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The Influence of Transformational Leadership, Organizational Culture, and Achievement Motivation on Teacher Performance through Self-Efficacy among Elementary School Teachers in Temanggung District

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Abstract

This study aims to analyze the influence of transformational leadership, organizational culture, and achievement motivation on teacher performance through self-efficacy as a mediating variable among public elementary school teachers in Temanggung District. The research background is based on the 2024 Temanggung Education Report, which indicates a decline in numeracy skills and learning quality, with overall learning quality categorized as moderate. A quantitative approach was employed using path analysis with SPSS version 22, involving 185 public elementary school teachers in Temanggung Regency as the research respondents. The results show that transformational leadership, organizational culture, achievement motivation, and self-efficacy have a significant effect on teacher performance. Achievement motivation was found to have the strongest influence on self-efficacy. Furthermore, the mediation analysis indicates that self-efficacy mediates the relationship between achievement motivation and teacher performance, but does not mediate the effects of transformational leadership or organizational culture. These findings emphasize that internal factors such as motivation and self-efficacy, as well as external factors such as leadership and organizational culture, play a crucial role in enhancing the professionalism and performance of public elementary school teachers in Temanggung District.

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INTRODUCTION

Education is a fundamental aspect of human resource development and the progress of a nation. The quality of education is not only measured by students' academic achievements but also by character development, the learning climate, and the quality of teaching and learning processes in schools. The Indonesian government

continues to strive to improve the quality of education through various policies, one of which is the implementation of the Education Report Card, which contains evaluations of educational performance across different regions, including Temanggung Regency. Based on the Indonesian Education Report Card 2024, the educational outcomes in Temanggung Regency show

variations in several key indicators, as presented in the following table.

Table 1. Educational Achievement Results of Temanggung Regency at the Elementary Education Level in 2024

No	Indicator	Achievement Result	Description
1	Literacy Skills	Good	Increased from 2023
2	Numeracy Skills	Moderate	Decreased from 2023
3	Character	Good	Increased from 2023
4	Quality of Learning	Moderate	Decreased from 2023
5	Inclusivity Climate	Good	Increased from 2023
6	Diversity Climate	Good	Increased from 2023
7	Safety Climate	Good	Increased from 2023

Source: Kemendikbudristek (2024).

The data in Table 1 show that the indicators of literacy skills, character, inclusivity climate, diversity climate, and safety climate have improved compared to the previous year. However, the numeracy skills and quality of learning indicators have declined. This indicates the need to strengthen learning strategies that emphasize conceptual understanding and the contextual application of numeracy.

Table 2. Quality of Learning in 2024

Assessment Aspect	Score	Category	Change from 2023
Learning Planning	68	Moderate	Decreased
Learning Implementation	70	Moderate	Decreased
Learning Evaluation	75	Good	Increased
Reflection and Improvement	65	Moderate	Unchanged

Source: Kemendikdasmen.go.id (2024)

Table 2 shows that the aspects of learning implementation and planning have decreased, while evaluation has improved. This suggests that teachers have performed better in evaluating learning outcomes; however, planning and implementation still need improvement. One factor influencing this issue is the prevalence of a

fixed mindset among teachers, where many are less open to adopting new teaching strategies and innovations.

Based on the study result that although there has been an improvement in student competence and school management, the decline in teaching quality remains a major concern. This highlights the need for continuous professional development programs for teachers to foster innovative teaching practices that are adaptive to students' needs in the digital era.

The decline in participation rates at the senior high school (SMA) and vocational high school (SMK) levels indicates that challenges remain in retaining students at the secondary level. Economic factors, learning motivation, and access to education are key issues that must be addressed by local governments and educational institutions.

Research on teacher performance has drawn significant attention from scholars in Indonesia. Many studies have focused on the role of principal leadership (Jaliah et al., 2020; Carudin & Agus, 2022; Hanafi & Fatiurohman, 2022), school organizational culture (Pratama, 2012; Awadh, 2013; Omorogbe, 2017), and teacher achievement motivation (Tho, 2010; Guo, 2014; Zameer, 2014). These three aspects are considered to have a substantial contribution to improving teacher performance, which ultimately affects the overall quality of teaching and learning in schools (Devitha et al., 2021).

