

Strategies For Improving Teacher Performance Through Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, And Work Motivation

(Empirical Study Using Quantitative Approach and Sitorem Analysis on Private High School Teachers in Depok City, West Java)

¹ Dewi Mutiara Indah Ayu, ² Isman Kadar, ³ Widodo Sunaryo
Universitas Pakuan, Bogor, Indonesia

Email: dmiayu33@gmail.com

Abstract. *In the world of education, teachers have a very large and important role in teaching and learning activities because teachers are educators who are directly in contact with students, so teachers are required to have good performance in order to teach students who also have good quality. One of the educational problems faced by the Indonesian nation is the quality of education at every level and education unit, especially elementary and secondary education. Various efforts have been made to improve the quality of education, including through various training and improving teacher qualifications, procuring books and teaching tools, improving facilities and infrastructure, and improving the quality of school management. The research method used in this study is quantitative through path analysis and SITOREM analysis. The results of this study are that there is a positive relationship between the independent variable and the dependent variable when viewed from the path analysis, then the relationship is a functional relationship where teacher performance (Y) is formed as a result of the functioning of organizational culture functions (X1), transformational leadership (X2), self-efficacy (X3) work motivation (X4)*

Keywords; *Teacher Performance, Organizational Culture, Transformational Leadership, Self-Efficacy, Work Motivation, Sitorem Analysis, Path Analysis.*

1. INTRODUCTION

Teachers play a vital role in education, especially in improving the quality of learning and student achievement. One of the main challenges of education in Indonesia is the low quality of education, especially at the elementary and secondary levels. Efforts to improve quality are carried out through training, provision of facilities and infrastructure, and strengthening school management. Teacher performance, which includes quality, quantity, cost effectiveness, and innovation of learning methods, is the key to the success of education. Teachers are not only required to be professional and creative but also need support in the form of a conducive work environment, good principal leadership, and adequate rewards. Teacher job satisfaction affects their motivation, endurance, and the quality of their work. In addition, teachers must be role models for students to form good character.

Teacher performance greatly determines the success of education in producing quality graduates. Professional teachers will work according to standards, on time, and continue to evaluate themselves in order to achieve the goals of the educational organization. An educator must have broad insight and creative teaching methods so that learning is not monotonous. However, many teachers in Indonesia do not meet the ideal educational qualifications, with the

main factors including teaching outside their field of expertise, lack of focus because they teach in many locations, do not master technology, and lack of self-confidence. As a result, teaching methods such as lectures become dominant, which makes students bored and less enthusiastic about learning.

To improve teacher performance in teaching and learning activities (KBM), several innovative methods can be applied, such as:

1. Simple experiments - Giving students direct experience to analyze and conclude learning outcomes.
2. Class projects - Increasing student collaboration through teamwork, such as exhibitions or field surveys.
3. Role playing - Developing student creativity through role-playing based on local or foreign stories.
4. Interactive learning media - Using technology such as video, animation, or games to increase student motivation.
5. Rewarding - Giving appreciation to teachers to increase self-confidence and work motivation.

Initial survey results in several private high schools in Depok show that teacher performance still faces various problems. The indicators measured include quality, quantity, effectiveness, efficiency, and achievement of work results, with the following findings:

1. Productivity: 48% of teachers have not utilized facilities optimally and have not completed work on time.
2. Effectiveness: 40% of teachers show little desire to learn and improve work quality.
3. Quality: 52% of teachers do not meet work standards, including a lack of rechecking of work results.
4. Quantity: 62% of teachers do not achieve the time target or amount of work assigned.

These problems cause a gap between teacher performance and expectations, and have an impact on student learning outcomes. Teachers are required to be creative and professional, using innovative learning methods so that students are more enthusiastic and can easily understand the material. The theme of improving teacher performance through organizational culture, transformational leadership, self-efficacy, and work motivation is proposed as a solution to support measurable and sustainable improvements.

