
The Effect of Transformational Leadership, School Culture, and Work Motivation on the Performance of State High School Teachers in Cirebon City

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ABSTRACT

Purpose: The objective of this research is to examine how the performance of high school teachers in Cirebon City is affected by school culture, work motivation, and transformational leadership.

Design/Methodology/Approach: A quantitative approach was used in this research. 535 teachers in state high schools in Cirebon City comprised the population of this study. Simple random sampling was the sampling method used, where 84.25 or 84 respondents were obtained, and data collection samples were collected using a questionnaire, with the sample size determined using the Slovin formula. Findings: The findings indicate the relationship between work motivation, school culture, and transformational leadership with teacher performance.

Limitations/Research Implications: The effect of work motivation, school culture, and transformational leadership on teacher performance is the main focus of this research.

Practical Implications: Based on the study results, it is evident that teacher performance is simultaneously affected by all three variables - transformational leadership, school culture, and work motivation - both directly and indirectly. The performance of high school teachers in Cirebon City is collectively affected (simultaneously) by school culture, work motivation, and transformational leadership, in accordance with the study's findings on these factors.

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I. INTRODUCTION

Since every individual undergoes an educational process, education is a component of life that cannot be separated from other aspects, both in macro and micro contexts. This indicates that education is essential for producing quality human resources and can even determine whether development will succeed or fail. Therefore, educators and other education professionals must carry out their duties responsibly, but they must also enhance educational standards and personnel quality.

Improving educational standards cannot be separated from the authority of the school principal as decision-makers and policymakers who can foster a positive work environment. More precisely, to create a conducive, enjoyable, and productive work atmosphere, the school principal must be able to mobilize teachers effectively, foster positive relationships among school members, and plan, implement, and adapt to any changes or policies implemented to produce quality graduates.

Several factors are considered to affect how well teachers perform, and transformational leadership is one of them. Transformational leadership and their high expectations of teachers help them develop skills and enable them to efficiently and effectively complete assigned tasks and achieve higher performance (Vitria, 2021).

An important aspect in affecting how well employees perform is leadership. Similarly, leaders also affect how well teachers perform. In schools, the school principal is the leader of teachers. As a leader, the school principal must adapt to changing circumstances and address new challenges (Barnawi & M, 2014).

Organizational culture can also affect teacher performance, as stated by Robbins as cited in (Wardani, 2016) in fact, a study on organizational culture shows that followers in organizations with a strong culture are more committed to their organization compared to followers in organizations with a weak culture, and there is increasing evidence that strong culture is associated with high organizational performance.

Teacher motivation is another element that affects how well teachers perform. Workplace variables, talent, and motivation all affect individual performance. Individual performance is directly affected by motivational variables. Performance is also indirectly affected by the workplace and individual ability characteristics. Both of these elements will affect an individual's motivation to work. Workplace motivation directly affects teacher performance if relevant to the topic (Ahmadiansyah, 2016). The leadership of the school principal is not the only aspect that determines the effectiveness of education; teachers also play a crucial role. Therefore, the school principal must continually strive to enhance teacher work motivation for professionalism by developing educational personnel; the key is to support teacher work motivation at both professional and personal levels.

Teachers need to work in a supportive school environment to have high work motivation. Every member of the school community practices behaviors, customs, habits, daily life, and symbols based on a set of ideals known as school culture. Komarudin Hidayat asserts that character education for students will be difficult to implement in schools with poor culture. Almost every new student will likely adhere to existing customs if the institution has a strong sense of its own culture.

The key components of education and determining factors of high-quality education are teacher performance. Educators fulfill their responsibilities as educators by carrying out their roles as teachers. Since teachers are the individuals, most directly involved with students during teaching and learning activities, their performance impacts the quality of educational outcomes.

