Implications of Transformational Leadership of School Principals and Work Culture on Teacher Work Motivation at SMP Negeri Sub Rayon 11 Semarang City

Bambang Wasminto*, Widya Kusumaningsih, Qristin Violinda
Universitas PGRI Semarang, Indonesia
*bambangwasminto80@gmail.com

Abstract
Teachers' work motivation is one of the main challenges in improving the quality of education in Indonesia, especially in SMP Negeri Sub Rayon 11 Semarang City which still records a teacher work motivation rate of only 41.5%. This condition requires intervention from the managerial aspect, especially in terms of the principal's leadership style and the work culture applied in the school. This study aims to analyze the influence of transformational leadership of school principals and work culture on teachers' work motivation at SMP Negeri Sub Rayon 11 Semarang City. This study uses a quantitative approach with a survey method involving 116 ASN teachers. Data was collected through a questionnaire and analyzed using *the Structural Equation Modeling-Partial Least Square (SEM-PLS)* method with *Smart PLS 3.3.3 software.* The results showed that transformational leadership had a positive and significant effect on teachers' work motivation ($\beta = 0.301$; $p = 0.001$) and work culture also had a positive and significant effect ($\beta = 0.365$; $p = 0.000$). Simultaneously, these two variables contributed 45.6% to the variation in teachers' work motivation ($R^2 = 0.456$). The conclusion of this study is that strengthening a conducive work culture and the implementation of transformational leadership by school principals can effectively increase teachers' work motivation. These findings also provide practical implications for school managers to create an inspiring and collaborative work environment in supporting the optimal performance of teachers in schools. These findings are expected to be a reference for school managers and policy makers in efforts to improve the quality of education at the junior high school level.

Keywords: Transformational Leadership; Work Culture; Teacher Work Motivation

Introduction

In an organization such as an educational institution or school, work motivation is one of the most important elements because it can provide energy that is able to move all existing potentials, create high and noble desires, support human behavior to want to work hard, increase the passion for togetherness and enthusiastic about achieving optimal results, this is also stated in Law No. 11 of 2020 concerning Job Creation whose main purpose is to create jobs and increase investment, simplification of regulations, wage regulation, increased motivation and protection for workers, regulations for informal sector workers and more flexible employment arrangements between employers and workers.

McClelland (2016) stated that everyone is driven by three basic needs that affect motivation, namely the need for achievement, the need for power, and the need for affiliation. High work motivation can be achieved if leaders are able to move, influence, direct and encourage their employees to achieve certain goals. Thus, leadership style has a very important role in influencing and increasing employee work motivation to achieve the organizational goals that have been set by Gopal and Chowdhury (2014).

Teachers' work motivation can come from within a teacher, which is often known as internal motivation and external motivation that arise due to external influences to encourage someone to do something according to the expected goals. Work motivation, according to Uno (2016), is the drive from within and outside of a person to do something that is visible from the internal dimension and the external dimension. Adha et al. (2019) stated that work motivation is the provision of driving force that creates a person's work enthusiasm so that they are able to collaborate, work effectively, and be integrated with all their efforts to achieve satisfaction. Work motivation is a staple that makes a person motivated to work. Motive is a stimulus of desire and driving force of one's willingness to work, each motive has a specific goal to be achieved (Hasibuan, 2016). McCormick (Mangkunegara, 2016) stated that work motivation as an influential condition awakens, directs and maintains behaviors related to the work environment.

There are several factors that can affect the occurrence of work motivation, both internal and external factors. In this case, there is a phenomenon in the process of providing work motivation, there are still many problems that are faced, namely the lack of motivation among fellow leaders and employees, employees and employees, so that the lack of employee response in the process of providing motivation which will have a great impact on the work results and organizational goals. And work motivation has not been applied optimally by employees, thus causing various problems or obstacles in the work environment. Low work motivation in some employees causes a decrease in employee performance. Very few employees are highly motivated. So it is necessary to motivate fellow employees who can cause employees to be able to overcome problems or obstacles at work, and it is easy to improve the performance and goals of the organization.

