

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, WORK CULTURE, AND SELF-CONCEPT ON TEACHER PERFORMANCE

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ABSTRACT

The purpose of this study is to analyze, and test: the influence of transformational leadership, work culture and self-concept on teacher performance in driving schools throughout Tangerang City. This study uses a causal survey method with a path analysis technique. The population in this study is all driving teachers in Tangerang City totaling 165 teachers with a sample of 117 teachers taken based on proportional random sampling. The analysis technique used is the path analysis technique. Based on the results of the analysis, it is known: 1) There is a direct positive and significant influence of transformational leadership on teacher performance; 2) There was a direct positive and significant influence of work culture on teacher performance; 3) There was a direct positive and significant influence of teachers' self-concept on teacher performance; 4) There was a direct positive and significant influence of transformational leadership on teachers' self-concept; 5) There was a direct positive and significant influence of work culture on teachers' self-concept; 6) There was a direct positive and significant influence of transformational leadership on work culture.

Keywords: *Transformational Leadership, Work Culture, Self-Concept, Teacher Performance*

INTRODUCTION

Teacher performance must be a focus of attention for various parties to ensure the continuity of the teaching and learning process, enabling students to develop and achieve. Therefore, teacher quality is a crucial factor in improving the quality of education. Teachers have the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education. The most important thing is to translate these abilities into behavior through carrying out tasks in relevant and realistic work situations.

It is known that students' literacy and numeracy skills nationally are only in the moderate category. Another problem is that many teachers lack creativity in creating learning tools or media, which contributes to students' low understanding of the material being taught. Teachers lack variety in their teaching methods; most still use the lecture method in class, presenting material and then giving assignments without in-depth discussion. In reality, these problems can be addressed through the

intervention of many parties. The government and school principals should collaborate, synergize, and work together to address the various challenges faced by teachers, particularly those related to teacher performance.

Teachers are a key component of the education system, playing a role in transferring knowledge and values to students. Therefore, teacher performance has a significant impact on the quality of education. One factor that can influence teacher performance is leadership in the context of Education.

School leadership is important because research shows that it has a direct impact on teacher performance, including satisfaction, performance, motivation, student performance, and school performance (Yeigh et al., 2019). Transformational leadership is related to their decision-making style, which can significantly influence teacher performance, satisfaction, and motivation levels. Effective leaders are those who can create a supportive school environment and involve teachers in decision-making.

Transformational leadership has been shown to have a significant impact on various outcomes such as job satisfaction, organizational commitment, and employee performance (Mayora & Purwanto, 2019). For example, a study on the influence of transformational leadership and self-leadership on adaptive performance found that both types of leadership influence psychological empowerment, which in turn influences adaptive performance (Oktavian et al., 2022).

In addition to the principal's transformational leadership, work culture is an important factor in improving the quality of education and teacher performance. Schools, as social systems, have a unique culture, namely dominant, shared values and beliefs that influence behavior. Culture, as the values, principles, traditions, and ways of working shared by members, Organizational culture influences how teachers act. In most organizations, shared values and practices have evolved rapidly over time and significantly influence how the organization is run.

Work culture can reflect the dominant values espoused by the school, or the philosophy that guides school policies for all elements and components of the school, including educational stakeholders. This includes how work is carried out at school and the basic assumptions or beliefs held by school members. This situation has the potential to improve teacher performance. However, it can become an obstacle if personal changes, such as a sufficient income, give rise to an unhealthy work culture.

Research related to work culture conducted by several researchers concluded that work culture has a direct, positive influence on teacher performance (Mujiono, 2017). Work culture influences teacher performance and school effectiveness. Schools with high values, beliefs, and confidence in achievement are schools with a culture of quality.

Furthermore, teacher self-concept is also considered to influence teacher performance. Self-concept is a teacher's ability to understand, assess, and manage their perceptions and views of themselves, including awareness of their potential, role, and responsibilities as educators. A positive self-concept helps teachers feel confident, motivated, and able to face challenges in the learning process, so that it can have an impact on improving the quality of performance and interactions with students.