According to Jasmani and Mustofa (2013), a teacher's performance in a madrasah or other educational institution is described as the outcome obtained by students from their lessons when the instructor fulfills their responsibility as an educator. Many factors can affect how effective a teacher or student is. Work motivation, job satisfaction, job design, dedication, leadership, engagement, management, career guidance, competence, organizational culture, and incentive structures are some of these elements (Sudarmanto, 2009).

Based on the description above, the researcher chose the title "The Effect of Transformational Leadership on Teacher Work Motivation in State High Schools (SMAN) in Cirebon City" because they want to further understand the phenomenon occurring in the field. This research aims to determine how the performance of state high school teachers in Cirebon City is affected by school culture, work motivation, and transformational leadership. By gaining a comprehensive understanding of these elements, it is hoped to have a positive effect on the quality of schools and create an ideal learning environment for students. We can create plans and regulations that encourage long-term expansion and improvement in the field of education by understanding the relationship between organizational culture, transformational leadership, and teacher performance.

A. Theoretical Review

1. Transformational Leadership

Individual consideration, intellectual stimulation, and idealized effect are factors that will cause workers to strive harder for greater organizational effectiveness. According to Stephen P. Robbins (2017), transformational leaders can motivate their followers to prioritize organizational needs over their own needs.

Inspiring subordinates to do more than expected and nurturing feelings of pride, loyalty, self-confidence, and respect for the leader are characteristic features of transformational leadership, according to Suwatno (2019).

According to Bass & Avolio as cited in Surucu, Maslakci & Esen (2021) transformational leadership is defined as a group process, attributes, personality, art of promoting satisfaction, the exercise of effect, specific actions or behaviors, from persuasion, relational violence, instruments to achieve goals, interaction outcomes, different roles or the initiation of a structure. Dimensions of transformational leadership: 1. Idealized effect with indicators of Acting as a role model & emphasizing beliefs and values. 2. Inspirational Motivation with indicators of providing a clear vision of the future & self-confidence. 3. Intellectual Stimulation with indicators of careful problem-solving & Stimulating followers to be more creative and innovative. 4. Individualized Consideration with indicators of treating subordinates individually & developing followers' capacities.

2. School Culture

Culture can be described as a way of thinking based on the existence and unity of groups of society interacting and distinguishing one group from another. Organizations, especially schools, are artifacts of the cultural paradigm of society. Furthermore, each school develops a culture that distinguishes it from other schools based on individual environments, various inputs, and procedures.

School culture impacts school and work life and is considered one of the important psychosocial factors for the success of school development and the progress of its members. Elements of school culture (attitudes, beliefs, cultural norms, relationships, rituals, and ceremonies, leadership, cooperation with parents and the local community, curriculum, organizational conditions, and positive or negative school design) can stimulate or disrupt the achievement of goals and the impact of interpersonal relationships in school (Druzinec, 2019).

Furthermore, educational institutions are seen as dynamic social systems consisting of individuals (including students, teaching staff, and administration) who act according to their own desires, values, and goals, and have similar characteristics or behaviors to each other (K & G, 2014). Deal dan Peterson as cited in Supardi (2015) states that school culture is a set of norms that regulate actions, habits, practices, and symbols followed by everyone involved - from administrators, teachers, and students to members of the community. The nature, character, and way the community views the institution are part of the school culture.

According to (Hoy & Miskel, 2013) the dimensions of school culture are:

Academic Culture Dimension, with the following indicators:

1. Clear Vision & Mission
2. Focus on Achievement
3. Availability of Resources
4. Teacher Professional Development

Meanwhile, according to (Schein, 2010) the dimensions of school culture are with the following indicators:

1. Orderliness & Discipline
2. Collaboration & Cooperation
3. Mutual Respect

3. Work Motivation

Work motivation is the ability originating from internal and external sources to drive someone towards predetermined goals (Uno, 2014). Work motivation is essentially the capacity to cultivate a work ethic, which becomes the willingness to achieve and persevere in the face of difficulties (H et al., 2020). Work motivation: "A person's needs move gradually, if lower needs are met, they desire higher needs," according to Abraham Maslow's theory as stated in Maslow (2021).