The report card of the education report of State Junior High Schools in Sub Rayon 11 Semarang City in 2023 from 4 State Junior High Schools, the quality of learning that reached the good category of 4 junior high schools (75%) which reached the category of just 1 junior high school (25%). Seeing the importance of learning quality showing the results of the work of teachers in implementing education and teaching programs in schools, there is a need for high work motivation. Teachers who have high motivation will always strive to get maximum results with high enthusiasm, and he will try to develop his tasks and himself as much as possible to achieve satisfactory performance. Based on data collection in early April 2024, for 20 teachers in Sub Rayon 11, Teachers' Work Motivation is not optimal, which is 41.50%. Teachers' work motivation in collecting this initial data is measured through the following dimensions: (1) Motivation to achieve a goal of reaching 42%; (2) Work morale reached 43.67%; (3) Initiative and creativity reached 41%; (4) The sense of responsibility reached 39.40% (Data collection by researchers in April 2024).

This is due to factors that affect work motivation, both internal and external. Internal motivation comes from within a person, factors such as achievement, recognition, self-development and potential, and responsibility are elements that can grow from within With the growth of these elements, a person will feel motivated both to work better and to become a better person overall. In addition, external factors that can affect motivation can also arise from the environment or elements that grow with social interventions, factors such as high salaries, the condition and prestige of a job, and elements of the work environment such as leadership traits also greatly affect a person's motivation (Triono et.al, 2021).

The motivation to teach that teachers have will greatly influence them in carrying out their duties. If the motivation to teach is high, then he will be able to teach well, and conversely, if the motivation to teach is low, then he will not be able to teach well, which will greatly affect his performance as a teacher. Another factor that

affects teachers' work motivation is work culture. Research by Miyono, Noor, et al (2020) In an organization such as an educational institution or school, work motivation is one of the most important elements because it can provide energy that is able to move all existing potentials, create high and noble desires, support human behavior to want to work hard , increase the passion for togetherness and enthusiastic about achieving optimal results, this is also stated in Law No. 11 of 2020 concerning Job Creation whose main purpose is to create jobs and increase investment, simplification of regulations, wage regulation, increased motivation and protection for workers, regulations for informal sector workers and more flexible employment arrangements between employers and workers.

The motivation to teach that teachers have will greatly influence them in carrying out their duties. If the motivation to teach is high, then he will be able to teach well, and conversely, if the motivation to teach is low, then he will not be able to teach well, which will greatly affect his performance as a teacher. Another factor that affects teachers' work motivation is work culture. Research by Miyono, Noor, et al (2020) on the Influence of Principal Competence and Work Culture on the Work Motivation of State Junior High School Teachers in Tengaran District, Semarang Regency proves that there is an influence of work culture on motivation teacher work of 6.3% with a positive regression coefficient, meaning that the teacher's high or low work motivation is influenced by good or bad Work Culture.

Transformational leadership of school principals at SMP Negeri in Sub Rayon 11, Semarang City, is categorized as suboptimal. Based on initial data collection in April 2024 from 20 teachers in Sub Rayon 11, the transformational leadership of school principals scored only 42.57%. This leadership was measured through the following dimensions: (1) Discipline at 42%; (2) Inspirational Motivation at 39%; (3) Intellectual Stimulation at 47.33%; and (4) Individualized Consideration at 42% (data collected by the researcher in April 2024). Additionally, it was found that the work culture within the schools in this area is also lacking, with a score of 43.92%. The work culture was evaluated through dimensions such as: (1) Openness at 46%; (2) Equality and Inclusion at 46.67%; (3) Collaboration at 39.33%; and (4) Character and Ethics at 43.67% (data collected by the researcher in April 2024). Given this background, the researcher intends to conduct a study on: "The Influence of Transformational Leadership of School Principals and Work Culture on Teacher Work Motivation in SMP Negeri in Sub Rayon 11."

This research is also expected to be a reference for school principals and education policy makers in designing strategies to improve teacher performance based on strengthening organizational culture and developing effective leadership styles. Thus, this study not only has practical implications, but also contributes to the development of the literature in the field of education management (Schein, 2010; Rena et al., 2015). By analyzing these two variables simultaneously, this study enriches academic discussions related to the determinants of teacher work motivation in the secondary education environment which has been lacking local studies in Indonesia, especially in the city of Semarang, proving that there is an influence of work culture on teachers' motivation of 6.3% with a positive regression coefficient, meaning that the teacher's high or low work motivation is influenced by the good or bad work culture.