Studies on transformational leadership have produced varying results. Several studies report that this leadership style has a positive and significant effect on teacher performance (Jian et al., 2017; Widiah, 2018; Naeem et al., 2018). However, other studies such as those by Liana (2015) and Farida (2022) show insignificant results. Similar inconsistencies are also found in studies examining organizational culture and achievement motivation, suggesting that their effects may differ across contexts.

Furthermore, Gibson, as cited in Mathis and Jackson (2006), asserts that an individual's performance is influenced by three main factors: individual factors (ability, skills, and experience), psychological factors (motivation, perception,

and job satisfaction), and organizational factors (structure, leadership, and reward systems). Meanwhile, Handoko (2001) adds that working conditions, compensation, and commitment are also crucial elements that determine teacher performance.

However, there is still limited research that simultaneously examines the influence of transformational leadership, organizational culture, and achievement motivation on teacher performance particularly in the context of elementary schools in Temanggung Regency. Therefore, this study aims to provide both empirical and theoretical contributions to enrich the understanding of the factors influencing teacher performance and to serve as a reference for schools in improving educational quality through strengthening leadership, organizational culture, and teachers' achievement motivation.

This study specifically aims to analyze and examine the influence of transformational leadership, organizational culture, and achievement motivation on teacher performance with self-efficacy as a mediating variable among public elementary school teachers in Temanggung District. It also seeks to explore both the direct and indirect effects of these variables on teacher performance through self-efficacy, thereby contributing to the enhancement of teacher capacity and the sustainable improvement of education quality in Temanggung Regency.

METHOD

The design of this research aims to enhance objectivity through the use of quantitative data and statistical analysis. This study is not merely descriptive but also seeks to determine the degree of correlation among the examined variables. The focus of the research is on elementary school teachers in the Temanggung District. The research sample consists of 185 teachers. The objective of this study is to test hypotheses regarding the causal relationship between supervision, organizational culture, and teachers' achievement motivation, as well as their impact on teacher performance. Thus, this study takes a

verification approach by operationalizing concepts or variables into observable and measurable characteristics as empirical data or information. Descriptive analysis is used to examine and interpret the collected data.

The analytical methods applied include two techniques: regression analysis and path analysis. The study employs SPSS (Statistical Package for the Social Sciences) version 22. Path analysis is utilized to identify indirect effects among variables, while regression analysis is used to determine direct effects. According to Ghazali (2011:249), the path analysis method is used to test the influence of intervening variables.

RESULTS AND DISCUSSIONS

This study employed three main methods in data analysis: descriptive statistical analysis, classical assumption testing, and hypothesis testing through path analysis using SPSS version 22. The research aimed to examine the influence of transformational leadership, organizational culture, and achievement motivation on teacher performance, with self-efficacy as a mediating variable. The research subjects consisted of 185 elementary school teachers in the Temanggung District.

Descriptive statistical analysis was used to describe the characteristics of the data obtained from each research variable, including minimum, maximum, mean, and standard deviation values. This analysis aimed to provide an overview of respondents' tendencies regarding each research variable, namely transformational leadership (X_1), organizational culture (X_2), achievement motivation (X_3), self-efficacy (Z), and teacher performance (Y).

The results of the validity and reliability tests showed that all questionnaire items were valid and reliable. This was evidenced by the corrected item-total correlation values for each variable being higher than the r -table value (0.144), indicating all items were valid. Additionally, the Cronbach's Alpha values for all variables exceeded 0.70, namely 0.891 for transformational leadership, 0.867 for organizational culture, 0.939 for achievement

motivation, 0.934 for teacher performance, and 0.881 for self-efficacy. Thus, the instrument used in this study was reliable and suitable for further analysis.

Furthermore, the normality test using the Normal Probability Plot showed that data points were distributed around the diagonal line, indicating a normal data distribution suitable for regression modeling. The multicollinearity test results showed that all independent variables had a Variance Inflation Factor (VIF) below 10 and tolerance values greater than 0.10, confirming the absence of multicollinearity issues. Finally, the heteroscedasticity test using the Glejser method revealed that all variables had significance values greater than 0.05, indicating no symptoms of heteroscedasticity. Therefore, the data met all classical assumptions and were suitable for further analysis.

PATH ANALYSIS

Path analysis is an extension of multiple linear regression analysis aimed at explaining causal relationships, both direct and indirect, between several independent variables and a dependent variable. In this study, path analysis was used to determine the influence of transformational leadership (X_1), organizational culture (X_2), and achievement motivation (X_3) on self-efficacy (Z), as well as to analyze the combined effects of these three variables together with self-efficacy (Z) on teacher performance (Y).