There are 2 (two) dimensions of Work Motivation, namely (Uno, 2014):

1. Internal Motivation
2. External Motivation

There are several indicators of work motivation, namely (Uno, 2014) :

3. Accountability to complete tasks
4. Completing activities with clear goals
5. Setting definite and challenging goals
6. Accepting feedback on their work results.
7. Feeling happy at work
8. Continuously striving to meet living needs.
9. Satisfied with receiving praise for their work results.
10. Working hard in hopes of receiving significant rewards
11. Working hard in hopes of attracting the attention of managers

4. Teacher Performance

Whitmore (as cited in Hamzah dan Nina, 2012) defines performance as the execution of individual responsibilities. Performance can be defined as an action, achievement, or demonstration of innate talent.

Teacher performance refers to the competencies demonstrated by an educator while working in the classroom. Good and satisfactory performance is defined as achieving goals that align with established criteria. Therefore, educators should perform in a manner that meets the needs and objectives of all stakeholders, especially the general public, who have trust in the school and instructors to support children (Northouse, 2013).

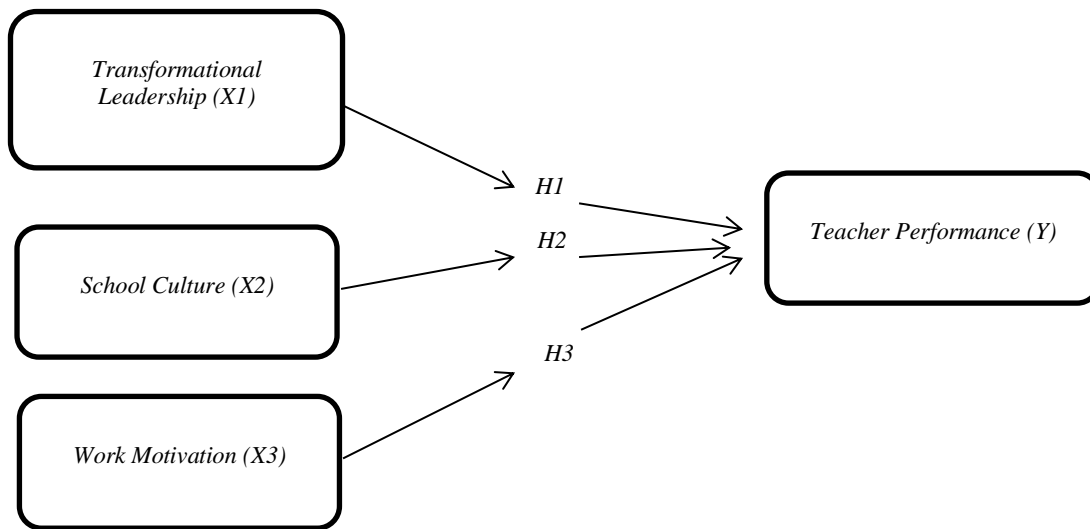
According to Edison (2021), performance is the result of work and behavior demonstrated in performing tasks and duties assigned within a specified period. Meanwhile, teacher performance, according to Abbas (2017) is essentially more related to how a teacher behaves in the workplace and how effectively education accomplishes tasks that can affect students to achieve established goals.

If all the established requirements have been met, then a teacher has succeeded. If those requirements are fulfilled, then the individual's work is considered high quality. The concept of performance explains that teacher performance is the result of their efforts, manifested in various skills. "In accordance with the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter IV, Article 10 paragraph (1),

"Teacher competencies as referred to in Article 8 include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education."

II. METHODS

This research method was "quantitative in nature as it establishes relationships between variables with a focus on their numerical values. Quantitative research method is a research method based on positivism and used to study specific populations or samples (Sugiyono, 2017)." In this approach, researchers collected data using research instruments and then analyzed it using quantitative or statistical methods to see if their hypotheses were correct.