The Transformational Leadership of State Junior High School Principals in Sub Rayon 11 of Semarang City is classified as not optimal, based on the initial data collection in April 2024, for 20 teachers in Sub Rayon 11, the Transformational Leadership of Teacher Principals is also less than optimal, reaching 42.57%. The Transformational Leadership of the Principal in the initial data collection of this study was measured

through the following dimensions: (1) Discipline reached 42%; (2) Inspirational motivation reached 39%, (3) Intellectual stimulation reached 47.33%, and (4) Individual attention reached 42% (initial data collection by researchers in April 2024). The facts found in the State Junior High School institution unit in Sub Rayon 11, based on information from the State Junior High School Supervisor and data collection in early April 2024, for 20 teachers in Sub Rayon 11, the work culture is also less than optimal, reaching 43.92%. The work culture in the initial data collection of this study was measured through the following dimensions: (1) to This research is also expected to be a reference for school principals and education policy makers in designing strategies to improve teacher performance based on strengthening organizational culture and developing effective leadership styles. Thus, this study not only has practical implications, but also contributes to the development of the literature in the field of education management (Schein, 2010; Rena et al., 2015). By analyzing these two variables simultaneously, this study enriches academic discussions related to the determinants of teachers' work motivation in the secondary education environment which has been lacking local studies in Indonesia, especially in Semarang City

Method

This research is a quantitative study with an explanatory approach aimed at testing the causal relationships between transformational leadership of school principals, work culture, and teacher work motivation. The study was conducted at SMP Negeri Sub Rayon 11 in Semarang City, utilizing both primary and secondary data. Primary data were collected directly from respondents who are civil servant teachers *(ASN)*, while secondary data were gathered from official documents such as school annual reports and data from the Semarang City Education Office. The respondent selection technique employed purposive sampling, targeting teachers who met specific criteria: civil servant teachers with at least two years of experience at their respective schools. A total of 116 teachers from various schools within Sub Rayon 11 in Semarang were involved in this study. The research instrument used was a closed questionnaire with a five-point Likert scale, where respondents were asked to assess various statements related to the transformational leadership of school principals, school work culture, and their motivation as teachers. The instrument was developed based on indicators tailored to the research needs. Data collection was performed directly by distributing the questionnaires to the selected respondents and ensuring that they were fully completed. The collected data were then analyzed using Structural Equation Modeling-Partial Least Square (SEM-PLS) with the assistance of Smart PLS software version 3.3.3. The data analysis process involved several stages, starting with validity and reliability tests of the instruments, structural model testing through R-Square and Q-Square tests to determine the predictive power of the model, and hypothesis testing aimed at examining the significance of the effects among variables in the constructed model.

Results and Discussion

The approach used in this study is a quantitative approach that emphasizes numerical data (numbers) processed by statistical methods. Ibrahim (2018) said that the quantitative approach is the collection of data whose data results can be quantified and processed using statistical techniques. Abdullah et al. (2021) stated that quantitative research is a systematic scientific study of parts and phenomena and the causality of their relationships. Quantitative research is defined as the systematic investigation of phenomena by collecting measurable data by performing statistical, mathematical or computational techniques. The data sources in this study consist of primary data obtained

directly from respondents, namely ASN teachers who work at SMP Negeri Sub Rayon 11 Semarang City, as well as secondary data obtained from school documents and official reports of the Semarang City Education Office.

The design of this study uses *ex-post facto* research. Ibrahim et al. (2018) stated that *ex post facto* research is a study in which independent variables have occurred when the researcher starts with the observation of bound variables in a study. This shows that the research was conducted after the differences in the free variables occurred due to the natural development of the event. The e*x post facto* method is a study conducted to examine events that have occurred and then look back to find out the factors that can cause the event.