Previous research conducted by Sari on teachers at public elementary schools in Semarang City showed that transformational leadership and self-concept significantly influence teacher performance. Transformational leadership positively contributes to creating a learning environment that supports teachers in improving their performance, while self-concept enables teachers to manage the learning process more effectively (Sari, D.P., 2022). Another study conducted by Sulistyani (2021) on teachers at junior high schools in West Bandung Regency found that transformational leadership positively influenced teacher performance. However, this study did not find a significant relationship between self-concept and teacher performance (Sulistyani, 2021).

Based on initial observations conducted by researchers at several leading schools in Tangerang City, several problems were identified related to the influence of transformational leadership, work culture, and self-concept on teacher performance. Among them, some principals still lack forward-

thinking and visioning about the future of their schools, how they can advance and improve their teaching and learning. Furthermore, schools have not periodically reviewed and evaluated their vision, mission, and goals. In formulating its vision, mission, and goals, the school does not involve many stakeholders, such as parents, experts, or other members of the community. Furthermore, teachers believe that the principal's decisions and policies still fall short of meeting teachers' expectations and aspirations, and they provide insufficient space and opportunity for teachers to contribute suggestions, express criticism, or complain.

Researchers also found low teacher performance, as evidenced by: 1) Some principals still lack foresight and foresight regarding the future of their schools, and how they can advance and improve learning. 2) Principals have not periodically reviewed and evaluated the school's vision, mission, and goals. 3) In formulating its vision, mission, and goals, the school does not involve many stakeholders, such as parents, experts, or other members of the community. 4) Principals, in making decisions and policies, still fall short of meeting teachers' expectations and aspirations, and they provide insufficient space and opportunity for teachers to contribute suggestions, express criticism, or complain. 5) Teachers are still found to lack discipline, such as arriving late or being absent without a clear reason. 6) Learning methods tend to be monotonous and lack active student participation. 7) Minimal use of technology and innovative learning media in the teaching and learning process. 8) Lack of support and facilities from schools. 9) Inadequate learning facilities and infrastructure, such as uncomfortable classrooms or a lack of supporting equipment. 10) Insufficient budget for training or workshops for teachers. 11) Minimal supervision and evaluation of teacher performance by the school (Author's interview with a teacher, October 5, 2024).

These issues can serve as a basis for further research on the influence of transformational leadership, work culture, and self-concept on teacher performance. By identifying these problems, the author can provide recommendations or appropriate solutions to improve teacher performance in the schools studied.

METHOD

This research was conducted at Tangerang City's Mover Schools, namely 1) SDN Bojong 2, located on Jl. Rani Blik A Kunciran Indah Piang; 2) SDN Gebang Raya 2, located on Jl. Perum Pondok Makmur, Periuk; 3) SDN Total Persada, located on Jl. Sumatra Blok Total Gembor Periuk; 4) SDN Karawaci 3, located on Jl. Beringin Raya Perumnas Tangerang; 5) Sekolah Alam Tangerang, located on Rt 003/004 Bojong Jaya Karawaci; and 6) SDN Periuk 1, located on Jl. Raya Mauk Periuk. The research was conducted over a period of 6 (six) months, starting with preliminary research from December 2024 to May 2025.

This research used a quantitative research method with a causal study type. A causal study is a research study that aims to examine the causal relationship between variables and the object under study. Therefore, the study includes independent and dependent variables (Sugiyono, 2021). This study will seek to establish the influence of transformational leadership, work culture, and self-concept on teacher performance.

The population of this study was all teachers at the Driving Schools in Tangerang City. There are 30 schools (kindergarten-high school) within this population. The researcher chose a sampling technique appropriate to the research objectives: cluster sampling, as the researcher will only be sampling the driving schools at public elementary schools (SDN). The researcher chose driving schools at public elementary schools (SDN) because she had previously taught at a driving school at the elementary school level, facilitating data collection. In accordance with the research objectives and the provisions outlined above, the researcher selected six driving schools as the population for this study, with a total of 165 teachers.

The data collection technique used in this study was a questionnaire. The questionnaire used in

this study was a Likert-type scale, which is used to capture a person's attitudes, opinions, and perceptions about social phenomena. On a Likert scale, the variables to be measured are broken down into indicator variables, which then serve as the starting point for compiling instrument items in the form of questions or statements. Responses to each item range from very positive to very negative, such as: strongly agree (SS), agree (S), sometimes (KD), disagree (TS), and strongly disagree (STS).