A. Population and Sample

Characteristics possessed by the population are not limited to the sample. The population of this study consisted of 535 teachers working at State High Schools (SMAN) in Cirebon City. Simple random sampling, or proportional random sampling, was the sampling strategy used in this research. In this case, 84.25 or 84 respondents were the sample size collected using the Slovin formula.

A. Data Collection Instruments

The research instrument was a questionnaire specifically designed to measure each variable. This questionnaire consisted of items related to each variable, designed based on the conceptual framework developed from related literature.

C. Data Analysis

The appropriate statistical method, such as multiple linear regression, was applied to the collected data analysis. Understanding the relationship between transformational leadership, school culture, and teacher work motivation with the dependent variable, teacher performance, was the main driver of this research. Understanding the direct and indirect interactions between variables was another goal of path analysis.

III. RESULTS AND DISCUSSION

1. Validity Test

When a measurement tool is considered valid, it can provide accurate data for the variables under study.

1. A statement is invalid if calculated correlation coefficient (r -calculated) < critical correlation coefficient (r -table);
2. conversely, the statement is valid if r calculated > r table.

"Where for $df = n - 2 = 84 - 2 = 82$, so the degree of freedom (df) = 84 and alpha 0.05. Based on the correlation coefficient r table, the obtained r table = 0.2146."

Table 1 Validity Test of Leadership (X1)

<i>Item No.</i>	<i>r-calculated</i>	<i>r-table</i>	<i>Description</i>
1	.672	0.2146	Valid
2	.775	0.2146	Valid
3	.750	0.2146	Valid
4	.784	0.2146	Valid
5	.676	0.2146	Valid
6	.685	0.2146	Valid
7	.624	0.2146	Valid
8	.691	0.2146	Valid
9	.533	0.2146	Valid
10	.672	0.2146	Valid
11	.549	0.2146	Valid
12	.734	0.2146	Valid
13	.700	0.2146	Valid
14	.810	0.2146	Valid
15	.501	0.2146	Valid
16	.627	0.2146	Valid
17	.719	0.2146	Valid
18	.695	0.2146	Valid
19	.603	0.2146	Valid

The statements of the Leadership variable (X1) are considered valid based on the table above, the calculated results for each condition, and the value of r calculated > r table. Therefore, it is concluded that all statements of the leadership instrument are valid or suitable for use in the data analysis process.

Table 2 Validity Test of School Culture (X2)

<i>Item No.</i>	<i>r-calculated</i>	<i>r-table</i>	<i>Description</i>
1	.406	0.2146	Valid
2	.458	0.2146	Valid
3	.571	0.2146	Valid
4	.421	0.2146	Valid
5	.513	0.2146	Valid
6	.559	0.2146	Valid
7	.613	0.2146	Valid
8	.501	0.2146	Valid

Based on the previous table, which shows the computational results for each condition, the statement of the School Culture variable (X2) is considered valid if the calculated r-value > the tabulated r-value, so that the statement can be fully utilized for further testing.

Table 3 Validity Test of Motivation (X3)

<i>Item No.</i>	<i>r-calculated</i>	<i>r-table</i>	<i>Description</i>
1	.719	0.2146	Valid
2	.678	0.2146	Valid
3	.658	0.2146	Valid
4	.475	0.2146	Valid
5	.637	0.2146	Valid
6	.685	0.2146	Valid
7	.640	0.2146	Valid
8	.640	0.2146	Valid
9	.608	0.2146	Valid
10	.718	0.2146	Valid

11 .528 0.2146 Valid

The statement of Motivation variable (X3) is considered valid based on the table above, the computational results achieved for each condition, and the calculated r-value > the tabulated r-value, so that the statement can be fully utilized for further testing.

