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The Influence of Transformational Leadership and School Culture on the Work Effectiveness of Public Elementary School Teachers in Cluster 1 of the Karang Tengah Regional Coordination Office, Tangerang City

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Abstract

This research is motivated by the importance of teacher work effectiveness in improving the quality of basic education. The purpose of this study is to analyze the influence of the principal's transformational leadership and school culture on teacher work effectiveness. This study used a quantitative approach with a survey method. The study population was 183 teachers and a sample of 126 teachers selected through proportional random sampling. The research instrument was a Likert scale questionnaire, while data analysis techniques included descriptive statistics, classical assumption tests, and path analysis. The results showed that the principal's transformational leadership had a positive effect on teacher work effectiveness, school culture had a positive effect on teacher work effectiveness, and the principal's transformational leadership also had a positive effect on school culture. In conclusion, strengthening transformational leadership and school culture is an important strategy for improving teacher work effectiveness.

Keywords: Academic Performance, Elementary School, School Culture, Teacher Effectiveness, Transformational Leadership.

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INTRODUCTION

Teacher effectiveness is one of the factors that determine the success of education in elementary schools. Teachers with high work effectiveness are able to optimally design, implement, and evaluate learning so that educational goals can be achieved. Conversely, low teacher work effectiveness has the potential to reduce the quality of the learning process and student learning outcomes. The implementation of work effectiveness is influenced by the ability, competence, motivation, and responsibility of teachers in carrying out their professional duties (Sutrimah et al., 2019). However, the state of education in Indonesia still presents various challenges. The Ministry of Education and Culture (2020) reported that teacher pedagogy and teaching effectiveness still need to be improved because teachers tend to act as transmitters of knowledge rather than active facilitators of learning. Furthermore, a report from the Ministry of Education and Culture (2023) shows that some elementary school teachers have low levels of job satisfaction, which impacts on decreased performance. While the OECD survey (2023) indicates that learning effectiveness in Indonesia is still below the average for ASEAN countries.

From an educational perspective, teacher effectiveness is not only related to achieving learning targets but also reflects the implementation of professional responsibilities based on moral values. The Islamic perspective places trustworthiness, sincerity, and exemplary behavior as the foundation for carrying out educational duties, as emphasized in QS Al-Bayyinah verse 5. Teachers are required not only to be able to convey knowledge but also to shape the character of students through a quality learning process. One indicator that describes teacher effectiveness is the student-to-teacher ratio. Data from the Central Statistics Agency (2020) shows that the higher the student-to-teacher ratio, the greater the potential for reduced learning effectiveness because teachers' attention and supervision of students are more limited. This condition demonstrates that improving teacher effectiveness is an urgent need in efforts to improve the quality of education.

Various factors influence teacher effectiveness, including the principal's transformational leadership and school culture. Transformational leadership can inspire teachers to commit to the organization's vision, develop their own capacities, and work optimally to achieve school goals (Yeigh et al., 2019). Leaders with a transformational style also act as agents of change, capable of creating effective and efficient innovations in school management (Kadek et al., 2025). Furthermore, school culture is a set of values, beliefs, traditions, and habits that influence the behavior of all school members, thus contributing to improving the quality of education (Mulianda et al., 2024). Transformational leadership has also been shown to have a significant impact on job

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satisfaction, organizational commitment, and employee performance, including through increased psychological empowerment that supports adaptive performance (Mayora & Purwanto, 2024; Oktavian et al., 2022).

However, initial observations at SDN Gugus 1 Korwil Karang Tengah, Tangerang City, indicate that teacher effectiveness is still suboptimal. Teachers still face obstacles in implementing learning, classroom management, and organizing the teaching and learning process. Some teachers also do not fully understand the school's vision, mission, and goals, while the high teaching load results in less than optimal task implementation. In terms of leadership, some principals still lack a visionary orientation, do not conduct regular vision and mission evaluations, and do not provide adequate space for teacher participation in decision-making. Furthermore, the school culture has not consistently developed, as evidenced by the suboptimal evaluation of the school's vision and goals, the low involvement of various stakeholders in their development, and the lack of a work culture that supports discipline, cooperation, and shared responsibility. These problems are further exacerbated by variations in teacher work motivation, limited career development opportunities, and a less than fully conducive work environment, potentially impacting teacher effectiveness.