2. LITERATURE REVIEW

Teacher Performance

The performance of an individual can be interpreted as a record of work that can be completed within a certain time, according to Wijaya (2021) with the following factors:

- a. Quality, is the extent to which the process or results of implementing activities approach perfection or approach the expected goals;
- b. Quantity, is the amount produced. for example the amount of rupiah, units, and cycles of activities carried out;
- c. Timeliness, is the extent to which an activity is completed at the desired time, taking into account the coordination of other outputs and the time available for other people's activities;
- d. Cost effectiveness, is the extent to which the use of organizational resources (human, financial, technological, and material) is maximized to achieve the highest results or reduce losses from each unit of resource use;
- e. Need for supervision, is the extent to which a worker can carry out a job function without requiring supervision from a supervisor to prevent undesirable actions.
- f. Interpersonal impact, is the extent to which employees maintain self-esteem, good name, and cooperation among coworkers and subordinates.

Colquitt et al., (2019: 38–42 and 52-57). stated that performance is the value of a set of employee behaviors that contribute, either positively or negatively, to the fulfillment of organizational goals. It was also stated that the factors that influence performance are.

- a. Task Performance.
- b. Citizenship behavior as a positive behavioral contribution.
- c. Counter productive behavior as a negative behavioral contribution (Halim, 2019).

Meanwhile, Richard L. Daft (2010: 8, 23, 382), stated that performance is an effort to achieve work results and goals by using resources in effective and efficient ways. It was also stated that performance indicators are;

- a. Goal achievement.
- b. productivity,
- c. Service satisfaction,
- d. Efficiency, and,
- e. Effectiveness (Saputro, 2020).

Organizational Culture

Schein (2010:18-25) states "The culture of the group is a common core premise that has worked well enough for the group to be learned and considered. Effective in solving external coordination and internal integration problems, so that it is re-educated to members as the correct method. It can now be defined as a pattern of conditions. Recognize, think and feel these issues." (Group culture can be defined as a pattern of common basic assumptions learned by the group When trying to solve problems of external adjustment and integration, which have been proven valid and therefore considered necessary to teach new members the right way. to understand, think and feel these problems).

According to Luthans (2011:72-77) Organizational culture is an understanding of important values and norms in the organization that guide the behavior of organizational members. The dimensions of this theory are the actual behavior patterns of organizational members; Behavioral norms at work; Generally understood values (dominant); Regulations that serve as guidelines for members; Organizational climate, namely the atmosphere experienced by members in life within the organization. Greenberg and Baron (2008:547-549) previously stated that organizational culture is a cognitive framework consisting of attitudes, values, behavioral norms, expectations and a set of basic assumptions held by all members of the organization. There are core organizational values reflected in the culture:

- a. Sensitivity to customer and employee needs
- b. Employee interest in developing new ideas.
- c. Transparency in available communication options.
- d. Friendliness and compatibility of employees with each other.
- e. Openness to communication decisions.
- f. Familiarity and closeness between employees.

Transformational Leadership

According to Colquitt (2015:487-492) Transformational leadership is leadership in which all members are inspired to commit to the realization of a shared vision that gives meaning to their own potential and allows certain problems to be developed from new perspectives. The indicators of this theory are (1) Idealized influence (charisma); the behavior of a leader to have integrity, strong values, and behavior that is consistent with those values. (2) Intellectual stimulation; the behavior of a leader to encourage and arouse creativity and critical thinking from team members or subordinates. (3) Individualized consideration; the behavior of a leader to pay attention to and care about the needs, desires, and development of individuals in a team or organization. (4) Inspirational motivation; the behavior of a leader to

articulate an attractive vision and inspire the enthusiasm of his followers to achieve common goals. Bernard and Riggio (2006:6-9) explain "Transformational Leadership. New Jersey:

Lawrence Erlbaum Associates," (Transformational Leadership is stimulating and inspiring followers to achieve extraordinary results and to develop their own leadership skills). Indicators of this theory include (1) Idealized influence; leaders act as role models. (2) Inspirational motivation; leaders create a clear picture of the future situation optimistically. (3) Intellectual stimulation; leaders encourage people to be creative and innovative. (4) Individual consideration; leaders develop people by creating a supportive environment. Another theory is taken from Tschannen-Moran's opinion (2003) that Transformational Leadership is a leader who can motivate others to see their work from a new perspective, create awareness of the organization's mission and vision, develop colleagues and followers to a higher level of ability and potential, and encourage them to see beyond the limits of their abilities and potential. own interests and who benefits from the group. Indicators of this theory are explained as; Individuals influence, namely the idealization of leaders that influences the behavior or idealization of their subordinates in working; Inspirational motivation, namely the influence of leaders that creates enthusiasm and motivation and encourages the intuition of their subordinates; Intellectual stimulation, namely encouraging leaders to improve the intelligence of subordinates who think creatively and innovatively; Individual consideration, namely the leader's concern or attention to the individual needs of subordinates or followers.