So *ex-post facto* research or comparative causal research means research in which the researcher seeks to determine the cause or reason, for the existence of differences in behavior or status in a group of individuals. Based on the description above, it can be concluded that *ex post facto* research is research that explains or discovers how the variables in the research are interrelated or influential and find out how the symptoms or behaviors occur. The research design is illustrated in figure 1.
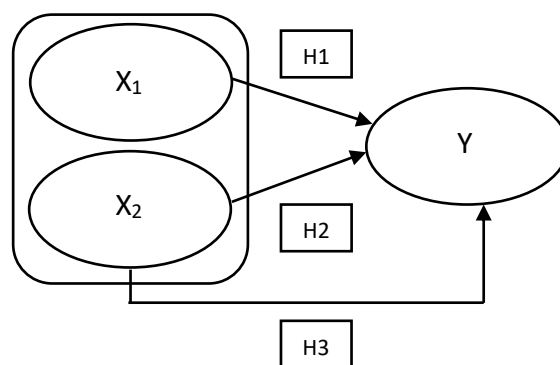

Figure 1. Research Design
(Source : Research Results)

Figure description:
X_1 : Transformational Leadership of School Principals
X_2 : Work Culture
Y   : Teacher Work Motivation

The ex-post facto research design is used to empirically describe the study involving three variables: variable X1 (Transformational Leadership of School Principals) and X2 (Work Culture) with variable Y (Teacher Work Motivation). The issue examined in this research is the influence of Transformational Leadership of School Principals and Work Culture on Teacher Work Motivation in SMP Negeri in Sub Rayon 11. Research variables are attributes, characteristics, or values of people, objects, or activities that have certain variations determined by the researcher for study and conclusion drawing (Sugiyono, 2018). Abdullah et al. (2021) state that based on the context of relationships, there are independent variables (X1 and X2) that influence changes in dependent variables (Y). Independent variables can be manipulated, while dependent variables are those whose values are affected or depend on the values of independent variables. This study involves two independent variables and one dependent variable. The independent variables are Transformational Leadership of School Principals (X1) and Work Culture (X2), while the dependent variable is Teacher Work Motivation (Y).

A good sample is one that represents the entire population. Priadana (2021) states that a sample is a part of the population and an inseparable part of the population that

shares the same characteristics as the population itself. Therefore, to complete this research, the sampling will include all school principals and teachers from SMP Negeri in Sub Rayon 11. The informant selection technique will use purposive sampling, with criteria for teachers being civil servants (ASN) who have worked for at least two years at schools under the Sub Rayon 11 in Semarang City. The total sample size for this study is 116 teachers.

The research instrument consists of a closed questionnaire with a Likert scale of 1-5, which includes three main constructs: Transformational Leadership (X1), Work Culture (X2), and Teacher Work Motivation (Y). These constructs were developed based on indicators from Bass & Avolio (2014) and Robbins & Coulter (2015), also referencing Schein's (2010) organizational culture model and Yukl's (2013) organizational leadership. According to Sugiyono (2018), data collection can be conducted in various settings, from various sources, and using various methods. When considering data collection techniques, methods such as interviews, questionnaires, observations, or a combination of these can be employed. In this study, data will be collected using questionnaires. According to Abdullah et al. (2021), a questionnaire is a tool used to obtain relevant data with high validity and reliability; it consists of a series of written questions that respondents must answer related to a specific research topic according to the researcher's field of study. Collecting data through questionnaires is relatively easy, quick, and less costly compared to other methods. This method allows researchers to study the characteristics, knowledge, attitudes, and behaviors of respondents.

Data collection will be conducted by distributing questionnaires directly to the teachers who are respondents. Additionally, limited interviews will also be conducted with several school principals to support the questionnaire data. Data analysis will be performed using Structural Equation Modeling-Partial Least Square (SEM-PLS) with the assistance of Smart PLS software version 3.3.3. The data analysis process will proceed in stages, starting with validity and reliability tests, R-Square tests, Q-Square tests, and hypothesis testing

1. Validity and Reliability Testing of Instruments

The definition of instrument validity testing is the stage of measuring how well the instrument can measure what it is intended to measure. Sugiyono states that instrument validity can be assessed through content validity, construct validity, and criterion validity (Sugiyono, 2018). Validity is a measure that indicates that the variable being measured is indeed the variable intended to be measured. An instrument is considered valid if it can be used to measure what it is supposed to measure. The instrument trial was conducted on 30 teachers from different Junior High Schools. If the correlation of each factor is positive and has a value of 0.3 or above, it is considered a valid construct; if below 0.3, the questionnaire items are deemed invalid.