This study aims to analyze the direct influence of the principal's transformational leadership on teacher performance effectiveness, the direct influence of school culture on teacher performance effectiveness, and the direct influence of the principal's transformational leadership on school culture at SDN Gugus 1 Korwil Karang Tengah, Tangerang City. This research is important because teacher performance is a major factor in improving the quality of education, while various problems found in the field indicate the need to strengthen transformational leadership and school culture. The novelty of this study lies in the focus of the study which examines the direct relationship between transformational leadership, school culture, and teacher performance effectiveness at the public elementary school level in Gugus 1 Korwil Karang Tengah, Tangerang City. Previous studies have mostly examined the influence of transformational leadership on teacher performance without considering school culture as a contextual variable (Maheshwari, 2022; Purwanto, 2023; Yeigh et al., 2019), while research at the public elementary school level in that location has not been found (Mayora & Purwanto, 2024; Sutrimah et al., 2019).

RESEARCH METHODS

This research is a field study with a quantitative approach using a survey method. The quantitative approach was chosen because it is oriented towards measuring research variables

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objectively through numerical data to test the relationships between variables based on formulated theories (Cooper & Schindler, 2021; Greener, 2023). The survey method was used to obtain data from a representative sample of the population, utilizing a questionnaire as the main data collection instrument to illustrate the relationships between the constructs studied (Singarimbun & Effendi, 2020; Sugiyono, 2021). This study tested three variables: the principal's transformational leadership as the independent variable (X1), school culture as the independent variable (X2), and teacher work effectiveness as the dependent variable (X3).

The research instrument used a questionnaire as the primary data source, completed directly by respondents. The questionnaire was structured based on indicators for each research variable, namely the principal's transformational leadership, school culture, and teacher work effectiveness. Each indicator was measured using a Likert scale with five response alternatives: Strongly Agree, Agree, Sometimes, Disagree, and Strongly Disagree (Sugiyono, 2021). Before being used in the study, the instrument's validity was tested using Product Moment correlation to determine the accuracy of each item in measuring the construct under study (Arikunto, 2020). Furthermore, the instrument's reliability was tested using Cronbach's Alpha coefficient to ensure the instrument's internal consistency and suitability for use as a data collection tool.

The study population was all 183 teachers at Public Elementary Schools in Cluster 1 of the Karang Tengah Regional Coordination Unit in Tangerang City (Margono, 2024). The sample size was determined using the Slovin formula with a 5 percent error rate, resulting in a sample size of 126 teachers. The sampling technique used proportional random sampling to ensure that each school received a proportional number of respondents based on the population size of each school (Gulo, 2020). In addition to the research sample, 30 teachers outside the main sample were used as respondents for the instrument trial.

The research procedure was carried out for six months, from February to July 2026. The research stages began with preliminary research, thesis proposal development, proposal seminars, instrument development, and instrument trials. The next stage included data collection through questionnaire distribution to respondents, data processing and analysis, research report preparation, and thesis defense. Data analysis began with descriptive statistics covering the average, minimum, maximum, and standard deviation using SPSS version 26. Next, classical assumption tests were conducted, including a normality test using the One Sample Kolmogorov-Smirnov test, a linearity test using the Test for Linearity, and a multicollinearity test by examining the tolerance value and Variance Inflation Factor to ensure the model met the analysis requirements (Ghozali, 2021; Hendrarso & Susanti, 2021). Hypothesis testing was conducted using

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path analysis to analyze the direct effect of transformational leadership on teacher work effectiveness, the direct effect of school culture on teacher work effectiveness, and the direct effect of transformational leadership on school culture.

RESULTS AND DISCUSSION

Description of Respondent Characteristics

1. **Characteristics Based on Gender**

Table 1. Respondent Characteristics Based on Gender

No	Gender	Sample	Proportion
1	Man	40	32%
2	Woman	86	68%
Amount		**126**	**100%**

Based on the table above, the description of the characteristics of teachers at Public Elementary Schools in Cluster 1 of the Karang Tengah Regional Coordination Unit of Tangerang City who were respondents to the study based on gender, it is known that of the 126 respondents, 40 people (32%) were male and 86 people (68%) were female.

2. **Respondent Characteristics Based on Age**

Table 2. Respondent Characteristics Based on Age

No	Age	Population	Proportion
1	< 30 Years	20	15.9%
2	30-40 Years	60	47.6%
3	> 40 Years	46	36.5%
Amount		**126**	**100%**

Based on the table above, the description of the characteristics of teachers at Public Elementary Schools in Cluster 1 of the Karang Tengah Regional Coordination Office of Tangerang City who were respondents to the study based on age, it is known that of the 126 respondents, 20 people (15.9%) were under 30 years old, 60 people (47.6%) were

respondents were aged between 30 – 40 years, and 46 people (36.5%) of respondents were over 40 years old.