Self-Efficacy

According to Kreitner and Kinicki (2010;129-130) Self-efficacy is a person's belief in their ability to successfully perform a particular task. There is an element of self-efficacy such as performing well which means an aspect of the assessment related to success, which has indicators such as Previous experience; Behavioral models (the success of others on the same task); Persuasion from others, and; Physical and emotional state.

Meanwhile, according to Ivancevich, Konopaske and Matteson (2011;117) self-efficacy is believing in one's own ability and competence to perform certain tasks successfully. A person with high self-efficacy believes in their achievements. Self-efficacy also includes 3 (three) dimensions, namely:

- a. Magnitude, which is the level of difficulty of the task that is believed to be able to be done. The indicators are:
 - 1) the ability to solve problems related to the level of difficulty of the task,
 - 2) completing tasks that are believed to be able to be carried out and avoiding tasks beyond their capabilities.

- b. Strength, which is the belief about whether the level of difficulty of the task is considered high or low. The indicators are:
 - 1) believing in one's own ability to achieve success in every task,
 - 2) Strong expectations of one's own abilities that drive one to achieve goals and success.
- c. Generality, namely the degree of generalization of expectations to various conditions. The indicators are:
 - 1) Belief in understanding one's abilities,
 - 2) Being able to understand one's abilities as limited to certain activities and situations that vary.

Previously, Gibson, et al (2006; 161-162) stated that "Self-Efficacy is the belief that one can act appropriately in a given situation". (Self-efficacy is the belief that one can act appropriately in a given situation). From this theory, it states that the Dimensions of self-efficacy: (a) The magnitude, the level of difficulty of the task one believes one can accomplish; (b) Starch-based The belief that greatness is strong or weak; (c) generality, the degree that expectation generalizes across circumstances. (Self-Efficacy Dimensions: (a) Size, the level of difficulty of the task that a person believes he or she can achieve; (b) Strength, refers to beliefs about magnitudes such as being strong or weak; (c) Generalization, the extent to which an expectation is generalized across different situations.

Work Motivation

Work motivation is an internal or external drive that drives individuals to act, try, and actively participate in their work or tasks. Motivation affects a person's commitment, performance, productivity, and job satisfaction. Luthans (2007:270) defines motivation as a process that starts from physiological or psychological needs, which motivates behavior to achieve goals or receive incentives. Motivation is divided into extrinsic and intrinsic.

Extrinsic motivation includes:

- a. Salary: financial compensation for work.
- b. Benefits: income earned by individuals or companies.
- c. Promotion: increase in position, status, or responsibility.

Intrinsic motivation includes:

- a. Responsibility: obligations according to norms.
- b. Achievement: individual or group achievement.
- c. Suitability: suitability of individual abilities to work.
- d. Feelings: emotional experiences related to certain situations.
- e. Challenges: encouragement to improve skills.

f. Goals: desired results for individuals or organizations.

Robbins and Coulter (2010:109) added that work motivation is a process that triggers and maintains behavior to achieve goals. Indicators of work motivation include:

- a. Job satisfaction: the level of employee pleasure in their work.
- b. Organizational commitment: employee loyalty and attachment to the organization.
- c. Participation in decision making: employee involvement in decisions that affect their work.
- d. Recognition: appreciation for employee contributions, which can increase motivation and performance.

With this understanding, motivation becomes an important factor in the success of individuals and organizations (Luthans, 2007; Robbins & Coulter, 2010).