The data analysis technique used in this study involved several stages: descriptive statistics, classical assumption testing, and path analysis.

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the level of influence between them can be identified. These results serve as the basis for the research discussion, as follows:

1. The Effect of Transformational Leadership on Teacher Performance

The path analysis between the transformational leadership variable (X1) and the teacher performance variable (X4) was 0.190, with a significance probability of $p_{x4x1} = 0.002$. Since the p-value (Sig.) is less than α ($0.002 < 0.05$), it is concluded that transformational leadership has a significant effect on teacher performance. This finding aligns with the theory of Robbins & Judge (2021), which states that transformational leaders can increase subordinate motivation, creativity, and commitment through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals who implement this style provide a clear vision, encourage teacher participation, and create a collaborative work environment, thereby improving teacher performance. These results are also consistent with research by Khuluqo (2019), which found a significant influence of transformational leadership on teacher performance in Islamic junior high schools (Madrasah Tsanawiyah). However, the relatively low coefficient (0.190) indicates that transformational leadership is not the sole determinant of performance and needs to be supported by other variables such as work culture and self-concept.

These results align with a study by Karsim et al., 2023. This study demonstrated that a leadership style that inspires, motivates, and provides individual attention to teachers can improve their work effectiveness. Well-implemented transformational leadership can encourage teachers to be more innovative, increase their commitment to their duties, and create a work environment conducive to their professional development. Thus, transformational leadership not only plays a role in improving individual teacher performance but also contributes to improving the overall quality of education.

A similar study by Marlina et al., 2023, showed a significant influence of transformational leadership capabilities on teacher performance. Transformational leadership, characterized by a clear vision, inspiration, motivation, and empowerment, encourages teachers to perform optimally in carrying out their duties. The results of this study indicate that teachers led by principals with strong transformational leadership skills tend to be more innovative, professional, and have higher performance in the learning process. Therefore, the stronger the principal's transformational leadership, the higher the teacher's performance in carrying out their duties and responsibilities.

Based on the above statement, it can be concluded that transformational leadership has a significant influence on teacher performance. This is evident in the principal's ability to plan, organize, and direct resources effectively, create a conducive work environment, provide constructive supervision, and motivate teachers to improve their professionalism and learning effectiveness.

2. The Influence of Work Culture on Teacher Performance

The path analysis between the work culture variable (X2) and the teacher performance variable (X4) was 0.401, with a significance probability of $p_{x3x1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that work culture has a significant effect on teacher performance. This finding supports the theory of Triguno and Sofyan et al. (2019), which states that a strong work culture, such as discipline, openness, and cooperation, creates an environment conducive to productivity. The higher coefficient value compared to transformational leadership indicates that work culture is a crucial factor in driving teacher performance. This aligns with research by Mujiono (2017), which confirms that schools with an achievement-oriented work culture tend to have teachers who are more innovative and responsive to change. This finding also reinforces the importance of synergy between organizational values and daily practices in driving schools. The results of this study align with those of Fitriyani & Miyono (2022), who found a significant influence of work culture on teacher performance. These findings indicate that a positive, disciplined, and collaboration-oriented work environment can improve teachers' effectiveness and professionalism in carrying out their duties.

A similar study conducted by Dauhan (2020) showed a significant influence of work culture on teacher performance. These findings indicate that a conducive work environment, professional values, and positive work habits can encourage improvements in the quality and effectiveness of teacher performance.

Based on the above statement, it can be concluded that work culture significantly influences teacher performance. A positive work culture encourages teachers to continuously improve their professional competencies, whether through training, scientific discussions, or the application of innovative learning methods. With a work culture oriented towards quality improvement, teachers are more open to change and more responsive to challenges in the world of education.