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3. **Respondent Characteristics Based on Education**

Table 3. Respondent Characteristics Based on Education

No	Education	Population	Proportion
1	DIII	2	1.6%
2	S1	122	96.8%
3	S2	2	1.6%
Amount		**126**	**100%**

Based on the table above, the description of the characteristics of teachers at Public Elementary Schools in Cluster 1 of the Karang Tengah Regional Coordination Office of Tangerang City who were respondents to the study based on education, it is known that out of 126 respondents, there were 2 people (1.6%) respondents with a final D III education, 122 people (96.8%) respondents with a final S1 education, and there were 2 people (1.6%) respondents with a final S2 education.

Description of Research Data

1. **Teacher Work Effectiveness Variable (X3)**

Table 4. Data Description of Teacher Work Effectiveness Variable (X3)

N	Valid	126
	Missing	0
Mean		92.44
Median		91.00
Mode		88
Standard Deviation		8,181
Minimum		72
Maximum		114
Sum		11648

(Source: Primary data processed by researchers 2026)

Based on table 4 above regarding the distribution of data on teacher work effectiveness, it is known that the number of respondents was 126 people, the lowest score was 72 and the highest score was 114, with a total score of 11648. The average (Mean) was 92.44, the Median (Me) was 91, the Mode (Mode) was 88 and the Standard Deviation was 8.18.

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Table 5. Frequency Distribution of Teacher Work Effectiveness Variable (X3)

No	Mark			Midpoint	Frequency	
					Absolute	Relatively
1	72	-	77	74.5	1	0.8
2	78	-	83	80.5	17	13.5
3	84	-	89	86.5	31	24.6
4	90	-	95	92.5	31	24.6
5	96	-	101	98.5	28	22.2
6	102	-	107	104.5	14	11.1
7	108	-	113	110.5	3	2.4
8	114	-	119	116.5	1	0.8
Amount					**126**	**100**

(Source: Primary data processed by researchers 2026)

The distribution in each interval class can be observed through the histogram graph below:

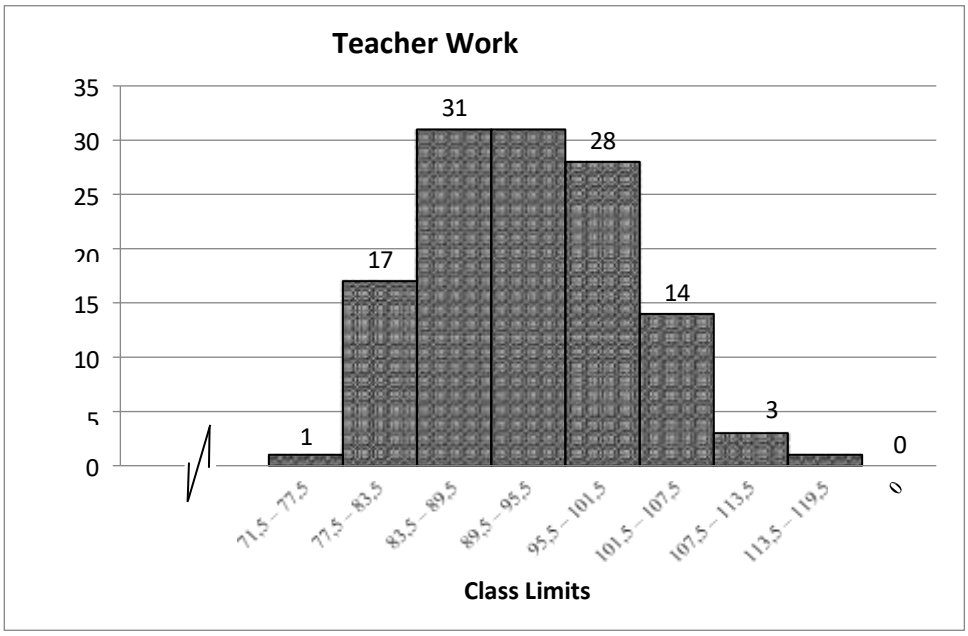


Figure 1. Histogram Graph of Teacher Work Effectiveness Variable (X3)

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2. **Transformational Leadership Variable (X1)**

Table 6. Data Description of Transformational Leadership Variables (X1)

N	Valid	126
	Missing	0
Mean		88.62
Median		87.00
Mode		86
Standard Deviation		7,862
Minimum		74
Maximum		109
Sum		11166

(Source: Primary data processed by researchers 2026)

Based on table 6 above regarding the distribution of transformational leadership data, it is known that the number of respondents was 126 people, the lowest score was 74 and the highest score was 109, with a total score of 11166. The average (Mean) was 88.62. The median (Me) was 87, the mode (Mode) was 86 and the standard deviation was 7.86.