To conduct the validity test, the Product Moment correlation technique was used with the assistance of SPSS software. The testing technique employed was Bivariate Pearson correlation (product moment Pearson). The validity test of the instrument is used to ensure that the measurement instrument reflects the concept intended to be measured, emphasizing the importance of construct validity and criterion validity in the instrument testing process (Frankel et al., 2015). This analysis correlates each item score with the total score, where the total score is the sum of item scores. The results of the validity test indicate that all indicators for each variable have a loading factor value > 0.7, which means they are valid. The results of the reliability test show that the composite reliability values for all variables are > 0.8, indicating they are reliable, as illustrated in Table 1 below.

Table 1. Outer Model (Cross Loading & Discriminant Validity)

Indicators	Discipline	Innovation	Work Motivation	Result
X1.2	0.799	0.537	0.492	Valid
X1.3	0.751	0.352	0.317	Valid
X1.4	0.812	0.403	0.361	Valid
X2.1	0.519	0.854	0.524	Valid
X2.5	0.519	0.903	0.522	Valid
X3.2	0.520	0.480	0.835	Valid
X3.5	0.563	0.531	0.911	Valid

(Source : Research Data)

2. Reliability Testing

According to Arikunto (2016), refers to the degree to which an instrument can be trusted or relied upon. The measurement results should remain consistent (relatively the same) when administered to the same subjects, even if conducted by different individuals, at different times, or in different locations. This analysis is conducted to obtain a descriptive overview of the research respondents, particularly regarding the research variables used. The reliability testing in this study employs internal reliability testing, obtained by analyzing data from a trial using the Alpha formula.

The threshold value used to assess an acceptable level of reliability is 0.60. If the value is below 0.60, the questionnaire items are considered unreliable. For interval or essay data types, reliability testing can be conducted using the Cronbach Alpha coefficient formula. The composite reliability for all constructs was found to be > 0.8, indicating high reliability.

3. R-Square Test

The R-Square value for the Teacher Work Motivation variable is 0.456, indicating that Transformational Leadership and Work Culture can explain 45.6% of the variation in teacher work motivation.

Tabel 2. R-Square

Variabel	R-Square
Teacher Work Motivation (Y)	0.456

(Source : Research Data)

4. Q-Square Test

The Q-Square value of 0.322 indicates that this model has good predictive relevance.

Tabel 3. Q-Square Predictive Relevance

Variabel	Q-Square
Teacher Work Motivation (Y)	0.322

(Source : Research Data)

5. Hypothesis Testing

According to Sugiyono (2018), hypothesis testing is a procedure or technique in research used to test the truth or accuracy of a previously formulated hypothesis based on data obtained from the research sample. Sugiyono explains that a hypothesis is a temporary answer to the research problem, whose truth must be tested through empirical data. Therefore, hypothesis testing becomes an essential stage in quantitative research to determine whether there is sufficient evidence to accept or reject the hypothesis. This testing is conducted using statistical tools, either parametric or non-parametric, depending

on the type and distribution of data used in the study. The results of hypothesis testing on the influence of Transformational Leadership of School Principals and Work Culture on Teacher Work Motivation at SMP Negeri in Sub Rayon 11, Semarang City, are shown in table 4:

a. Transformational Leadership -> Teacher Work Motivation
   1) Original Sample = 0.301
   2) T-Statistic = 3.211
   3) p-value = 0.001 (significant)
b. Work Culture -> Teacher Work Motivation
   1) Original Sample = 0.365
   2) T-Statistic = 3.954
   3) p-value = 0.000 (significant)

Tabel 4. Hypothesis Testing

Hypothesis	Original Sample	T-Statistic	p-value	Result
Transformational Leadership -> Motivation	0.301	3.211	0.001	Positive and significant effect
Work Culture -> Motivation	0.365	3.954	0.000	Positive and significant effect

(Source : Research Data)

6. Description of Teacher Work Motivation Data

The average teacher work motivation score reached 3.65 (categorized as fairly high) with the following details: work enthusiasm (3.70), responsibility (3.80), perseverance (3.60), active participation (3.55), and loyalty (3.65).