3. The Influence of Teacher Self-Concept on Teacher Performance

The path analysis between teacher self-concept (X3) and teacher performance (X4) showed a significance probability of 0.746, with a significance value of $p_{x4x3} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that transformational leadership has a significant effect on teacher self-concept. This finding aligns with the theory of Agustiani (2018) and Hutagalung (2022), which states that a positive self-concept (including self-identity, self-assessment, and belief in abilities) encourages teachers to be more confident, reflective, and adaptive in facing learning challenges. This finding also supports research by Sari (2022), which states that teachers with high self-concept tend to be more effective in designing learning strategies. This high coefficient confirms that teachers' psychological aspects are the main foundation for improving performance, even more dominant than external factors such as leadership and work culture. The results of this study align with those of Ningsih et al., 2020, which showed a significant relationship between self-concept and teacher performance. This suggests that teachers with a positive self-concept tend to perform better than those with a negative self-concept. Self-concept, which encompasses an individual's perception of their abilities, self-worth, and belief in their potential, plays a crucial role in building self-confidence, motivation, and work enthusiasm.

A similar study conducted by Safri et al., 2022, showed a significant relationship between self-concept and teacher performance. A positive self-concept enables teachers to have confidence in their abilities, maintain positive relationships with colleagues and students, and increase their commitment to optimally carrying out their duties. This study explains that teachers with a positive self-concept are more likely to demonstrate self-confidence, think creatively, and be problem-solving oriented.

Based on the above statement, it can be concluded that there is a significant relationship between self-concept and teacher performance. The better the teacher's self-concept, the better their performance. Conversely, a less positive teacher's self-concept leads to less positive teacher performance.

4. The Effect of Transformational Leadership on Teacher Self-Concept

The path analysis between transformational leadership (X1) and teacher self-concept (X3) showed a significance probability of 0.529, with a significance value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that transformational leadership has a significant effect on teacher self-concept. This finding aligns with Krishnan's (2005) theory, which states that transformational leaders can change subordinates' perceptions and beliefs through empowerment and recognition of individual contributions. Principals who provide emotional support, training, and space for innovation can increase teacher self-confidence. These results also support research by Novalianti & Laihad (2022), which found that transformational leadership mediates the influence of work motivation on teacher performance.

These results align with a study conducted by Siburian et al., 2022, which showed that transformational leadership significantly influences teacher self-concept. Principals who implement this leadership style are able to create a positive work environment, increase motivation, and build effective communication with teachers. The results of this study indicate that teachers led by principals with strong transformational leadership skills tend to be more innovative, professional, and have higher performance in the learning process. Therefore, the stronger the principal's transformational leadership, the higher the teacher's performance in carrying out their duties and responsibilities.

A similar study conducted by (Afif & Niam, 2021) showed that transformational leadership significantly influences teacher self-concept. Transformational leadership implemented by principals can positively shape teacher self-concept, leading to teachers feeling more confident in carrying out their duties, having higher motivation, and being more proactive in developing professional competencies. Principals who are able to provide inspiration, encouragement, and a clear vision can create a work environment that supports teacher growth and development, thus making them more motivated to improve the quality of teaching. Thus, transformational leadership impacts not only teacher performance but also how they view and develop themselves in their profession.

Based on the above, it can be concluded that transformational leadership is a crucial factor influencing teacher self-concept. Principals who implement transformational leadership are able to increase teacher motivation, self-confidence, and professionalism in carrying out their duties.

5. The Influence of Work Culture on Teacher Self-Concept

The path analysis between the work culture variable (X2) and the teacher self-concept variable (X3) was 0.531, with a significance probability value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that work culture has a significant effect on teacher self-concept. This finding aligns with the theory of Nawawi & Martini (2020), which emphasizes that a work environment that values collaboration, transparency, and self-development can strengthen teachers' professional identity. A positive work culture, such as recognition for achievement and support from colleagues, helps teachers internalize organizational values as part of their self-identity. These results are consistent with research by Rusmawati et al. (2021), which states that a healthy organizational climate contributes to improved teacher self-concept and performance.

The results of this study align with those of Safitri (2023), who found that work culture significantly influences teacher self-concept. A positive work culture, such as a supportive, collaborative, and professional development-oriented environment, contributes to building teacher self-confidence and motivation in carrying out their duties.