Table 7. Frequency Distribution of Transformational Leadership Variables (X1)

No	Mark			Midpoint	Frequency	
					Absolute	Relatively
1	74	-	78	76.0	11	8.7
2	79	-	83	81.0	21	16.7
3	84	-	88	86.0	35	27.8
4	89	-	93	91.0	25	19.8
5	94	-	98	96.0	18	14.3
6	99	-	103	101.0	11	8.7
7	104	-	108	106.0	4	3.2
8	109	-	113	111.0	1	0.8
Amount					**126**	**100**

(Source: Primary data processed by researchers 2026)

The distribution in each interval class can be observed through the histogram graph below:

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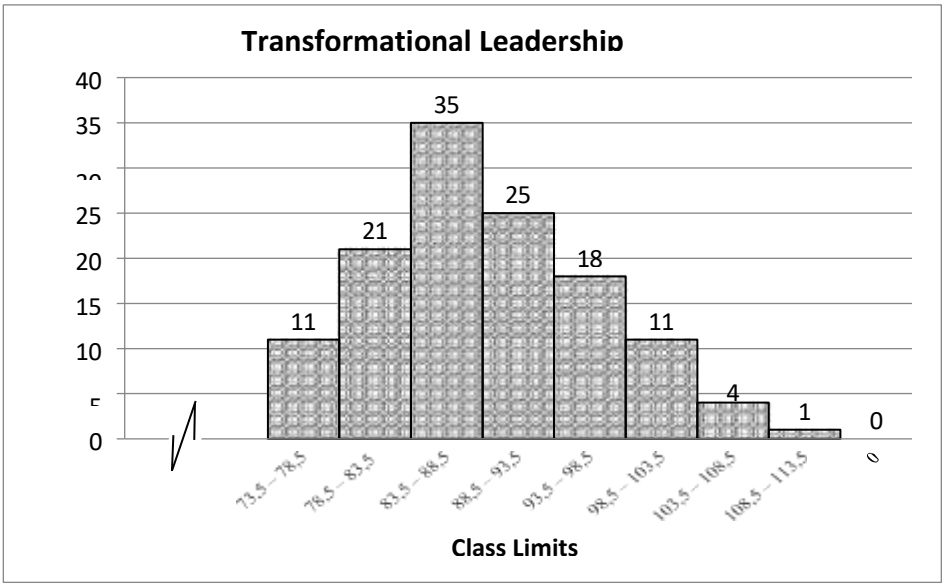


Figure 2. Histogram Graph of Transformational Leadership Variable (X1)

3. **School Culture Variable (X2)**

Table 8. Description of School Culture Variable Data (X2)

N	Valid	126
	Missing	0
Mean		81.24
Median		81.00
Mode		80a
Standard Deviation		6,949
Minimum		67
Maximum		98
Sum		10236

(Source: Primary data processed by researchers 2026)

Based on table 8 above regarding the distribution of school culture data, it is known that the number of respondents was 126 people, the lowest score was 67 and the highest score was 98, with a total score of 10236. The average (Mean) was 81.24. The median (Me) was 81, the mode

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(Mode) was 80 and the standard deviation was 6.94.

Table 9. Frequency Distribution of School Culture Variables (X2)

No	Mark			Midpoint	Frequency	
					Absolute	Relatively
1	67	-	70	68.5	5	4.0
2	71	-	74	72.5	17	13.5
3	75	-	78	76.5	18	14.3
4	79	-	82	80.5	40	31.7
5	83	-	86	84.5	19	15.1
6	87	-	90	88.5	12	9.5
7	91	-	94	92.5	11	8.7
8	95	-	98	96.5	4	3.2
Amount					**126**	**100**

(Source: Primary data processed by researchers 2026)

The distribution in each interval class can be observed through the histogram graph below:

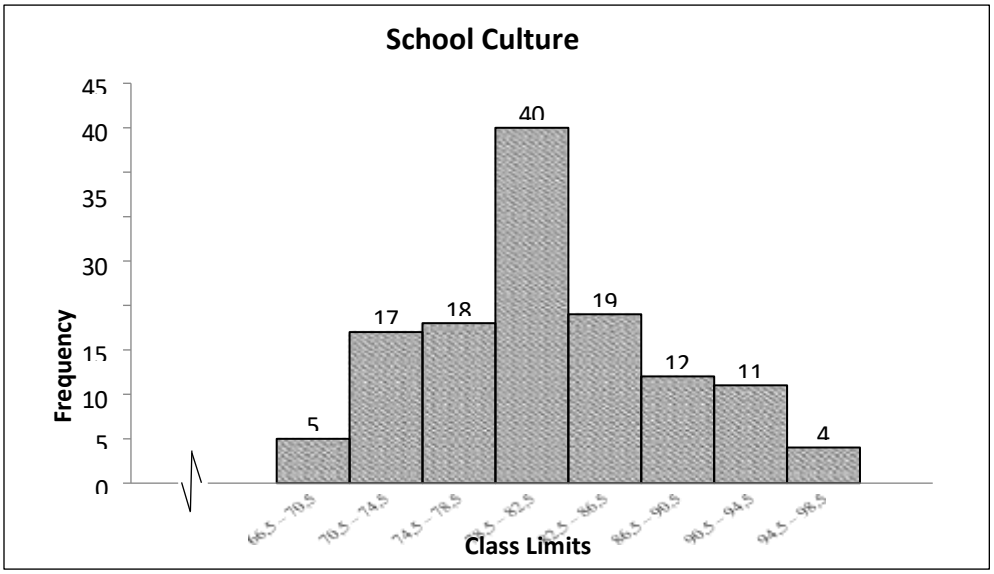


Figure 3. Histogram Graph of School Culture Variable (X2)

Test Requirements Analysis

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1. Normality Test

Table 10. Normality Test Results

		Unstandardized Residual
N		126
Normal Parametersa,b	Mean	.0000000
	Standard Deviation	2.46380777
Most Extreme Differences	Absolute	.046
	Positive	.046
	Negative	-.038
Test Statistics		.046
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on table 10, the error normality test with*One-Sample Kolmogorov-Smirnov Test*The sig. value is known to be 0.200, this indicates that the Sig. value = 0.200 > 0.05, so it can be concluded that the distribution of data for all variables in this study is normally distributed.

2. Linearity Test

A. Linearity Test of X1with X3

Table 11. Linearity Test of X1with X3

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Work Effectiveness* Transformational Leadership	Between Groups	(Combined)	7568.596	33	229,351	26,424	.000
		Linearity	7279.586	1	7279.586	838,709	***.000***
		Deviation from Linearity	289,010	32	9,032	1,041	.427
	Within Groups		798,515	92	8,680		

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	Total		8367.111	125			

Based on the table above, it is known that the significance value for Linearity is 0.000. This is because the significance value for Linearity is less than 0.05 (0.000 < 0.05), and the Deviation from Linearity value is greater than 0.05 (0.427 > 0.05).,So it can be stated that there is a linear relationship between the variables of teacher work effectiveness and the transformational leadership variable. Therefore, the assumption of linearity between variable X is valid.1with variable X3fulfilled.

B. Linearity Test of X2with X3

Table 12. Linearity Test of X2with X3

			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	7813.874	28	279,067	48,929	.000
EffectivenessTeacher Work* School Culture	Between Groups	Linearity	7575.740	1	7575.740	1328.268	***.000***
		Deviation from Linearity	238,134	27	8,820	1,546	.064
	Within Groups		553,237	97	5,703		
	Total		8367.111	125			

Based on the table above, it is known that the significance value of Linearity is 0.000. Because the significance value of Linearity is less than 0.05 (0.000 < 0.05), and the Deviation from Linearity value is greater than 0.05 (0.064 > 0.05), it can be stated that between the variables of Teacher Work Effectiveness (X3) and school culture variables (X2) there is a linear relationship. With this, the assumption of linearity between variables X2with variable X3fulfilled.

C. Linearity Test of X1with X2

Table 13. Linearity Test of X1with X2

			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	5642.769	33	170,993	39,918	.000
	Between Groups	Linearity	5486.312	1	5486.312	1280,781	***.000***
School Culture*		Deviation					

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Transformational Leadership		from Linearity	156,457	32	4,889	1,141	.307
	Within Groups		394,088	92	4,284		
	Total		6036.857	125			

Based on the table above, it is known that the significance value of Linearity is 0.000. Because the significance value of Linearity is less than 0.05 (0.000 < 0.05), and the Deviation from Linearity value is greater than 0.05 (0.307 > 0.05), it can be stated that between the transformational leadership variables (X1) and school culture variables (X2) there is a linear relationship. With this, the assumption of linearity between variables X1with variable X2fulfilled.