3. METHODS

Population and Sample

Population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn Sugiyono, (2015:119). The population in this study was determined based on internal data on the number of teachers in 15 high schools in 5 sub-districts in Depok city with a total of 245 teachers. The population in this study can be seen in detail in table 3.2 below:

Tabel 3. 2 Populasi Penelitian

No	Kecamatan	Jumlah SMA Swasta	Jumlah Guru SMA Swasta
1	Cinere	4	84
2	Limo	2	44
3	Bojongsari	3	76
4	Sawangan	3	57
5	Sukmajaya	4	86
Jumlah		16	347

Sumber: <https://dapo.kemdikbud.go.id/> Dapodikdasmen, Sinkronisasi Januari

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Research Sample

Determining the number of research samples in this quantitative stage uses a proportional random sampling technique based on the Taro Yamane Formula. The sample is a portion of the number and characteristics that represent and are owned by the population. In this study, the error rate and confidence level used are 5%. Here is the Taro Yamane formula:

$$n = \frac{N}{N \times d^2 + 1}$$

Description:

n = number of samples

N = number of population

d = precision or tolerance limit for sampling error (0.05)

The use of this formula resulted in a number of samples being obtained, namely as follows:

$$n = \frac{347}{\sqrt{347 \times 0.05^2 + 1}}$$

$$= \frac{347}{1.8675}$$

$$= 185,8 \approx 186$$

Based on the sampling calculation technique, the number of samples was determined to be 186 respondents. Then the number of samples was determined in each school that was the area sample by determining the proportion according to the number of teachers in the school being studied. The number of samples in each sub-district is as follows:

Tabel 3. 3 Distribusi Sampling

No	Nama Kecamatan	Jumlah Guru	Penarikan Sampel		Pembulatan
1	Cinere	84	(64/245) x 186	48,58	49
2	Limo	44	(22/245) x 186	16,70	17
3	Bojongsari	76	(56/245) x 186	42,41	42
4	Sawangan	57	(37/245) x 186	28,09	28
5	Sukmajaya	86	(66/245) x 186	50,11	50
Jumlah Dosen		347	Jumlah Sampel		186

4. RESULTS

The positive relationship between the independent variable and the dependent variable when viewed from the path analysis, then the relationship is a functional relationship where teacher performance (Y) is formed as a result of the functioning of the organizational culture function (X1), transformational leadership (X2), self-efficacy (X3) work motivation (X4). The discussion of the research results can be described as follows:

1. Influence positive direct between variable culture organization (X 1) on teacher performance variables (Y)

Based on the results of the first hypothesis test, it was concluded that there was influence direct positive between culture organization with performance Teacher shown by $F_{\text{count}} = 1.38 < F_{\text{table}} = 3.89$ with a significance value (Sig.) namely $0.75 > 0.05$. Then the simple regression model is obtained from table 4.36. that is $\hat{y} = 42.46 + 0.58X_1$ with contribution of 42.7%. Based on results testing can concluded that model regression between culture organization (X 1) to performance Teacher (Y) patterned linear. Coefficient value (β_{y1}) = 0.222, with $t_{\text{count}} = 6.83$ while t_{table} at the real level $\alpha = 0.05$, the t_{table} is obtained = 1.65, so the calculated $t > t_{\text{table}}$ means H_0 rejected and H_1 accepted. Thus there is a direct positive influence organizational culture variable (X1) on teacher performance (Y), meaning that the more strong organizational culture (X 1) will improve teacher performance (Y) Private High School Teachers in City Depok, Java West.

2. Direct positive influence between transformational leadership variables (X2) on teacher performance variables (Y)

Based on results test hypothesis second concluded that there is influence direct positive between leadership transformational with performance Teacher shown by $F_{\text{count}} = 1.46 < F_{\text{table}} = 3.89$ with mark significance (Sig.) that is $0.41 > 0.05$. Then model regression simple obtained from table 4.39. namely $\hat{y} = 44.70 + 0.55X_1$ with a contribution of 49.9%. Based on the test results, it can be concluded that the regression model between leadership transformational (X 2) to performance Teacher (Y) patterned *linear*. The path coefficient value (β_{y2}) = 0.294, with $t_{\text{count}} = 8.57$ while t_{table} at the real level $\alpha = 0.05$, the t_{table} is obtained = 1.65, so the calculated $t > t_{\text{table}}$ means H_0 rejected and H_1 accepted. Thus there is a direct positive influence variable leadership transformational (X 2) to performance Teacher (Y), It means the more strong leadership transformational (X 2) will improve performance Teacher (Y) Private High School Teacher in City Depok, Java West.

