each have a positive and significant effect on teacher performance. Transformational leadership (X1) was found to improve teacher performance (Y) with a path coefficient value of $\beta = 0.216$, while teacher motivation (X2) had the strongest influence with $\beta = 0.333$, and organizational culture (X3) also contributed positively to teacher performance with $\beta = 0.250$. In addition, transformational leadership and teacher motivation also play a role in strengthening organizational culture, with path coefficients of $\beta = 0.572$ and $\beta =$

0.255 , respectively, indicating that strengthening these two variables will have a positive impact on the formation of a conducive organizational culture in schools.

However, the indirect influence of transformational leadership and teacher motivation on teacher performance through organizational culture proved to be less effective. The indirect influence values $\beta = 0.143$ for transformational leadership and $\beta = 0.064$ for teacher motivation were smaller than their respective direct influences, so that organizational culture did not function optimally as a mediator. This indicates that improving teacher performance is more effective when done directly through strengthening transformational leadership and teacher motivation, while organizational culture continues to play a supporting role in strengthening a positive work environment, but cannot be relied upon as the main link in improving teacher performance.

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