3. Multicollinearity Test

Table 14. Data Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Transformational Leadership	***.191***	***8,965***
	School Culture	***.191***	***8,965***

a. Dependent Variable: Teacher Work Effectiveness

Based on the table above, the Variance Inflation Factor (VIF) value for the transformational leadership variable (X) can be seen.1) and school culture variables (X2) = 8.965 both are less than 10, as is the tolerance value0.191 is greater than 0.1. Thus, it can be concluded that there is no linear relationship between the independent variables or that the regression model does not experience multicollinearity problems.

Hypothesis Testing

1. ***First Hypothesis: The Influence of Transformational Leadership on Teacher Work Effectiveness***

Table 15. Regression Coefficients of Variable X1against X3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	***6,422***	2,997		2,143	.034

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1	Leadership Transformational	***.971***	.034	.933	***28,810***	***.000***

a. Dependent Variable: Teacher Work Effectiveness

From the results of the analysis table in table 15 above, it was obtained that the intercept value of the regression line (a) was 6.422 while the slope value or regression coefficient (b) was 0.971, resulting in a simple regression line equation as follows:

$$X_3 = a + bX_1 = 6.422 + 0.971\ X_1$$

The results of the regression analysis indicate that transformational leadership has a positive effect on teacher work effectiveness. A constant value of 6.422 and a regression coefficient of 0.971 indicate that every increase in transformational leadership will increase teacher work effectiveness.

The t-test results show a value of 28.810 greater than 1.979 with a significance value of 0.000 < 0.05, so H0 is rejected and H1 is accepted. Thus, transformational leadership has a positive and significant effect on teacher work effectiveness at SD Negeri Gugus 1 Korwil Karang Tengah, Tangerang City. Furthermore, a correlation analysis was conducted to determine the level of strength of the relationship between the two variables.$t_{hitung} t_{tabel}$

Table 16. Correlation Coefficients X1with X3

		Teacher Work Effectiveness
Transformational Leadership	Pearson Correlation	0.933**
	Sig. (2-tailed)	0,000
	N	126

Based on the information in table 16 above, the correlation coefficient (r) was obtained.xy) between transformational leadership (X_1) with teacher work effectiveness (X_3) obtained a value of 0.933 with a Sig. (2-tailed) of 0.000.This means that the Sig. (0.000) < α (0.05) value. The coefficient value of 0.933 when entered into the Pearson Correlation table is in the range of 0.800-1.000 with a very strong correlation category. Thus, it can be concluded that transformational leadership and teacher work effectiveness have a significant influence with a very strong category.

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2. ***Second Hypothesis: The Influence of School Culture on Teacher Work Effectiveness***

Table 17. Regression Coefficients of Variable X2against X3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	***1,439***	2,651		.543	.000
	School Culture	***1,120***	.033	.952	***34,453***	***.000***

a. Dependent Variable: Teacher Work Effectiveness

From the results of the analysis table in table 17 above, it was obtained that the intercept value of the regression line (a) was 1.439 while the slope value or regression coefficient (b) was 1.120, resulting in a simple regression line equation as follows:

$$X_3 = a + bX2 = 1.439 + 1.120\ X2$$

The results of the regression analysis indicate that school culture has a positive effect on teacher effectiveness. A constant value of 1.439 and a regression coefficient of 1.120 indicate that every improvement in school culture will increase teacher effectiveness.

The t-test results showed a value of 34.453 greater than 1.979 with a significance value of 0.000 < 0.05, so H0 was rejected and H1 was accepted. Thus, school culture has a positive and significant effect on teacher work effectiveness in Public Elementary Schools throughout the Tangerang City Coordination Area. Furthermore, a correlation analysis was conducted to determine the level of strength of the relationship between school culture and teacher work effectiveness.$t_{hitung} t_{tabel}$

Table 18. Correlation Coefficients X2with X3

		Teacher Work Effectiveness
School Culture	Pearson Correlation	0.952*
	Sig. (2-tailed)	0,000
	N	126

Based on the information in table 18 above, the correlation coefficient (r) was obtained.xy) between school culture (X2) with teacher work effectiveness (X3) obtainedvalue of 0.952 with a Sig. (2-tailed) of 0.000. This means the Sig. value (0.000 < α 0.05). The coefficient value of 0.952 when entered into the Pearson Correlation table is in the range of 0.800-0.1000 with a very strong correlation category. Thus, it can be concluded that between school culture and teacher work effectiveness has a significant influence with a very strong category.