7. SEM-PLS Model Testing

a. Transformational Leadership → Teacher Work Motivation ($\beta = 0.301$; $p = 0.001$)
b. Work Culture → Teacher Work Motivation ($\beta = 0.365$; $p = 0.000$)
c. $R^2 = 0.456$

This research supports the findings of Bass & Avolio (2014) and Robbins & Judge (2019), which state that transformational leadership and work culture can enhance work motivation. Work culture has a more dominant influence ($\beta = 0.365$) compared to transformational leadership ($\beta = 0.301$). These results align with the findings of Roviana et al. (2023), highlighting that a good school organizational culture and effective principal leadership style can boost teachers' enthusiasm and performance. Furthermore, this study supports McClelland's (2016) model regarding the needs for achievement, power, and affiliation, which can be maximized through the roles of leadership and work culture.

1. Description of Teacher Work Motivation Data

Teacher work motivation is measured through several key indicators, namely work enthusiasm, responsibility in carrying out tasks, perseverance in completing work, active participation, and loyalty to the organization. Based on the survey results, the average teacher work motivation score is 3.65 (on a scale of 1-5), which falls into the fairly high category.

a. Work Enthusiasm (mean = 3.70)
b. Responsibility (mean = 3.80)
c. Perseverance (mean = 3.60)
d. Active Participation (mean = 3.55)
e. Loyalty (mean = 3.65)

2. Model Testing and Hypothesis Testing

The results of the SEM-PLS analysis indicate that this research model is valid and reliable. The loading factor values for all indicators are > 0.7, composite reliability values are > 0.8, and AVE values are > 0.5.

a. Transformational Leadership -> Teachers' Work Motivation (β = 0.301; p = 0.001)

Transformational leadership is a crucial style needed in schools; however, several issues persist in practice. First, there is a lack of respect and trust from the leaders towards their subordinates, and a failure to create a culture of shared risk-taking based on teachers' needs. Second, there are insufficient challenges provided for teachers' work, which does not stimulate their enthusiasm and optimism, nor does it fulfill commitments towards organizational goals. Third, there is a lack of innovation; the attitudes and behaviors of leaders are not based on evolving knowledge, and they fail to translate this into productive performance. Fourth, there is inadequate attention given to teachers, with insufficient focus on their achievement needs and a lack of support and guidance tailored to individual teachers. Based on the hypothesis testing results, Transformational Leadership of School Principals (H1) has a positive and significant effect on teacher work motivation, with an original sample value of 0.301, T-Statistic = 3.211, and p-value = 0.001. This means that the higher the application of transformational leadership style by school principals, the higher the motivation of teachers will be. Principals who implement transformational leadership tend to provide inspiration, intellectual stimulation, and individual attention to teachers, which ultimately enhances their work spirit, sense of belonging, and desire to perform better.

These findings align with the theories of Robbins (2015) and research by Rena et al. (2015), which assert that inspirational leaders can influence teachers' behavior and enthusiasm to achieve organizational goals. The discussion confirms that transformational leadership positively impacts teacher work motivation. School principals who effectively apply transformational leadership can instill confidence in their subordinates to carry out their duties as teachers, thereby fostering work enthusiasm and increasing productivity. This situation can enhance teacher motivation. The results of this study are consistent with Jevisa & Suwendra (2024), which states that transformational leadership positively affects the increase in teacher work motivation. In other words, the better the transformational leadership is implemented, the better the teacher work motivation will be in schools.

b. Work Culture - > Motivation for Teachers' Work (β = 0.365; p = 0.000)

The conditions in the field reveal issues regarding factors affecting teacher work motivation. First, intrinsic factors include a lack of enthusiasm for achieving accomplishments, insufficient self-recognition, a lack of motivation for self-improvement, failure to demonstrate responsibility for their work, and a lack of understanding of their job. Second, extrinsic factors that are not fully understood by teachers include relationships with others, personal life, school policies and administration, opportunities for growth, salary or income, and working conditions.

The results of hypothesis testing indicate that Work Culture (H2) has a positive and significant impact on teacher work motivation, with an original sample value of 0.365, T-Statistic = 3.954, and p-value = 0.000. A good work culture is reflected in high collaboration, openness, equality, and strong ethics within the school environment. A conducive work culture creates a comfortable environment for teachers to work, making them feel valued and motivated to contribute maximally. These findings support the research of Miyono (2020) and Roviana et al. (2023), which also demonstrate a significant relationship between work culture and increased teacher work motivation.