Table 4 Validity Test of Teacher Performance (Y)

<i>Item No.</i>	<i>r-calculated</i>	<i>r-table</i>	<i>Description</i>
1	.640	0.2146	Valid
2	.713	0.2146	Valid
3	.735	0.2146	Valid
4	.611	0.2146	Valid
5	.719	0.2146	Valid
6	.807	0.2146	Valid
7	.558	0.2146	Valid
8	.587	0.2146	Valid
9	.719	0.2146	Valid
10	.665	0.2146	Valid
11	.613	0.2146	Valid
12	.668	0.2146	Valid

Based on the data in the table, the calculation results for each condition, and the calculated r-value > the tabulated r-value, the statement of Teacher Performance variable (Y) is valid. Additional testing can fully utilize these statements.

2. Reliability Test

According to reliability, repeated measurements on the same object using the same instrument will yield the same results. The reliability test utilizes Cronbach's Alpha. Instruments with Cronbach's alpha values above 0.70 are considered reliable.

Table 5 Reliability Test of Leadership (X1)

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>

0.933 19

From the previous table, it is evident that the Leadership variable (X1) is reliable because the calculation results yield a Cronbach's Alpha value > 0.70 , specifically $0.933 > 0.70$.

Table 6 Reliability Test of School Culture (X2)

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.706	9

The School Culture variable (X2) is reliable, as indicated in the table above because Cronbach's Alpha value is greater than 0.70, specifically 0.706.

Table 7 Reliability Test of Motivation (X3)

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.848	11

The table above indicates that the Cronbach's Alpha value for the Motivation variable (X3) is greater than 0.70, specifically $0.848 > 0.70$, indicating that the variable is reliable.

Table 8 Reliability Test of Teacher Performance (Y)

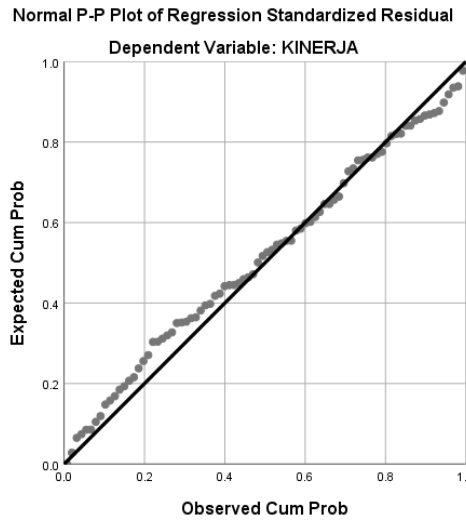
<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.885	12

The table above indicates that the Teacher Performance variable (Y) is reliable with a Cronbach's Alpha value > 0.70 , specifically $0.885 > 0.70$.

3. Classical Assumptions Test

a. Normality Test

The normality test determines whether research data follows a normal distribution. This study's data is normal or close to normal. The results of the normality analysis of the data using the Normal P-P plot:



It is clear from the dispersion of points around the diagonal line that the regression model is normal, as shown in the image above.

Table 9 Kolmogorov-Smirnov Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual	.086	84	.188	.900	84	.000

a. Lilliefors Significance Correction

As indicated in the table, the Kolmogorov-Smirnov test yielded a significance value of 0.188 (>0.05). Each variable has a normal distribution.

Table 10 Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	10.960	6.619		1.656	.102		
	Leadership	.131	.056	.233	2.361	.021	.823	1.215
	School Culture	.245	.201	.129	1.219	.226	.713	1.403
	Motivation	.449	.123	.387	3.638	.000	.709	1.410

a. Dependent Variable: Performance

The VIF values for the three variables - motivation, school culture, and leadership - are each below 10: 1.410 < 10, 1.403 < 10, and 1.215 < 10, as indicated in the Coefficients table. The collinearity statistics table for the Leadership variable shows that the Tolerance value is 0.823 > 0.10. Both the school culture and motivation variables also have values greater than 0.10. The calculated regression model does not exhibit multicollinearity based on these two metrics (VIF and Tolerance).