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3. ***Third Hypothesis: The Influence of Transformational Leadership on School Culture***

Table 19. Regression Coefficients of Variable X1against X2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	***6,559***	2,133		3,076	.003
	Transformational Leadership	***.843***	.024	.953	***35,152***	***.000***

a. Dependent Variable: School Culture

From the results of the analysis table in table 4.16 above, it was obtained that the intercept value of the regression line (a) was 6.559 while the slope value or regression coefficient (b) was 0.843, resulting in a simple regression line equation as follows:

$$X_2 = a + bX1 = 6.559 + 0.843X1$$

The results of the regression analysis indicate that transformational leadership has a positive effect on school culture. A constant value of 6.559 and a regression coefficient of 0.843 indicate that every increase in transformational leadership will improve school culture.

The t-test results showed a value of 35.152 greater than 1.979 with a significance value of 0.000 < 0.05, so H0 was rejected and H1 was accepted. Thus, transformational leadership had a positive and significant effect on school culture at SD Negeri Gugus 1 Korwil Karang Tengah, Tangerang City. Furthermore, a correlation analysis was conducted to determine the level of strength of the relationship between transformational leadership and school culture.$t_{hitung} t_{tabel}$

Table 20. Correlation Coefficients X1with X2

		School Culture
Transformational Leadership	Pearson Correlation	0.953**
	Sig. (2-tailed)	0,000
	N	126

Based on the information in the table above, the correlation coefficient (r) was obtained.xy) between transformational leadership (X1) and school culture (X2) obtained a value of 0.953 with Sig. (2-tailed) of 0.000. This means that the Sig. value (0.000 < α (0.05). The coefficient value of 0.953 when entered into the Pearson Correlation table is in the range of 0.800-0.1000 with a very strong correlation category. Thus, it can be concluded that transformational

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leadership and school culture have a significant influence with a very strong category.

After knowing the influence of X1 against X3, X2 against X3, and X1 against X2, then the influence of the transformational leadership variables (X1), school culture (X2) and teacher work effectiveness (X3) can be described in the following path analysis:

Based on the results of the analysis using SPSS, the path coefficient between the transformational leadership variables (X1), school culture (X2) and teacher work effectiveness (X3) is as follows:

Table 21. Path X Coefficients1against X3and X2against X3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,144	2,560		.447	.656
	Leadership Transformational	.293	.092	***.281***	3,186	.002
	School Culture	.805	.104	***.683***	7,745	.000

a. Dependent Variable: Teacher Work Effectiveness

Based on table 21 above, it is known that the path coefficient value (Standardized Coefficients Beta) between the transformational leadership variables (X1) with the variable of teacher work effectiveness (X3) is 0.281 with a significance probability value of ρx3x1= 0.000. Because the p-value (Sig.) is greatersmaller than (0.002 < 0.05) then it is concluded that the path coefficient is significant, so that H0rejected and H1accepted. Thus it can be concludedthat transformational leadership has a significant influence on the effectiveness of teacher work.

The path coefficient value (Standardized Coefficients Beta) in the table above between the school culture variables (X2) with the variable of teacher work effectiveness (X3) is 0.683 with a significance probability value of ρx3x1= 0.002. Because p-value (Sig.) is smaller than (0.000< 0.05) then it is concluded that the path coefficient is significant, so H0rejected and H2accepted. Thus it can beIt was concluded that school culture has a significant influence on the effectiveness of teacher work.

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Table 22. Path X Coefficients1against X2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,559	2,133		3,076	.003
	Leadership Transformational	.843	.024	***.953***	35,152	.000

a. Dependent Variable: School Culture

Based on the table above, it is known that the path coefficient value (Standardized Coefficients Beta) between the transformational leadership variables (X1) with the school culture variable (X2) is 0.953 with a significance probability value of ρ_{X3X1}= 0.000. Because the p-value (Sig.) is greatersmaller than □ (0.000 < 0.05) then it is concluded that the path coefficient is significant, so that H0rejected and H3accepted. Thus it can be concludedthat transformational leadership has a significant influence on school culture.