3. Direct positive influence between self-efficacy variable (X3) on teacher performance variable (Y)

Based on results test hypothesis third concluded that there is a positive direct influence between self-efficacy and teacher performance is shown by $F_{\text{count}} = 1.70 < F_{\text{table}} = 3.89$ with a significance value (Sig.) of $0.06 > 0.05$. Then the simple regression model is obtained from table 4.42. namely $\hat{y} = 65.87 + 0.40X_1$ with contribution as big as 39.6%. Based on the test results can be concluded that the regression model between self-efficacy (X 3) to

performance Teacher (Y) patterned *linear*. The path coefficient value (β_{y3}) = 0.234, with $t_{count} = 14.52$, while t_{table} at the real level $\alpha = 0.05$ obtained $t_{table} = 1.65$, so $t_{count} > t_{table}$ means H_0 is rejected and H_1 is accepted. Thus there is a direct influence positive self-efficacy variable (X_3) on teacher performance (Y), meaning that the more strong self-efficacy (X_3) will improve teacher performance (Y) of Private High School Teachers in the City Depok, Java West.

4. Direct positive influence between work motivation variable (X_4) on teacher performance variable (Y)

Based on the results of the fourth hypothesis test, it was concluded that there was influence direct positive between motivation Work with performance Teacher indicated by the calculated F value = $1.29 < F_{table} = 3.89$ with a significance value of (Sig.) that is $0.13 > 0.05$. Then model regression simple got from table 4.45. that is $\hat{y} = 34.73 + 0.63X_1$ with contribution as big as 51%. Based on the test results, it can be concluded that the regression model between motivation Work (X_4) against performance Teacher (Y) patterned *linear*. Coefficient value (β_{y4}) = 0.202, with $t_{count} = 4.99$ while t_{table} at the real level $\alpha = 0.05$, the t_{table} is obtained = 1.65, so the calculated $t > t_{table}$ means H_0 rejected and H_1 accepted. Thus there is a direct positive influence work motivation variable (X_4) on teacher performance (Y), meaning the stronger it is Work motivation (X_4) will improve teacher performance (Y) of Private High School Teachers in the City Depok, Java West.

5. Direct positive influence between organizational culture variables (X_1) on work motivation variables (X_4)

Based on the results of the fifth hypothesis test, it was concluded that there was positive direct influence between organizational culture and work motivation indicated by the calculated F value = $1.29 < F_{table} = 3.89$ with a significance value of (Sig.) that is $0.12 > 0.05$. Then model regression simple got from table 4.48. that is $\hat{y} = 58.89 + 0.54X_1$ with contribution as big as 35.5%. Based on the test results, it can be concluded that the regression model between culture organization (X_1) to motivation Work (X_4) patterned *linear*. The path coefficient value (β_{X1X3}) = 0.244, with $t_{count} = 3.36$ while t_{table} at the real level $\alpha = 0.05$ obtained $t_{table} = 1.65$, so $t_{count} > t_{table}$ means H_0 rejected And H_1 accepted. With thus there is influence positive direct variable culture organization (X_1) to motivation Work (X_4), This means that the stronger the organizational culture (X_1) the greater the motivation. Work (X_4) Private High School Teacher in City Depok, Java West.