Based on this discussion, it is evident that work culture influences teacher work motivation. The better the work culture, the higher the teacher motivation will be. Teachers with a strong work culture can enhance their motivation. Those who embody a high work culture during the teaching process can guide students towards achieving academic success, thereby increasing teacher motivation. This study's results align with Armini (2024), which state that there is a positive and significant influence of work culture on teacher motivation, meaning that the higher the work culture, the better the teacher motivation will be. Conversely, the lower the work culture, the lower the teacher motivation will be.

c. R-Square = 0.456 (The model explains the 45.6% variance in teachers' work motivation)

Every school certainly has goals to achieve. One of these goals is to foster good teacher work motivation. This is, of course, supported by transformational leadership and a strong work culture. Transformational leadership and a high work culture are essential for enhancing effective and efficient learning processes, which can ultimately drive the achievement of school organizational goals. Transformational leadership and work culture are elements that function to improve the learning process and support the attainment of school organizational objectives.

Simultaneously, the two independent variables—Transformational Leadership and Work Culture—contribute 45.6% (R-Square = 0.456) to teacher work motivation. This indicates that both the principal's leadership style and the work culture in schools play significant roles in shaping teachers' work enthusiasm. The Q-Square value of 0.322 indicates that the model has a fairly good predictive ability. Therefore, strengthening these two aspects is highly recommended for school managers to support the sustainable improvement of teacher work motivation.

The results show that the higher the application of transformational leadership and the stronger the work culture in schools, the higher the teacher work motivation will be. These findings are consistent with research by Miyono (2020) and Roviana et al. (2023), which indicate that work culture and leadership significantly influence teacher motivation. Based on the above description, it is proven that transformational leadership and work culture jointly influence teacher work motivation. This means that the better transformational leadership and work culture are implemented together, the better teacher work motivation will be.

With the implementation of this strategy, it is expected to create a more productive and innovative school environment that will ultimately enhance the quality of education at SMP Negeri Sub Rayon 11 in Semarang City. These findings align with Gopal and Chowdhury (2014), who assert that transformational leadership styles can increase employee motivation and loyalty within organizations. Additionally, this research reinforces the findings of Miyono et al. (2020), which show that a healthy work culture in schools significantly impacts teacher work motivation. From an indicator perspective, findings show that work enthusiasm and responsibility have the highest average scores, indicating that teachers in this study environment demonstrate considerable dedication. However, indicators for active participation and perseverance show lower scores, indicating a need for interventions in work culture and stronger leadership support. This research also aligns with Robbins and Judge (2019), who state that work motivation is influenced by leadership factors that can build trust and foster a collaborative working environment. Furthermore, these results recommend the importance of transformational leadership training for principals and programs to strengthen a collaborative and innovative work culture within schools.

Conclusion

Based on the results of the research conducted, it can be concluded that the transformational leadership of school principals and work culture have a positive and significant impact on teacher work motivation at SMP Negeri Sub Rayon 11 in Semarang City, both partially and simultaneously. These two variables together explain 45.6% of the variation in teacher work motivation, as indicated by an R-Square value of 0.456. The findings show that work culture has a greater influence compared to transformational leadership. Teachers working in schools with a collaborative, open, and conducive work culture exhibit higher levels of motivation than those in less supportive organizational cultures. Furthermore, the transformational leadership of school principals has also been shown to significantly enhance teacher work motivation, although its contribution is smaller compared to work culture. Principals who can provide inspiration, personal support, and intellectual encouragement to teachers effectively increase teachers' enthusiasm, perseverance, and loyalty to their duties and the school. This result reinforces the theory that successful human resource management in schools heavily relies on the leadership and organizational culture created by school leaders. The study also indicates that indicators of teacher work motivation such as work enthusiasm, responsibility, perseverance, active participation, and loyalty are already at a fairly high level. However, the indicators for active participation and perseverance still require improvement through more focused interventions on fostering work culture and strengthening the leadership style of principals. The implications of these findings suggest that school principals should develop a more participatory work culture that encourages collaboration among teachers while continuously enhancing their transformational leadership capacity in managerial tasks. Additionally, there is a need for school policies that support the establishment of a healthy and inspiring work environment. Thus, it is expected that teachers will have high work motivation to improve the quality of the learning process and student learning outcomes in secondary schools

References

Abdurrahim, A. (2021). Analisis Faktor-Faktor Yang Mempengaruhi Motivasi Kerja Guru IPS di SMP. *Jurnal Pandawa*, *3*(2), 290-302.