Table 5. Path Analysis Results

Relationship	Std. Beta (Path Coefficient)
$X_1 \rightarrow Z$	0.094
$X_2 \rightarrow Z$	0.095
$X_3 \rightarrow Z$	0.250
$X_1 \rightarrow Y$	0.199
$X_2 \rightarrow Y$	0.233
$X_3 \rightarrow Y$	0.145
$Z \rightarrow Y$	0.148

Source: Primary Data Processed, 2025

The results of the path analysis presented in the table show that the influence of leadership on self-efficacy is 0.094, organizational culture on self-efficacy is 0.095, and achievement motivation on self-efficacy is 0.250. Meanwhile, the influence of leadership on teacher

performance is 0.199, organizational culture on teacher performance is 0.233, achievement motivation on teacher performance is 0.145, and self-efficacy on teacher performance is 0.148. Based on these results, two path analysis equations were obtained, namely:

$$Z = 0,094X_1 + 0,095X_2 + 0,250X_3 + e_1, \text{ and}$$

$$Y = 0,199X_1 + 0,233X_2 + 0,145X_3 + 0,148Z + e_2.$$

The first equation shows the relationship between the variables of leadership (X_1), organizational culture (X_2), and achievement motivation (X_3) on self-efficacy (Z), while the second equation shows both the direct and indirect effects of these variables on teacher performance (Y). The regression coefficients indicate the magnitude of each variable's influence within the model.

The analysis results indicate that the leadership variable (X_1) has a direct effect of 0.094 on self-efficacy (Z) and a direct effect of 0.199 on teacher performance (Y). The organizational culture variable (X_2) has a direct effect of 0.095 on self-efficacy (Z) and 0.233 on teacher performance (Y). The achievement motivation variable (X_3) has a direct effect of 0.250 on self-efficacy (Z) and 0.145 on teacher performance (Y). Meanwhile, the self-efficacy variable (Z) itself has a direct effect of 0.148 on teacher performance (Y).

Based on these findings, it can be concluded that all independent variables transformational leadership, organizational culture, and achievement motivation have both direct and indirect effects on teacher performance through self-efficacy. This emphasizes that the better the principal's leadership, the more conducive the organizational culture, and the higher the teachers' achievement motivation, the greater the improvement in self-efficacy and teacher performance at public elementary schools in Temanggung District.

The Influence of Transformational Leadership on Teacher Performance

The t-test results indicate that the transformational leadership variable has a t-value of 2.933 with a significance level of $0.004 < 0.05$,

suggesting that transformational leadership has a significant effect on teacher performance.

This indicates that the higher the principal's ability to apply transformational leadership, the better the teachers' performance at public elementary schools in Temanggung District. This leadership style is capable of inspiring and motivating teachers to work beyond expectations, demonstrating a clear vision, and providing individualized attention that enhances work enthusiasm.

These findings are consistent with the study by Nasib Rianto et al. (2023), which stated that transformational leadership has a significant effect on teacher performance. However, the results differ from the study by Hasbi and Atiza (2023), which found that transformational leadership has no significant effect on performance. In the context of this study, transformational leadership has been proven to create a conducive work environment, encourage collaboration, and enhance teachers' work effectiveness.

The Influence of Transformational Leadership on Self-Efficacy

Based on the t-test results, the t-value obtained was 1.304 with a significance level of $0.194 > 0.05$. This result indicates that transformational leadership does not have a significant effect on teachers' self-efficacy

This means that the application of transformational leadership by principals has not been able to significantly enhance teachers' confidence in their professional abilities. This may be due to the fact that teachers already possess sufficient experience and competence, so their self-confidence is more influenced by internal factors rather than by their leader's leadership style.

These findings are consistent with the studies of Puente-Díaz & Anshel (2009) and Lukiyana & Hukom (2023), which revealed that self-efficacy is more strongly influenced by experience and personal motivation. However, the results differ from the studies of Zhang, Wang, & Chen (2022) and Kim & Park (2023), which found that transformational leadership can

enhance teachers' self-efficacy through emotional and intellectual support.

The Influence of Organizational Culture on Teacher Performance

The t-test results show a t-value of 3.233 with a significance level of $0.001 < 0.05$, indicating that organizational culture has a significant effect on teacher performance.