4. Multiple Linear Regression Analysis

This research employs multiple linear regression analysis to understand the interaction between independent and dependent variables. Y represents teacher performance, X represents motivation, X2 represents school culture, and X1 represents transformational leadership.

Table 11 Multiple Linear Regression Analysis

<i>Descriptive Statistics</i>			
	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
<i>Performance</i>	<i>51.82</i>	<i>4.810</i>	<i>84</i>
<i>Leadership</i>	<i>84.61</i>	<i>8.533</i>	<i>84</i>
<i>School Culture</i>	<i>35.13</i>	<i>2.540</i>	<i>84</i>
<i>Motivation</i>	<i>47.07</i>	<i>4.141</i>	<i>84</i>

Table 12

Correlations

		<i>Kinerja</i>	<i>Kepemimpinan</i>	<i>Budaya Sekolah</i>	<i>Motivasi</i>
<i>Pearson Correlation</i>	<i>Performance</i>	<i>1.000</i>	<i>.422</i>	<i>.407</i>	<i>.537</i>
	<i>Leadership</i>	<i>.422</i>	<i>1.000</i>	<i>.361</i>	<i>.367</i>
	<i>School Culture</i>	<i>.407</i>	<i>.361</i>	<i>1.000</i>	<i>.501</i>
	<i>Motivation</i>	<i>.537</i>	<i>.367</i>	<i>.501</i>	<i>1.000</i>
<i>Sig. (1-tailed)</i>	<i>Performance</i>	<i>.</i>	<i>.000</i>	<i>.000</i>	<i>.000</i>
	<i>Leadership</i>	<i>.000</i>	<i>.</i>	<i>.000</i>	<i>.000</i>
	<i>School Culture</i>	<i>.000</i>	<i>.000</i>	<i>.</i>	<i>.000</i>
	<i>Motivation</i>	<i>.000</i>	<i>.000</i>	<i>.000</i>	<i>.</i>
<i>N</i>	<i>Performance</i>	<i>84</i>	<i>84</i>	<i>84</i>	<i>84</i>

<i>Leadership</i>	84	84	84	84
<i>School Culture</i>	84	84	84	84
<i>Motivation</i>	84	84	84	84

Table 13 Output Tabel Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.599 ^a	.359	.335	3.923

a. Predictors: (Constant), Motivation, Leadership, School Culture

b. Dependent Variable: Performance

1. The correlation (R) indicates the level of relationship between independent and dependent variables. Leadership, school culture, and motivation have a correlation of 0.599 with performance.
2. R square = 0,359
3. The coefficient of determination of 0.359 indicates that motivation, leadership, and school culture explain 35.9% of the variance in performance. Other variables not included in the model explain 64.1%.

Table 14 Anova Output Table

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	688.828	3	229.609	14.916	.000 ^b
	<i>Residual</i>	1231.494	80	15.394		
	<i>Total</i>	1920.321	83			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation, Leadership, School Culture

Sig = 0,000

Since the Sig value of 0.000 < 0.05, H1 is rejected (accept H2), meaning that the obtained equation model fits well. This equation model can be used to predict the Teacher Performance variable.

Table 15 Coefficient Output Table

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	<i>(Constant)</i>	10.960	6.619		1.656	.102
	<i>Leadership</i>	.131	.056	.233	2.361	.021
	<i>School Culture</i>	.245	.201	.129	1.219	.226

Motivation	.449	.123	.387	3.638	.000
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a. Dependent Variable: Performance

The regression equation obtained based on the Coefficients Table:

$$Y = 10.960 + 0.131 X1 + 0.245 X2 + 0.449 X3$$

5. Coefficient of Determination

The table above indicates that motivation, school culture, and leadership have an effect of 33.5% on teacher performance, with an Adjusted R Square value of 0.335.

Table 16 Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	.359	.335	3.923

a. Predictors: (Constant), Motivation, Leadership, School Culture

The table above indicates that motivation, school culture, and leadership have an effect of 33.5% on teacher performance, with an Adjusted R Square value of 0.335.