6. Direct positive influence between transformational leadership variables (X2) on work motivation variables (X4)

Based on the results of the sixth hypothesis test, it was concluded that there was influence direct positive between leadership transformational with work motivation is indicated by $F_{\text{count}} = 1.17 < F_{\text{table}} = 3.89$ with a value of significance (Sig.) that is $0.23 > 0.05$. Then model regression simple is obtained from table 4.51. namely $\hat{y} = 59.21 + 0.53X_1$ with a contribution of 43.8%. Based on the test results, it can be concluded that the regression model between transformational leadership (X 2) to work motivation (X 4) patterned *linear* . The path coefficient value ($\square_{X_2X_3}$) = 0.398, with $t_{\text{count}} = 3.71$ while t_{table} on a real level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.652$, then $t_{\text{count}} > t_{\text{table}}$ means H_0 rejected And H_1 accepted. With thus there is influence positive direct variable leadership transformational (X 2) to motivation motivation Work (X 4), It means the more strong leadership transformational (X 2) will increase work motivation (X 4) of private high school teachers in City Depok, Java West.

7. Direct positive influence between self-efficacy variable (X3) and work motivation variable (X4)

Based on the results of the seventh hypothesis test, it was concluded that there was influence direct positive between efficacy self with motivation Work shown by $F_{\text{count}} = 1.56 < F_{\text{table}} = 3.89$ with a significance value (Sig.) namely $0.18 > 0.05$. Then the simple regression model is obtained from table 4.54. that is $\hat{y} = 83.10 + 0.36X_1$ with contribution as big as 29.2%. Based on results testing can concluded that model regression between efficacy self (X 3) to motivation Work (X 4) patterned *linear* . The path coefficient value ($\square_{X_3X_4}$) = 0.182, with $t_{\text{count}} = 16.45$ while t_{table} at the real level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.65$, so $t_{\text{count}} > t_{\text{table}}$ means H_0 rejected And H_1 accepted. With thus there is influence positive direct variable efficacy self (X 3) to motivation Work (X 4), It meansThe stronger the self-efficacy (X3) the greater the teacher's work motivation (X4) . Private High School in City Depok, Java West.

8. Indirect positive influence between organizational culture variables (X1) on teacher performance variables (Y) through work motivation (X4).

Based on results test hypothesis eighth concluded that there is influence No direct positive between organizational culture with teacher performance through work motivation, shown with the calculation results indirect influence obtained the path coefficient value (\square_{14y}) = 0.049, then H_0 rejected And H_1 accepted. With thus there is influence No direct positive between variable culture organization (X 1) to performance teachers (Y) through work motivation (X 4), meaning the stronger the organizational culture (X 1) will strengthen teacher

performance (Y) by increasing work motivation (X_3) Private High School Teacher in City Depok, Java West. Obtained mark Z_{count} (6.17) > mark Z_{table} (1.97), with levelsignificance $\alpha = 5\%$. And if seen from the probability value (significance) of t-statistic test for the visionary leadership variable (sig) is $0.00 < \alpha = 0.05$. Then H_0 is rejected and H_1 is accepted, this means this shows that motivation Work (X_4) capable mediate culture organization (X_1) to performance teacher (Y).

9. Indirect positive influence between transformational leadership variable (X2) on teacher performance variable (Y) through work motivation (X4)

Based on results test hypothesis ninth concluded that there is influence No direct positive between organizational culture with commitment profession through motivation Work, shown with results calculation of indirect influence obtained the path coefficient value (β_{24y}) = 0.193, then H_0 is rejected and H_1 is accepted. Thus there is influence indirect positive relationship between transformational leadership variables (X_2) on teacher performance (Y) through work motivation (X4), meaning that the stronger it is leadership transformational (X_2) will strengthen performance Teacher (Y) through improvement Work motivation (X_4) Private High School Teachers in Depok City, Central Java West.

10. Indirect positive influence between self-efficacy variable (X3) on teacher performance variable (Y) through work motivation (X4)

Based on results test hypothesis tenth concluded that There is a positive indirect influence between self-efficacy with performance teachers through work motivation, shown by the results of the calculation of the influence the path coefficient value (β_{34y}) = 0.169 is not directly obtained, so H_0 is rejected and H_1 is accepted. Thus there is a positive indirect effect between the self-efficacy variable (X3) and teacher performance (Y) through motivation work (X_4), meaning that the stronger the self-efficacy (X_3) the stronger the performance. teachers (Y) through increasing work motivation (X_4) of private high school teachers in Depok City, Java West.