This finding indicates that a positive and strong school organizational culture can enhance teachers' sense of responsibility, discipline, and work motivation. A good organizational culture fosters a sense of belonging and togetherness among school members, thereby promoting increased productivity and teaching quality. These results are supported by studies conducted by Alfiah, Muhammadiyah, & Nuryanti (2021) and Lukman & Novita (2019), which state that the better the organizational culture, the higher the employees' performance. Thus, schools with a collaborative, disciplined, and innovative work culture tend to produce high-achieving and professional teachers.

The Influence of Organizational Culture on Self-Efficacy

Based on the t-test results, a t-value of 1.251 was obtained with a significance level of $0.213 > 0.05$, indicating that organizational culture does not have a significant effect on teachers' self-efficacy.

This result suggests that the organization's values and norms have not been able to enhance teachers' confidence in carrying out their professional duties. Self-efficacy is more strongly influenced by internal factors such as personal experience and intrinsic motivation than by the organizational environment. These findings are consistent with the study by Damayanti & Wibowo (2023), which states that organizational culture does not always enhance self-efficacy, especially when the organization's values are not personally internalized by its members. However, this result differs from the studies of Putra & Sari (2022) and Harahap & Zulkarnain (2023), which found that a supportive organizational culture

can strengthen self-efficacy through social support within the school environment.

The Influence of Achievement Motivation on Teacher Performance

The t-test results show a t-value of 1.994 with a significance level of $0.048 < 0.05$. Thus, achievement motivation has a positive and significant effect on teacher performance.

Teachers with high achievement motivation tend to be more enthusiastic in preparing lessons, managing classrooms, and evaluating learning outcomes. This study aligns with the findings of Putri & Wahyudi (2022) and Hidayat & Ningsih (2023), which revealed that both intrinsic and extrinsic motivation contribute significantly to improving teacher performance. However, these results contrast with the study by Santoso & Rahman (2023), which found no significant effect of motivation on performance due to high administrative pressure faced by teachers.

The Influence of Achievement Motivation on Self-Efficacy

Based on the t-test results, a t-value of 3.324 was obtained with a significance level of $0.001 < 0.05$. This indicates that achievement motivation has a positive and significant effect on teachers' self-efficacy.

Teachers who possess a strong drive for achievement demonstrate higher levels of confidence in teaching and in fulfilling their professional responsibilities. This finding is supported by studies conducted by Nurhadi & Lestari (2022) and Sari & Prasetyo (2023), which revealed that intrinsic motivation enhances teachers' self-efficacy, while extrinsic motivation through workplace support strengthens their confidence. These results reinforce Bandura's (1997) theory, which states that motivation and self-efficacy mutually reinforce each other in shaping work behaviour.

The Influence of Transformational Leadership Through Self-Efficacy on Teacher Performance

The test of the influence of transformational leadership on teacher performance through self-efficacy was conducted

using the Sobel test to determine whether the self-efficacy variable could mediate the relationship between the two variables. This analysis measures the indirect effect of leadership on teacher performance through teachers' confidence in carrying out their professional duties. Based on the study result 13, it is known that $a = 0.107$ with $SE_a = 0.087$, and from Table 14, $b = 0.232$ with $SE_b = 0.083$.

$$Z = \frac{ab}{\sqrt{b^2 SE_a^2 + a^2 SE_b^2}}$$

$$Z = \frac{0.107 \times 0.232}{\sqrt{0.232^2 \cdot 0.087^2 + 0.107^2 \cdot 0.083^2}}$$

$$Z = \frac{0.024824}{\sqrt{0.000488}}$$

$Z = 1,123$ with a significance value of 0.26027.

The results of the Sobel test show a Z-value of $1.123 < 1.96$ with a significance of 0.260, indicating that self-efficacy does not mediate the effect of transformational leadership on teacher performance. Although transformational leadership can provide motivation and inspiration, it does not directly shape teachers' self-confidence in improving their performance. These findings are consistent with the studies by Lukiyana & Hukom (2023) and Erlina et al. (2024), which suggest that the effect of leadership on performance tends to be more direct rather than mediated by psychological variables such as self-efficacy.