Adha, R. N., Prakoso, E. A., & Mahfudz, M. (2019). Pengaruh Motivasi Kerja, Lingkungan Kerja, Budaya Kerja Terhadap Kinerja Karyawan Dinas Sosial Kabupaten Jember. *Jurnal Penelitian IPTEKS*, *4*(1), 47-62.

Arifin, H. M. (2015). The Influence Of Competence, Motivation, And Organizational Culture To High School Teacher Job Satisfaction And Performance. *International Education Studies*, *8*(1), 38-45.

Armini, N. K. (2024). Evaluasi Metode Penilaian Perkembangan Siswa Dan Pendidikan Karakter Dalam Kurikulum Merdeka Pada Sekolah Dasar. *Metta: Jurnal Ilmu Multidisiplin*, *4*(1), 98-112.

Bass, B. M., & Avolio, B. J. (2014). *Full Range Leadership Development: Manual For The Multifactor Leadership Questionnaire*. Thousand Oaks, CA: Sage Publications.

Dinasti, H. R., & Prakoso, L. Y. (2020). Pengaruh Gaya Kepemimpinan Terhadap Motivasi Kerja Karyawan Pada PT X di Jakarta. *Jurnal Manajemen dan Bisnis*, *8*(1), 15-28.

Edison, E., Anwar, Y., & Komariyah, I. (2016). *Manajemen Sumber Daya Manusia: Strategi Dan Perubahan Dalam Rangka Meningkatkan Kinerja Pegawai Dan Organisasi*. Bandung: Alfabeta.

Gopal, R., & Chowdhury, R. G. (2014). Leadership Styles And Employee Motivation: An Empirical Investigation In A Leading Oil Company In India. *International Journal of Research in Business Management*, *2*(5), 1-10.

Hasibuan, M. S. P. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: PT Bumi Aksara.

Herzberg, F. (2003). One More Time: How Do You Motivate Employees?. *Harvard Business Review*, *81*(1), 87-96.

Jevisa, T., & Suwendra, I. W. (2024). Challenges and Strategies for Implementing 21st-Century Learning Hindu Religious Education and Ethics at UPT SD Negeri 5 Amparita. *International Journal of Multidisciplinary Sciences*, *2*(2), 220-233.

McClelland, D. C. (2016). *Human Motivation*. Cambridge: Cambridge University Press.

Miyono, N., Haryono, T., & Rukayah, S. (2020). Pengaruh Kompetensi Kepala Sekolah Dan Budaya Kerja Terhadap Motivasi Kerja Guru SMP Negeri di Kecamatan Tengaran. *Jurnal Manajemen Pendidikan (JMP)*, *9*(3), 1-10.

Mulyasa, E. (2018). *Manajemen Dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.

Rahayu, S., & Sugiyanto, E. (2018). Pengaruh Gaya Kepemimpinan Dan Motivasi Kerja Terhadap Kinerja Guru. *Jurnal Administrasi Pendidikan*, *25*(1), 55-64.

Rena, I. N. G., Yudianto, H., & Suardika, I. B. (2015). Hubungan Antara Gaya Kepemimpinan, Kompetensi Manajerial Kepala Sekolah, Dan Budaya Organisasi Terhadap Motivasi Kerja Guru. *Jurnal Administrasi Pendidikan Indonesia*, *6*(1), 23-31.

Robbins, S. P., & Coulter, M. (2015). *Management*. Jakarta: Salemba Empat.

Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Upper Saddle River, NJ: Pearson.

Roviana, S., Haryati, T., & Yuliejantiningsih, Y. (2023). Pengaruh Iklim Organisasi Dan Budaya Kerja Terhadap Motivasi Kerja Guru SMP Negeri. *Jurnal Manajemen Pendidikan*, *12*(3), 45-58.

Schein, E. H. (2010). *Organizational Culture and Leadership*. Hoboken: John Wiley & Sons.

Wibowo. (2017). *Manajemen Kinerja*. Jakarta: Rajawali Pers.

Yukl, G. (2013). *Leadership in Organizations*. Boston, MA: Pearson.