A similar study conducted by Widyanigshih et al., 2024, showed that work culture has a significant influence on teacher self-concept. This study explains that when teachers feel valued, supported, and given space to innovate in a positive work environment, they tend to have better self-perceptions. This increases self-confidence, work motivation, and belief in their professional

competence. Conversely, a less conducive work culture, such as conflict between colleagues, lack of support from leadership, or excessive work pressure, can negatively impact teacher self-concept, thus affecting their performance and dedication.

Based on the statement above, it can be concluded that work culture has a positive and significant influence on teacher self-concept. A healthy and supportive work culture is crucial for encouraging the development of a more positive teacher self-concept, which ultimately impacts the effectiveness of the learning process.

6. The Effect of Transformational Leadership on Work Culture

The results of the path analysis between the transformational leadership variable (X1) and the work culture variable (X2) were 0.649, with a significance probability value of $p_{x2x1} = 0.000$. Because the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that transformational leadership has a significant effect on work culture. This finding supports Yukl's (2019) theory, which states that transformational leaders act as catalysts for organizational culture change through communicating vision, creating collaborative norms, and eliminating ineffective practices. Principals who inspire and involve teachers in decision-making can foster a dynamic, quality-oriented work culture. These results also align with research by Maheshwari (2022), which found that transformational leadership styles improve job satisfaction and organizational culture in Vietnamese schools.

These results align with a study by Hartono et al. (2023), which showed a positive and significant effect between transformational leadership skills and work culture. Principals who implement transformational leadership are able to create a more positive, collaborative, and innovative work culture within the school environment. With a clear vision, inspiration, and motivation provided to teachers, transformational leadership encourages the creation of a work environment that supports professional development and performance improvement. A positive work culture, in turn, impacts teacher self-concept and the quality of learning in schools. Thus, transformational leadership not only directly influences teacher performance and self-concept but also plays a role in shaping a conducive and productive work culture.

Similar research conducted by (Saputra et al., 2023) showed a positive and significant influence between transformational leadership skills and work culture. Principals with a transformational leadership style are able to create a work culture that is more collaborative, innovative, and oriented towards improving the quality of education. Through a clear vision, effective communication, and providing motivation and inspiration, principals can create a work environment conducive to teacher professional development. With a positive work culture, teachers will be more motivated, have a better self-concept, and improve their performance in the learning process. Therefore, transformational leadership not only directly impacts teacher performance but also plays a role in building a work culture that supports the growth and professionalism of educators.

Based on the above, it can be concluded that transformational leadership has a significant influence on work culture. A positive work culture is characterized by harmonious relationships between individuals, a supportive work atmosphere, and a sense of trust in leadership.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a positive and significant direct effect of transformational leadership on teacher performance at the School Leaders throughout Tangerang City. The path analysis between transformational leadership (X1) and teacher performance (X4) is 0.190, with a significance

probability of $p_{x4x1} = 0.002$.

2. There is a positive and significant direct effect of work culture on teacher performance at the School Leaders throughout Tangerang City. The path analysis between work culture (X2) and teacher performance (X4) is 0.401, with a significance probability of $p_{x4x2} = 0.000$.
3. There is a positive and significant direct effect of teacher self-concept on teacher performance at the School Leaders throughout Tangerang City. The path analysis between teacher self-concept (X3) and teacher performance (X4) is 0.746, with a significance probability of $p_{x4x3} = 0.000$.
4. There is a positive and significant direct effect of transformational leadership on the self-concept of teachers at the School of Mover throughout Tangerang City. The path analysis between the transformational leadership variable (X1) and the teacher self-concept variable (X3) is 0.529 with a significance probability value of $p_{x3x1} = 0.000$.
5. There is a positive and significant direct effect of work culture on the self-concept of teachers at the School of Mover throughout Tangerang City. The path analysis between the work culture variable (X2) and the teacher self-concept variable (X3) is 0.531 with a significance probability value of $p_{x3x2} = 0.000$.
6. There is a positive and significant direct effect of transformational leadership on the work culture of the School of Mover throughout Tangerang City. The path analysis between the transformational leadership variable (X1) and the work culture variable (X2) is 0.649 with a significance probability value of $p_{x2x1} = 0.000$.

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