6. Hypothesis Test

a. t-Test

The t-test determines whether each independent variable significantly affects the dependent variable. Whether the calculated t-value is greater than the tabulated t-value or less than the tabulated t-value partially accepts or rejects the research hypothesis. Calculate the partial t-test using this comparison.

“From the calculation, with $\alpha = 0.05$ and degrees of freedom (df) = n-2 or 84 - 2 = 82, the tabulated t-value is obtained as 1.663.”

The criteria for hypothesis testing are:

1. “If the calculated t-value > the tabulated t-value (df = n-2), then Ho is rejected and Ha is accepted.”
2. “If the calculated t-value < the tabulated t-value (df = n-2), then Ho is accepted and Ha is rejected.”

Table 17. t-Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.162	6.696		1.667	.099
	Leadership	.132	.056	.235	2.354	.021
	School Culture	.277	.201	.146	1.376	.173
	Motivation	.420	.124	.361	3.389	.001

a. Dependent Variable: Performance

- a. The table above is based on the fact that the calculated t-value is greater than the critical t-value, specifically $2.354 > 1.663$, with a significance value of $0.021 < 0.05$. Thus, H_0 is rejected and H_a is accepted, indicating that partially, the leadership variable has a positive and significant effect on teacher performance.
- b. Determined by the fact that the calculated t-value is less than the critical t-value, specifically $1.376 < 1.663$, with a significance value of $0.173 > 0.05$. Therefore, H_0 is accepted, and H_a is rejected, indicating that the school culture variable has a negative effect on teacher performance, albeit not significant.
- c. This discrepancy is caused by the fact that the calculated t-value is greater than the critical t-value, specifically $3.389 > 1.663$, with a significance value of $0.001 < 0.05$. Thus, H_0 is rejected, and H_a is accepted, indicating a positive and significant partial effect of the motivation variable on teacher performance.

b. f-Test

The research hypothesis is to investigate the potential impact of motivation, school culture, and leadership stimuli on teacher performance.

From the calculation, the "F-table value with a significance level of 0.05 and degrees of freedom, where df_1 is (number of variables - 1) or $4 - 1 = 3$. Then the degrees of freedom $df_2 = (n - k)$ or $84 - 2 = 82$. Therefore, the obtained F-table value is 2.72."

Table 18 F-Test Results

Anova^a

	<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>1</i>	<i>Regression</i>	<i>655.219</i>	<i>3</i>	<i>221.740</i>	<i>14.134</i>	<i>.000^b</i>
	<i>Residual</i>	<i>1255.102</i>	<i>80</i>	<i>15.689</i>		
	<i>Total</i>	<i>1920.321</i>	<i>83</i>			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation, Leadership, School Culture

Leadership, school culture, and teacher motivation affect academic performance. This is evidenced by comparing the calculated F-value with the critical F-value ($14.134 > 2.72$) and the significance value ($sig < 0.05$ or $0.000 < 0.05$). Thus, H_0 is rejected and H_a is accepted. Therefore, leadership, school culture, and motivation enhance teacher performance.

IV. CONCLUSION

The results of this study support the theory that transformational leadership has a significant and beneficial effect on the success of educators. The exemplar provided by transformational leaders has the potential to motivate educators to enhance their performance and achieve more. Teacher performance greatly benefits from school culture. Teacher motivation and performance are driven by work motivation and an optimistic and supportive school environment. Motivated teachers will strive harder and deliver better results.

At State High Schools in Cirebon City, transformational leadership, school culture, and work motivation are significant determinants of teacher effectiveness. These three elements are interconnected and mutually supportive. Therefore, to enhance teacher performance and teaching standards in State High Schools in Cirebon City, efforts need to be made to improve these three factors: enhancing school principals' training in transformational leadership, nurturing a friendly and supportive school climate, and boosting teacher work motivation through various initiatives and regulations.

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