5. CONCLUSION

1. The result is a strategy to increase performance teacher performance through identification to power of influence a n t a r v a r i a b e l - v a r i a b e l research . The strategy to improve teacher performance is through strengthening organizational culture variables, transformational leadership, self- efficacy and work motivation .

2. A way to strengthen research variables was produced. Some findings related to indicators in research variables need to be improved and some need to be maintained or developed.
3. An optimal solution is produced to improve lecturer performance, namely improving weak indicators and maintaining or developing good indicators. The indicators that need to be improved consist of: 1st Inspirational motivation, 2nd Individual consideration, 3rd Verbal Persuasion, 4th Vicarious Experience, 5th Emotional Cues, 6th Past Performance, 7th Consistency in rules, 8th Empowerment of human resources, 9th Orientation to work results, 10th Working conditions, 11th Status, 12th Achievement, 13th Organizational procedures, 14th Quantity (how many units are produced per unit of time), 15th Effectiveness (level of goal achievement), 16th Efficiency (use of minimal input to achieve goals). While the indicators that are maintained and developed are: 1) Idealized influence, 2). Intellectual simulation, 3). Magnitude (difficulty of the task), 4). Strength (firmness of his/her beliefs), 5). Generality (mastery of the task being done), 6). Encouraging innovation in work, 7). Working with a team, 8). Adaptation to change, 9). Compensation, 10). Progress, 11). Confession, 12). Responsibility, 13). Quality (how good or how complete the work results are), and 14). Accuracy of work, in accordance with SOP and the targets set

DISCUSSION

Based on results analysis , discussion of results research and hypothesis Which referred to a n so can be concluded as follows :

1. There is influence direct positive which is significant between organizational culture (X_1) and teacher performance (Y) with $\beta_{y1} = 0.222$, so that strengthening Organizational culture (X_1) can improve teacher performance (Y) .
2. There is a significant positive direct influence between transformational leadership (X_2) on teacher performance (Y) with $\beta_{y2} = 0.294$, so that strengthening transformational leadership (X_2) can improve teacher performance (Y).
3. There is a significant positive direct influence between self-efficacy (X_3) on teacher performance (Y) with $\beta_{y3} = 0.234$, so that strengthening self-efficacy (X_3) can improve teacher performance (Y).

4. There is a significant positive direct influence between work motivation (X4) on teacher performance (Y) with $\beta_{y4} = 0.202$, so that strengthening work motivation (X4) can improve teacher performance (Y).
5. There is a significant positive direct influence between organizational culture (X1) and work motivation (X4) with $\beta_{x1x4} = 0.244$, so that strengthening organizational culture (X1) can increase work motivation (X4).
6. There is a significant positive direct influence between transformational leadership (X2) on work motivation (X4) with $\beta_{x2x4} = 0.398$, so that strengthening transformational leadership (X2) can increase work motivation (X4).
7. There is a significant positive direct influence between self-efficacy (X3) and work motivation (X4) with $\beta_{x3x4} = 0.182$, so that strengthening self-efficacy (X3) can increase work motivation (X4).
8. There is a significant positive indirect effect between organizational culture (X1) on teacher performance (Y) through work motivation (X4) with $\beta_{13y} = 0.236$, so that strengthening organizational culture (X1) can improve teacher performance (Y) through work motivation (X4). Work Motivation (X4) can function effectively as an intervening variable between organizational culture (X1) and teacher performance (Y) because the indirect effect is greater than the direct effect.
9. There is a significant positive indirect effect between transformational leadership (X2) on teacher performance (Y) through work motivation (X3) with $\beta_{23y} = 0.193$, so that strengthening transformational leadership (X2) can improve teacher performance (Y) through work motivation (X4). However, work motivation (X4) cannot function effectively as an intervening variable between transformational leadership (X2) and teacher performance (Y) because the direct effect is greater than the indirect effect.
10. There is a significant positive indirect effect between self-efficacy (X3) on teacher performance (Y) through work motivation (X4) with $\beta_{14y} = 0.182$, so that strengthening self-efficacy (X3) can improve teacher performance (Y) through work motivation (X4). However, work motivation (X4) cannot function effectively as an intervening variable between self-efficacy (X3) and teacher performance (Y) because the direct effect is greater than the indirect effect.

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