Table 23. Coefficients of Determination

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.955a	.913	.911	2,438

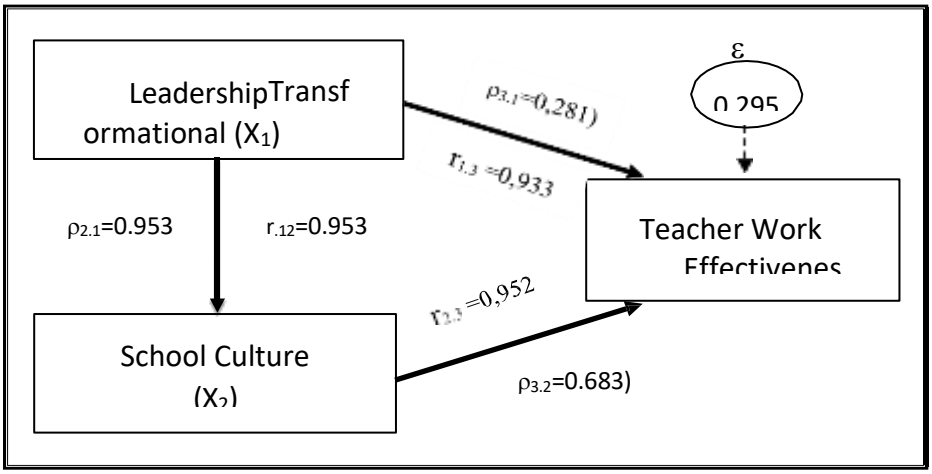


Figure 4. Results of Path Analysis of Variable X1against X3, X2against X3, and X1against X2

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DISCUSSION OF RESEARCH RESULTS

1. The Influence of Transformational Leadership on Teacher Work Effectiveness

Based on the t-test results, the value of 28.810 is greater than 1.979 with a significance value of 0.000 < 0.05. Furthermore, the correlation coefficient of 0.933 indicates a very strong and significant relationship between transformational leadership and teacher work effectiveness. These results prove that the principal's transformational leadership has a positive and significant effect on teacher work effectiveness.$t_{hitung} t_{tabel}$

This finding aligns with Muntaha's (2021) research, which also demonstrated a positive and significant influence of transformational leadership on teacher performance effectiveness. Therefore, principals who implement transformational leadership through motivation, inspiration, and encouragement for change are able to improve teacher performance, thereby more effectively achieving school goals.

2. The Influence of School Culture on Teacher Work Effectiveness

Based on the t-test results, the value of 34.453 is greater than 1.979 with a significance value of 0.000 < 0.05. The correlation coefficient of 0.952 indicates that school culture has a positive, significant, and very strong influence on the effectiveness of teacher work at SD Negeri Gugus 1 Korwil Karang Tengah, Tangerang City.$t_{hitung} t_{tabel}$

This finding aligns with research by Mujiono (2017), which states that school culture has a positive and significant influence on teacher work effectiveness. Therefore, the stronger the school culture, characterized by aligned values, commitment, and a conducive work environment, the higher the teacher's effectiveness in carrying out their duties.

3. The Influence of Transformational Leadership on School Culture

Based on the t-test results, the value of 35.152 is greater than 1.979 with a significance value of 0.000 < 0.05. The correlation coefficient of 0.953 indicates that transformational leadership has a positive, significant, and very strong influence on school culture at SD Negeri Gugus 1 Korwil Karang Tengah, Tangerang City.$t_{hitung} t_{tabel}$

This finding aligns with Lismanita's (2020) research, which states that transformational leadership positively impacts school culture. Therefore, a principal who can inspire, set an example, and guide the entire school community toward a shared vision can build a strong, conducive school culture that supports the achievement of educational goals.

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CONCLUSION

The results of this study indicate that the principal's transformational leadership and school culture have a positive influence on teacher effectiveness. These findings confirm that the stronger the principal's ability to inspire, motivate, provide role models, and build a shared vision, the higher the teacher's effectiveness in carrying out learning tasks. Furthermore, a conducive, collaborative, disciplined, and value-oriented school culture has also been shown to support increased teacher effectiveness. Practically, these results suggest that strengthening principal leadership and developing a healthy school culture should be a priority in efforts to improve teacher performance and the quality of education in elementary schools.

However, this study still has limitations, particularly the location scope, which only covers one cluster of public elementary schools, so the generalizability of the results is still limited. This study also used a quantitative approach with a questionnaire instrument, so it did not fully explore contextual factors that may influence teacher work effectiveness in more depth. Therefore, future research is recommended to expand the location and sample size, use a mixed or qualitative approach, and add other variables such as work motivation, academic supervision, and organizational climate to make the results more comprehensive and applicable.

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