The Influence of Organizational Culture Through Self-Efficacy on Teacher Performance

This test aims to determine whether self-efficacy serves as a mediating variable in the relationship between organizational culture and teacher performance. The analysis was conducted using the Sobel test, which measures the indirect effect of organizational culture on performance through self-efficacy. Based on Table 15, $a = 0.197$ with $SE_a = 0.091$, and from Table 16, $b = 0.196$ with $SE_b = 0.082$. The Sobel test result shows a Z-value of $1.62 < 1.96$ with a significance level of 0.1086.

$$Z = \frac{ab}{\sqrt{b^2 SE_a^2 + a^2 SE_b^2}}$$

$$Z = \frac{0.197 \times 0.196}{\sqrt{0.196^2 \cdot 0.091^2 + 0.197^2 \cdot 0.082^2}}$$

$$Z = \frac{0.038612}{\sqrt{0.000581}}$$

Z = 1.62 with a significance of 0.1086

Z = 1.62 with a significance of 0.1086

These results indicate that self-efficacy does not mediate the influence of organizational culture on teacher performance. This means that a strong organizational culture does not necessarily enhance teachers' self-confidence in a way that improves performance. These findings are consistent with the studies of Damayanti & Wibowo (2023) and Pratama et al. (2024), which reveal that performance is more strongly influenced by reward systems and structural support than by individual psychological factors

The Influence of Achievement Motivation Through Self-Efficacy on Teacher Performance

This analysis aims to determine whether self-efficacy functions as a mediating variable between achievement motivation and teacher performance. The Sobel test was used to measure the indirect effect of achievement motivation on performance through self-efficacy. Based on Table 17, $a = 0.820$ with $SE_a = 0.142$, and from Table 18, $b = 0.970$ with $SE_b = 0.102$.

$$Z = \frac{ab}{\sqrt{b^2SE_a^2+a^2SE_b^2}}$$

$$Z = \frac{0.820 \times 0.970}{\sqrt{0.970^2 \times 0.142^2 + 0.820^2 \times 0.102^2}}$$

$$Z = \frac{0.7954}{\sqrt{0.02597}}$$

Z = 4,94 with a significance level of 0.000008

Table 3. Motivation (X3) on Self-Efficacy (Z)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Error	Std. Beta	t	Sig.
1 (Constant)	34.319	2.773		12.374	.000
Motivation	.299	.142	.820	3.972	.000

a. Dependent Variable: Z_Self_Efficacy

Source: Processed Primary Data, 2025

Table 4. Motivation (X3) on Performance (Y) Through Self-Efficacy (Z) as a Mediating Variable

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients	B	Std. Error	Standardized Coefficients	
1 (Constant)	25.101	4.383		5.726	.000
Motivation	.262	.092	.209	2.861	.005
Z_Self_Efficacy	.233	.102	.970	2.700	.008

a. Dependent Variable: Y_Performance

Source: Processed Primary Data, 2025

The Sobel test result shows a Z-value of $4.94 > 1.96$ with a significance level of 0.000008, indicating that self-efficacy mediates the relationship between achievement motivation and teacher performance. This means that achievement motivation enhances teachers' self-efficacy, which in turn positively influences performance improvement. These findings align with Lestari & Prasetyo (2023) and Hidayat & Wulandari (2022), who found that self-efficacy acts as a significant mediating variable between motivation and performance. This supports Bandura's (1997) theory, which posits that motivation and self-efficacy mutually reinforce one another in shaping work behavior and achieving professional goals.

The results of this study show that transformational leadership, organizational culture, and achievement motivation influence teacher performance, both directly and indirectly through self-efficacy. However, only achievement motivation significantly affects performance through self-efficacy mediation, whereas transformational leadership and organizational culture have a more direct effect. These findings emphasize that a combination of internal factors (motivation and self-efficacy) and external factors (transformational leadership and school work culture) plays a crucial role in enhancing teacher professionalism and performance in elementary schools.

CONCLUSION

This study concludes that transformational leadership, organizational culture, and achievement motivation significantly influence the performance of elementary school teachers in Temanggung District, both directly and indirectly through self-efficacy. Among these variables, achievement motivation has the strongest effect on self-efficacy and teacher performance, and it is the only variable that significantly affects performance indirectly through self-efficacy. Both internal factors (motivation and self-efficacy) and external factors (transformational leadership and organizational culture) are proven to be important in improving teacher professionalism and performance. Therefore, efforts to enhance teacher performance should focus on strengthening achievement motivation, self-efficacy, and a collaborative work culture within the school environment.

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